

# **333 Learning Companion Leadership Program**

**Hong Kong**

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## **Evaluation Report**

**Prepared by**

**Policy 21 Ltd**

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## Chapter 1 Introduction

### 1.1 Background

- 1.1.1 **The 333 Learning Companion Program (the “333 program”)**, a project initiated by We R Family Foundation Limited (the “Foundation”) with additional sponsorship from UBS Optimus Foundation (“UBSOF”), was launched on 28 June, 2011. The objective of the 333 program is to foster the long-term growth of children of low-income families. In addition to their daily challenges, many children of low-income families often experience difficulties concentrating in school and completing their homework. The 333 program focuses on helping these children improve their self-esteem and reinforce their motivation to learn. The ultimate goal of the 333 program is to turn underprivileged children into young leaders.<sup>1</sup>



**“If 3 of us are walking together, at least one of the other two is good enough to be my teacher”<sup>2</sup>**

- 1.1.2 The *Foundation* is a charitable organization incorporated in Hong Kong under section 88 of the Inland Revenue Ordinance. The Foundation is established for the furtherance of
- (i) Co-ordinating and promoting education, overseeing and financing the education of underprivileged children and teenagers in Hong Kong, China and Asia.
  - (ii) Relieving poverty of the families of underprivileged children and teenagers in Hong Kong, China and Asia.
  - (iii) Making representation to the government for the improvement of education.

<sup>1</sup> Press release on 28 June 2011.

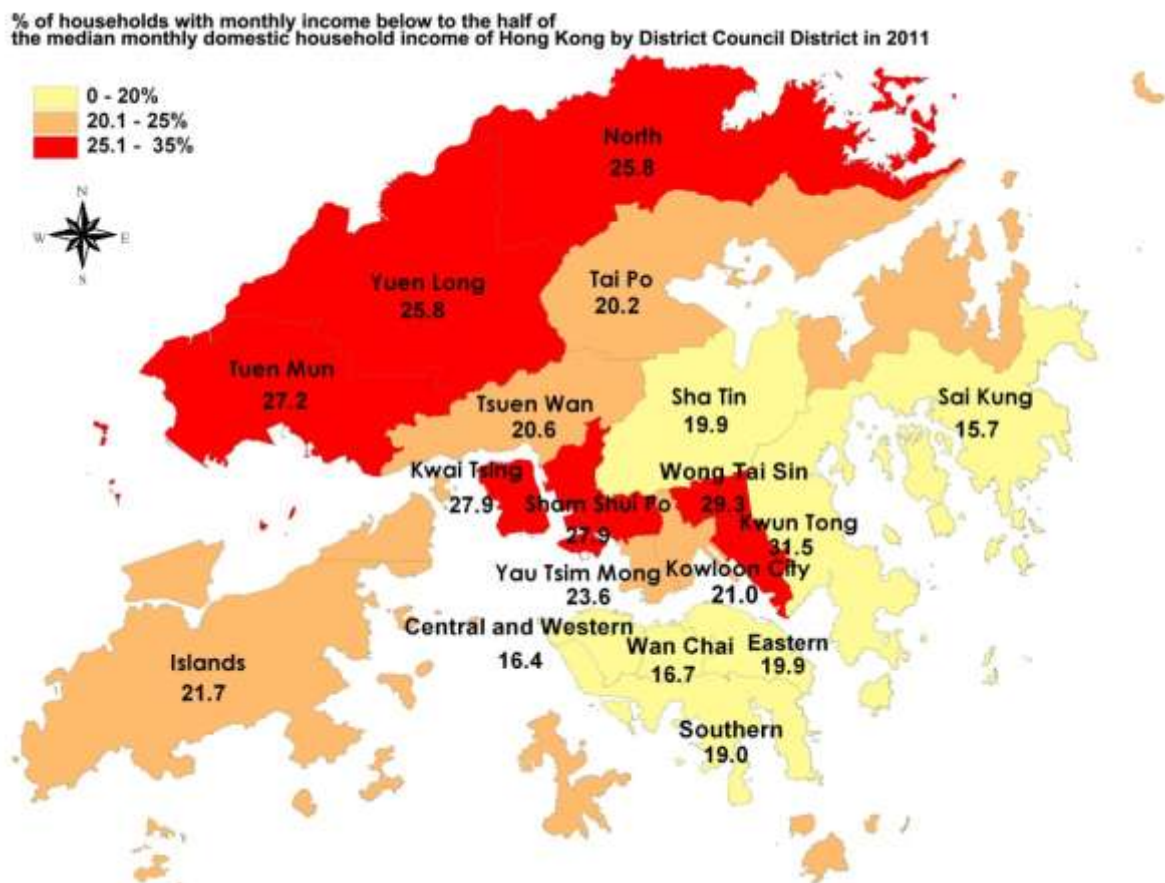
<sup>2</sup> Chinese Philosopher: Confucius

- 1.1.3 Established by UBS in 1999, the **UBSOF** is a non-profit, charitable organization which offers UBS clients opportunities to engage in strategic charitable projects. The UBSOF supports innovative, needs-based approaches and projects aimed at advancing the protection, education and health of children in need. A professional and transparent grant-making strategy ensures optimal use of all client donations to generate a lasting impact. In addition, the Foundation provides a tailor-made search and execution service of philanthropic projects for its clients.

## 1.2 Target locations

- 1.2.1 The chart below shows the percentage of households with monthly income below half of the overall Hong Kong median monthly domestic household income by District Council District in 2011. There were more than a quarter of households with the monthly income below half of the median monthly domestic household income in (New Territories) North (25.8%), Yuen Long (25.8%), Tuen Mun (27.2%), Kwai Tsing (27.9%), Sham Shui Po (27.9%), Wong Tai Sin (29.3%) and Kwun Tong (31.5%) districts, indicating that low income families were mainly concentrated in these areas.

*Chart 1: Percentage of households with monthly income below half of the overall Hong Kong median monthly domestic household income by District Council District in 2011*



*Table 1: Number and percentage of household which income was below the overall Hong Kong median monthly domestic household income and the Median Monthly Domestic Household Income by District Council District in 2011*

| District Council District | Median Monthly Domestic Household Income <sup>3</sup> (HK\$) | Total Domestic Households | Monthly Domestic Household Income < HK\$10,000 <sup>4</sup> |       |
|---------------------------|--------------------------------------------------------------|---------------------------|-------------------------------------------------------------|-------|
|                           |                                                              |                           | n                                                           | %     |
|                           |                                                              |                           |                                                             |       |
| Hong Kong Island          |                                                              |                           |                                                             |       |
| Central and Western       | 33,000                                                       | 89529                     | 14684                                                       | 16.4% |
| Wan Chai                  | 36,150                                                       | 54887                     | 9154                                                        | 16.7% |
| Eastern                   | 25,400                                                       | 194249                    | 38649                                                       | 19.9% |
| Southern                  | 25,700                                                       | 85837                     | 16284                                                       | 19.0% |
| Kowloon                   |                                                              |                           |                                                             |       |
| Yau Tsim Mong             | 22,070                                                       | 112986                    | 26661                                                       | 23.6% |
| Sham Shui Po              | 16,280                                                       | 134795                    | 42575                                                       | 31.6% |
| Kowloon City              | 23,560                                                       | 124218                    | 26102                                                       | 21.0% |
| Wong Tai Sin              | 17,000                                                       | 140315                    | 41107                                                       | 29.3% |
| Kwun Tong                 | 15,960                                                       | 214300                    | 67459                                                       | 31.5% |
| New Territories           |                                                              |                           |                                                             |       |
| Kwai Tsing                | 17,000                                                       | 168553                    | 47070                                                       | 27.9% |
| Tsuen Wan                 | 24,100                                                       | 102570                    | 21163                                                       | 20.6% |
| Tuen Mun                  | 18,000                                                       | 168990                    | 45891                                                       | 27.2% |
| Yuen Long                 | 18,000                                                       | 190285                    | 49055                                                       | 25.8% |
| North                     | 18,580                                                       | 99453                     | 25637                                                       | 25.8% |
| Tai Po                    | 22,340                                                       | 94481                     | 19057                                                       | 20.2% |
| Sha Tin                   | 23,040                                                       | 207094                    | 41278                                                       | 19.9% |
| Sai Kung                  | 26,870                                                       | 138209                    | 21659                                                       | 15.7% |
| Islands                   | 21,000                                                       | 47611                     | 10309                                                       | 21.7% |
| Land total                | 20,500                                                       | 2368362                   | 563794                                                      | 23.8% |

<sup>3</sup> Median Monthly Domestic Household Income refers to the average monthly domestic household income so calculated that 50% of the total number of domestic households had incomes above that figure and the other 50% had incomes below it.

<sup>4</sup> It is roughly half of the Median Monthly Domestic Household Income (\$20,500)



- 1.2.2 Taking note of the above findings, the 333 program was launched in schools in North, Sham Shui Po and Kwun Tong districts in the initial stage. This evaluation report covers evaluation findings on the 333 programs implemented in three learning centers shown below.



- 1.2.3 Apart from the three learning centres, the Tin Shui Wai District Learning Centre is also in operation. The types of classes operated in the four learning centres are shown below:

*Table 2: Classes operated by learning centres*

| Learning Center                       | Classes operated |                 |                |
|---------------------------------------|------------------|-----------------|----------------|
|                                       | Intensive class  | Extensive class | Friends of 333 |
| North District Learning Center        | √                | √               | √              |
| Kwun Tong District Learning Center    | √                | √               | √              |
| Sham Shui Po District Learning Center | √                | √               |                |
| Tin Shui Wai District Learning Center | √                |                 |                |

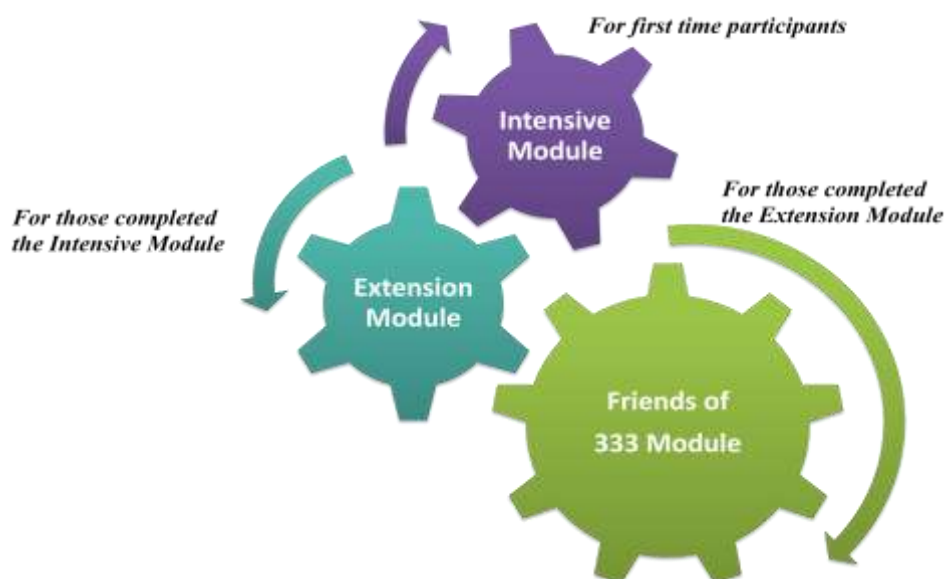
### 1.3 The 333 program

1.3.1 The objectives of 333 are as follows:-

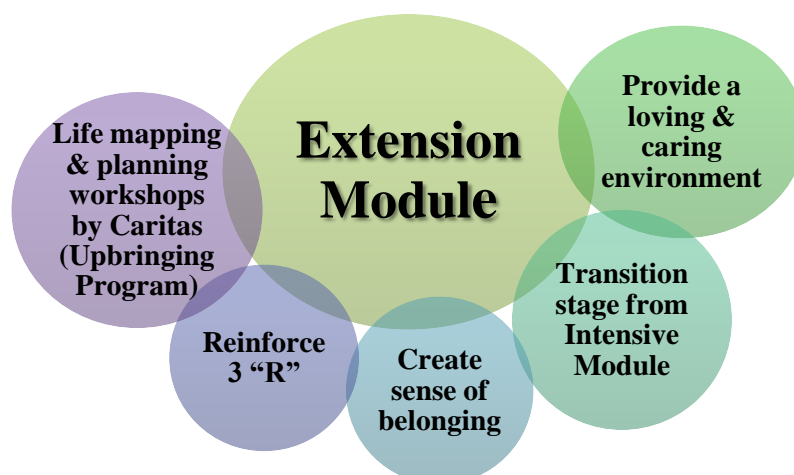
- To further improve the academic performance of underprivileged children in Hong Kong
- To facilitate positive emotional and psychological development of these children through a cost-effective, holistic, and replicable approach
- To reshape their attitudes by instilling a sense of responsibility and self-belief
- To help them become self-motivated learners through an award scheme and value-added sessions such as the upbringing program
- To help them develop self-confidence, self-esteem and a willingness to help others
- To inspire them to become young leaders of the future

1.3.2 The 333 program is primarily designed for Primary One to Primary Six Students from low income families. During the application process, one to two students from each grade of every participating school will be selected based on school nominations and interviews by Program instructors. The 333 program provides free resources, space and professional assistance to the students.

1.3.3 The 333 program comprises three independent modules, the second and third of which are optional upon the completion of the first module. The three modules are (1) The Intensive Module for first-time participants, (2) The Extension Module for those who have completed the Intensive Module and (3) Friends of 333 Module for those who have completed the Extension Module.



- 1.3.4 The Intensive Module runs for 6 months and has two sessions for Primary 1 to Primary 6 Students, including (i) 1.5 hours home-work session to assist students to complete their homework and encourage students to help each other and (ii) 1 hour value-adding activities & interest session during which various activities on magic, performing arts, language, civic education, thinking skills, and computer literacy are organized.
- 1.3.5 After school every day, experienced instructors and teaching assistants at the learning centres provide guidance to all students in doing their schoolwork and, to introduce the notion of “receiving and giving”, Primary Three to Primary Six participants are also encouraged to help younger students with their assignments. The assignments are to be completed within a specific time limit and the quality of the work is assessed by instructors of the 333 program, who are mainly retired teachers. In addition to academic work, students who successfully complete their assignments will be encouraged to participate in various extracurricular activities and hobby classes in areas such as visual arts, performance arts, chess, languages and computer skills.
- 1.3.6 The Extension Module also runs for 6 months. Basically, it has a similar format as the Intensive Module but the amount of guidance from teachers and teaching assistants is reduced. It has two sessions namely (i) 1.5 hours home-work session to assist students to complete their homework and encourage students to help each other and (ii) 1 hour value-adding session for Primary 1 to 3 students or 1 hour value-adding session with participation of social workers from Caritas for Primary 4 to 6 students.
- 1.3.7 A new element is introduced in this phase, namely an upbringing program aimed at helping children with respect to life planning, life education and family life education. The purposes are to aid students in life-goal setting, to build up students’ resilience, to reduce anxiety in adversity, to enhance family functioning, to strengthen family relationship and to prevent family breakdown. With the strengthening of family resilience and problem solving capabilities and equipping them with communication skills and emotional management tools, it is believed that the children living in distress environments will be enlightened to become young leaders with positive thinking and participating citizens of Hong Kong.



- 1.3.8 The Friends of 333 Module also runs for 6 months. Basically, it has a similar format as the Extension Module. It has two sessions including (i) 1.5 hours home-work session to assist students to complete their homework and encourage students to help each other and (ii) 1 hour value-adding session for Primary 1 to 3 students and 1 hour Caritas “Smart Kid Program” which focuses on teaching children the importance of self-discovery, self-confidence goals and staying focused.
- 1.3.9 On a more macro level, research findings on the 333 program collated over a period of 3-5 years will be consolidated and, together with recommendations, submitted to the Hong Kong Government. The objective is to lobby for policy changes in the education and welfare support for this group of children.

#### **1.4 The pilot program**

- 1.4.1 The pilot program started in end February 2010. A total of 120 students from 13 schools participated in the Intensive Module in Sheung Shui. For the 2010/2011 academic year, 122 students from 19 schools joined the Intensive Module and 60 students from pilot program enrolled in the Extension Module
- 1.4.2 In the pilot program, about 80% students indicated that they have made improvement in homework completion after participation in the pilot program. The corresponding percentages for parents and school teachers were 73% and 56% respectively.
- 1.4.3 About 73% of parents and 68% of school teachers indicated that the children had improved in conduct and school behavior after participation in the pilot program.
- 1.4.4 About 72% of parents and 77% of school teachers indicated that the children had shown improvement in learning interest and self-confidence after participation in the pilot program. The corresponding percentage for students was 73%.
- 1.4.5 About 67% of parents and 73% of school teachers indicated that the children were willing to help others in need after participation in the pilot program. The corresponding percentage for students was 71%.

## 1.5 Objectives of the evaluation

1.5.1 The **objectives** of the evaluation study are as follows:-

- (i) To evaluate the overall effectiveness of the 333 program
- (ii) To highlight evidence of good practices from the 333 program:
  - (a) To identify factors contributing to the success of 333 program in achieving its intended objectives;
  - (b) To provide data to assist the Foundation in reviewing the sustainability and continuity of the project; and
  - (c) To measure improvement of students in respect of sense of responsibility, proactiveness and initiatives, willingness to assist others, self-confidence and self-esteem and leadership quality.

## 1.6 Organization of the report

1.6.1 This evaluation report presents the findings of the study and is organized into the following sections:

- (a) Evaluation methodology;
- (b) Profile of students;
- (c) General views;
- (d) Family friendliness;
- (e) Personal development
- (f) Evaluation of students by instructors;
- (g) Evaluation of students by parents;
- (h) Key performance indicators.

## Chapter 2 Evaluation methodology

### 2.1 Methodology

2.1.1 The following two approaches are adopted in evaluating the 333 program:

- (a) Pre-post method, which measures changes of various outputs and outcomes before and after participation in the program;
- (b) Self-report method, which uses questionnaires to gather information from students, parents and teachers on the perceived impact of the 333 program and the problems encountered.

2.1.2 Effectiveness of the 333 program can be assessed in terms of outputs as well as outcomes. Outputs are measured by indicators like the program completion rate. For outcomes, it depends on the specific objectives of program. In generic terms, outcomes refer to improvement in academic performance, conduct and school behaviors, learning interest and self-confidence and caring for others by the participants.

2.1.3 In addition, the focus of the evaluation would also be placed on the process. For the process of the 333 program, it includes interactions between schools and the students and between teachers and the students, problems encountered and support obtained from the management of the 333 program.

2.1.4 In evaluating impact, some researchers suggested that there are three dimensions to be evaluated:<sup>5</sup>

- a) Formative evaluation, the focus of which is on acquiring new knowledge, attitudes and skills as a result of training. Such evaluation may be conducted before, during and after training;
- b) Summative evaluation, which assesses on the participants' performance after training;
- c) Correlative evaluation, which is concerned with the evaluation of those aspects of the program design and delivery that are related to the formative and summative measures of performance. The focus is on content, design, delivery methods, etc. Correlative evaluation measures the performance of the instructional system i.e. how well the course designer and instructor are in fulfilling their responsibility. The emphasis is on measuring the means rather than the results of the trainings so as to provide specific inputs to improve the quality of training. The purpose of correlative evaluation is to identify factors contributing to the success of the 333 program in achieving its intended objectives.

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<sup>5</sup> Parry, Scott B. (2000), *Training for results*

Given that all participants go through the same program, it is not possible to assess the impact of program design on formative and summative measures of performance through say an experimental or a quasi-experimental design. Thus, evaluation of the impact of program design would be based on subjective views expressed by stakeholders, including students and teachers, during in-depth interviews and focus group discussions.

For program delivery, on the other hand, there might be variations between program sites in terms of the quality of teachers and teaching assistants. Such variations may be measured by proxy indicators like students' satisfaction with the performance of teachers and teaching assistants. Nevertheless, it should be noted that formative and summative performance is also affected by other (confounding) variables, and it is not possible in the present research to control for such confounding variables. In addition to the use of proxy indicators gathered from the survey, views of students and teachers would also be gathered through in-depth interviews and focus group discussions, which may provide insight into how program delivery affects formative and summative performance.

- 2.1.5 The pre-post and self-report method was used in the evaluation. In other words, two rounds of self-administered questionnaire survey were conducted on the students. In addition, qualitative information was gathered through in-depth interviews with teachers, students and participating schools.

## 2.2 Questionnaire survey on students

- 2.2.1 Eight sets of questionnaires for the pre-test survey and post-test survey were designed for four groups of students and given in [Appendix 1-2](#). Since the target respondents were primary students, it was not desirable to have a long questionnaire design, affecting the quality of response from students. Thus, the number of items used in the survey and aspects to be assessed was kept as short and concise as possible. Details are summarized below:

*Table 3: The flow of student questionnaire*

|                                             | Qs | Pre-test Survey  |      |                                          |      | Post-test Survey |      |                                          |      |
|---------------------------------------------|----|------------------|------|------------------------------------------|------|------------------|------|------------------------------------------|------|
|                                             |    | Intensive Module |      | Extension Module & Friends of 333 Module |      | Intensive Module |      | Extension Module & Friends of 333 Module |      |
|                                             |    | P1-3             | P4-6 | P1-3                                     | P4-6 | P1-3             | P4-6 | P1-3                                     | P4-6 |
| General views                               |    |                  |      |                                          |      |                  |      |                                          |      |
| Program expectation                         | 2  | √                | √    | √                                        | √    | √                | √    | √                                        | √    |
| Impact on other extra-curriculum activities | 2  | √                | √    | √                                        | √    | √                | √    | √                                        | √    |
| Personal development                        |    |                  |      |                                          |      |                  |      |                                          |      |
| Understanding self                          | 4  |                  | √    |                                          | √    |                  | √    |                                          | √    |
| Management of stress and emotion            | 4  |                  | √    |                                          | √    |                  | √    |                                          | √    |
| Understanding others                        | 4  |                  | √    |                                          | √    |                  | √    |                                          | √    |
| School performance                          | 4  |                  | √    |                                          | √    |                  | √    |                                          | √    |
| Rosenberg Self-Esteem Scale                 | 10 |                  | √    |                                          | √    |                  | √    |                                          | √    |
| Family                                      |    |                  |      |                                          |      |                  |      |                                          |      |
| Family friendliness                         | 3  |                  |      | √                                        | √    |                  |      | √                                        | √    |
| Student's information                       |    |                  |      |                                          |      |                  |      |                                          |      |
| School performance (academic and conduct)   | 3  | √                | √    | √                                        | √    | √                | √    | √                                        | √    |
| Expectation on educational attainment       | 2  |                  | √    |                                          | √    |                  | √    |                                          | √    |
| Personal information                        | 3  | √                | √    | √                                        | √    | √                | √    | √                                        | √    |



### *General views*

- 2.2.2 Students' expectation and perceived impact on other extra-curriculum activities were asked in the first part of the questionnaire.

### *Personal Development*

- 2.2.3 Three categories namely, understanding self, management of stress and emotion and understanding others, out of 15 categories were selected from the Personal Social Development Self-efficacy inventory (PSD-PEI) which is an instrument developed by the life skills development project research team to assess personal-social development self-efficacy of students in Hong Kong.<sup>6</sup> Each category contains 4 items. Student were asked to rate their level of confidence in completing the tasks using a 6-point Likert Scale, with "1" representing extremely not confident to "6" representing extremely confident. The instrument is designed to be administrated to students in groups and could be completed within a few minutes.
- 2.2.4 Four questions were used in the survey to measure the 4 aspects of behaviour of students in schools, namely politeness, proactiveness, persistence of answering questions and willingness to complete the homework.
- 2.2.5 Locally validated measurement scales were used in data collection. To facilitate comparison with data collected in the pre-test survey, the same sets of scales were used in the post-test survey. The Chinese version of the Rosenberg Self-Esteem Scale was used in the survey. The scale has been tested in a study based on a sample of 429 Chinese adolescents.<sup>7</sup> 10 questions related to self-esteem were asked in the survey.

### *Family*

- 2.2.6 Three questions were designed to measure the extent to which the students love their family and parents and the level of family friendliness.

### *Student's information*

- 2.2.7 Eight questions were used to collect information on students' perceived academic performance and conduct at schools, their aspired levels of educational attainment and personal information.

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6 Life Skills Development and Comprehensive Guidance Program Series – Personal Social Development Self-Efficacy Inventory: Users' Manual. Published by Life Skills Development Project, Faculty of Education, The University of Hong Kong and sponsored by Quality Education Fund, April 2004.

7 Shek, Daniel, T. L. (1997), "The relation of family functioning to adolescent psychological well-being, school adjustment and problem behaviour", in *The Journal of Genetic Psychology*, 158(4): 467 – 479.

## 2.3 Questionnaire survey on parents

- 2.3.1 A questionnaire survey on parents was conducted to gather views from parents whose children had participated in the 333 program. The survey was conducted at the end of the program. The parents were asked to complete a self-administered questionnaire. The questionnaire was given in [Appendix 3](#).

## 2.4 Evaluation on the students by the instructors

- 2.4.1 A questionnaire survey on instructors was conducted to gather their views on the performance of students on such aspect as the level of satisfaction with the progress made by students. The survey was conducted at the end of the program. The instructors were asked to complete a self-administered questionnaire on each student. The questionnaire was given in [Appendix 4](#).

## 2.5 Survey design

- 2.5.1 All students participating in the Intensive Module, Extension Module and Friends of 333 Module in North District Learning Centre, Kwun Tong District Learning Centre and Sham Shui Po District Learning Centre were the target respondents. The interviews were conducted in February 2011, July 2011, September 2011, December 2011, February 2012 and July 2012.

*Table 4: The survey design*

|                                           |                       | 2010-11<br>Semester B |           | 2011-12<br>Semester A |           | 2011-12<br>Semester B |           |
|-------------------------------------------|-----------------------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|
|                                           |                       | Pre-test              | Post-test | Pre-test              | Post-test | Pre-test              | Post-test |
| Participants starting from February 2010  | Friends of 333 Module | √                     | √         |                       |           |                       |           |
| Participants starting from September 2010 | Extension Module      | √                     | √         |                       |           |                       |           |
|                                           | Friends of 333 Module |                       |           | √                     | √         |                       |           |
| Participants starting from January 2011   | Intensive Module      | √                     | √         |                       |           |                       |           |
|                                           | Extension Module      |                       |           | √                     | √         |                       |           |
|                                           | Friends of 333 Module |                       |           |                       |           | √                     | √         |

- 2.5.2 In addition, focus group discussions with principals/teachers/teaching assistants and focus group discussions with social workers were conducted to solicit their views on the process and perceived impact of the 333 program.

## 2.6 Data processing and statistical analysis

- 2.6.1 Descriptive statistics were used to summarize the findings of the study and cross-tabulations were used to conduct the subgroup analyses. Test of significance was performed where appropriate.
- 2.6.2 It should be noted that percentages in the descriptive figures might not add up to the total or 100% due to rounding. Also, for questions with multiple answers, summation of percentages might exceed 100% as more than one answer could be selected. Besides, the sample bases for each question might vary due to the fact that some respondents had not answered the questions asked. SPSS 19.0 was used in statistical analysis.

## 2.7 Enumeration results

- 2.7.1 This evaluation report is based on questionnaires completed by students attending the 333 Program. Full enumeration was adopted. The enumeration results are summarised below:

*Table 5: The enumeration results*

| No. of completed questionnaires          |              | 2010-11<br>Semester B |            | 2011-12<br>Semester A |            | 2011-12<br>Semester B |            |
|------------------------------------------|--------------|-----------------------|------------|-----------------------|------------|-----------------------|------------|
|                                          |              | Pre-test              | Post-test  | Pre-test              | Post-test  | Pre-test              | Post-test  |
| <b>Students</b>                          | <b>Total</b> | <b>200</b>            | <b>172</b> | <b>294</b>            | <b>294</b> | <b>433</b>            | <b>433</b> |
| Intensive Module                         | P1-3         | 70                    | 65         | 92                    | 92         | 82                    | 82         |
|                                          | P4-6         | 68                    | 65         | 91                    | 91         | 72                    | 72         |
| Extension Module & Friends of 333 Module | P1-3         | 29                    | 22         | 29                    | 29         | 130                   | 130        |
|                                          | P4-6         | 33                    | 20         | 82                    | 82         | 149                   | 149        |
| <b>Parents</b>                           | <b>Total</b> | -                     | -          | -                     | -          | <b>433</b>            | <b>433</b> |
| <b>Parents</b>                           | <b>Total</b> | -                     | -          | -                     | -          | <b>433</b>            | <b>433</b> |

## 2.8 Limitations

### *Matching of students in the pre-post design*

- 2.8.1 In the survey conducted in 2010-11 Semester B, the Project Team has attempted to make the best use of statistical information gathered in the pre-test and post-test surveys. However, the data gathered were not sufficiently precise to permit to the matching of individual students participating in the pre-test and post-test survey. Therefore, in the present evaluation report, analyses of the survey findings collected in 2010-11 Semester B including measurement of changes were performed in an aggregate manner without distinguishing changes observed for individual students.
- 2.8.2 After review, in 2011-12 Semester A and 2011-12 Semester B, a unique code was assigned to each student. Research assistants then distributed questionnaire with the unique codes to students. The survey questionnaires were kept anonymous in order to protect the confidentiality of information provided by students. The successful matching of the pre-test and post-test questionnaires for individual students, using the unique codes, had helped improve the precision of estimates of changes in say the attitudes and behaviors of students before and after their participation in the 333 program. Hence, in the present evaluation report, the survey data collected in 2011-12 Semester A and 2011-12 Semester B were based on the matched dataset.

### *Time span too short*

- 2.8.3 The pre-test and post-test surveys were conducted in a time span of less than six months. The lapse time of less than six months was considered too short to detect any significant changes in attitudes and behaviors. In other words, the evaluation report may not be able to capture the full impact of the 333 program.

### *Short questionnaires*

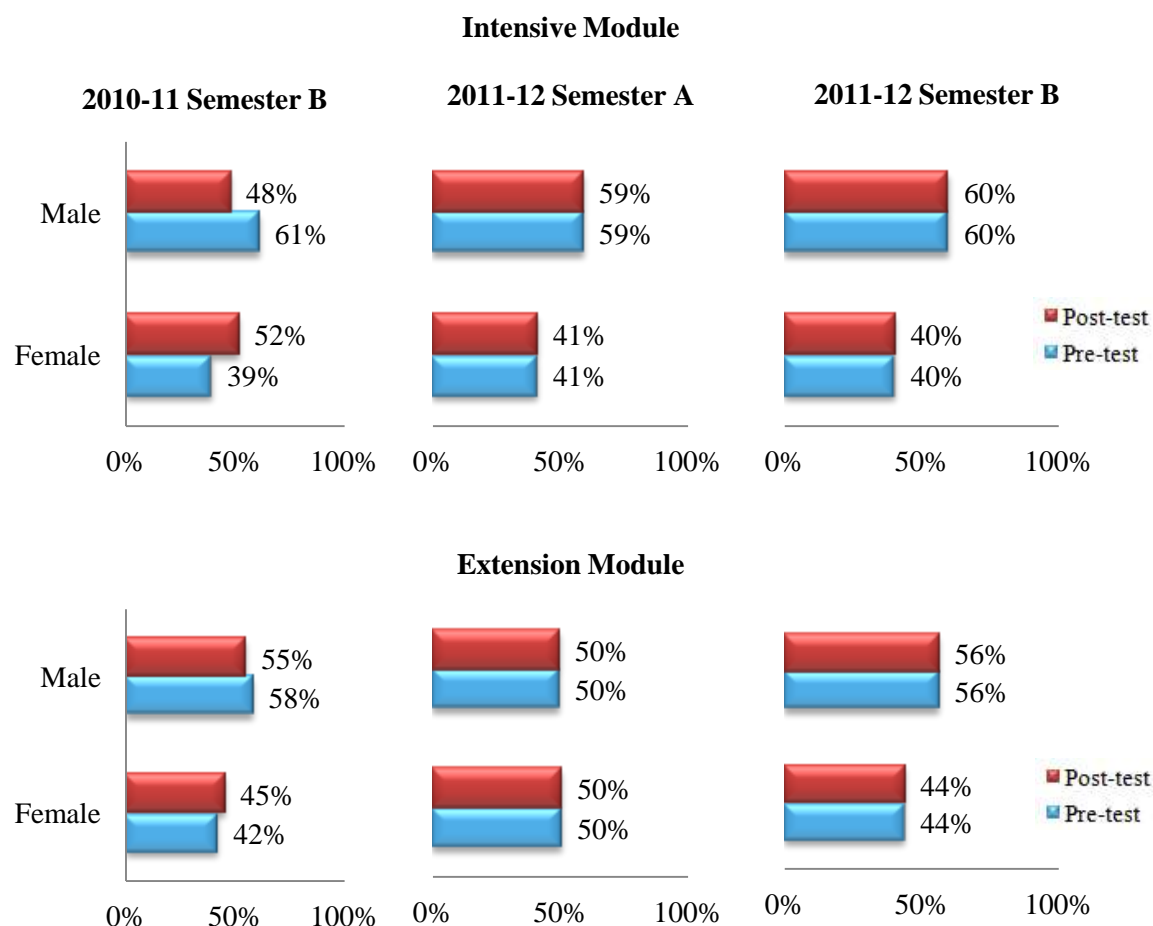
- 2.8.4 Since target respondents were primary students, it was not desirable to have a long questionnaire design, affecting the quality of response from students. Thus, the number of items used in the survey and aspects to be assessed was kept as short and concise as possible in the survey. This has inevitably limited the scope of the evaluation.

## Chapter 3 Profile of students

### 3.1 Gender

- 3.1.1 In 2010-11 Semester B pre-test survey, more than half of students were boys (intensive: 61%; extension 58%) and the balance of less than half were girls (intensive: 39%; extension 42%). In the post-test survey, about 48% of students participating in the intensive module were boys. About 55% of students participating in the extension module were boys and the balance 45% were girls.
- 3.1.2 In 2011-12 Semester A, more than half of students participating in the intensive module were boys (59%) and the balance of less than half were girls (41%). About half (50%) of students participating in the extension module were boys and the balance 50% were girls.
- 3.1.3 In 2011-12 Semester B, about 60% of students participating in the intensive module were boys and the balance 40% were girls. About half (56%) of students participating in the extension module were boys and the balance 44% were girls.

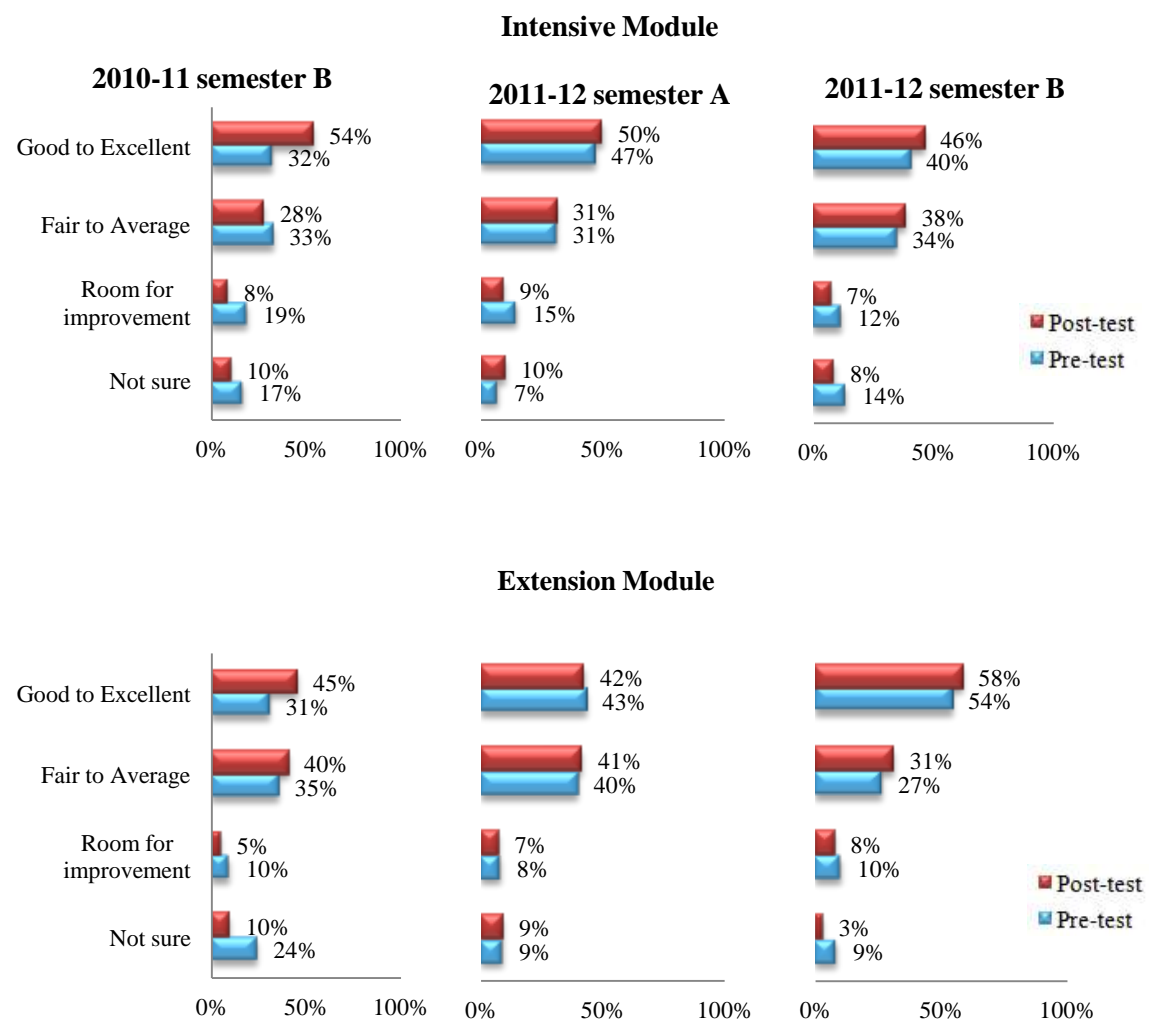
*Chart 2: Gender of the students*



## 3.2 School performance

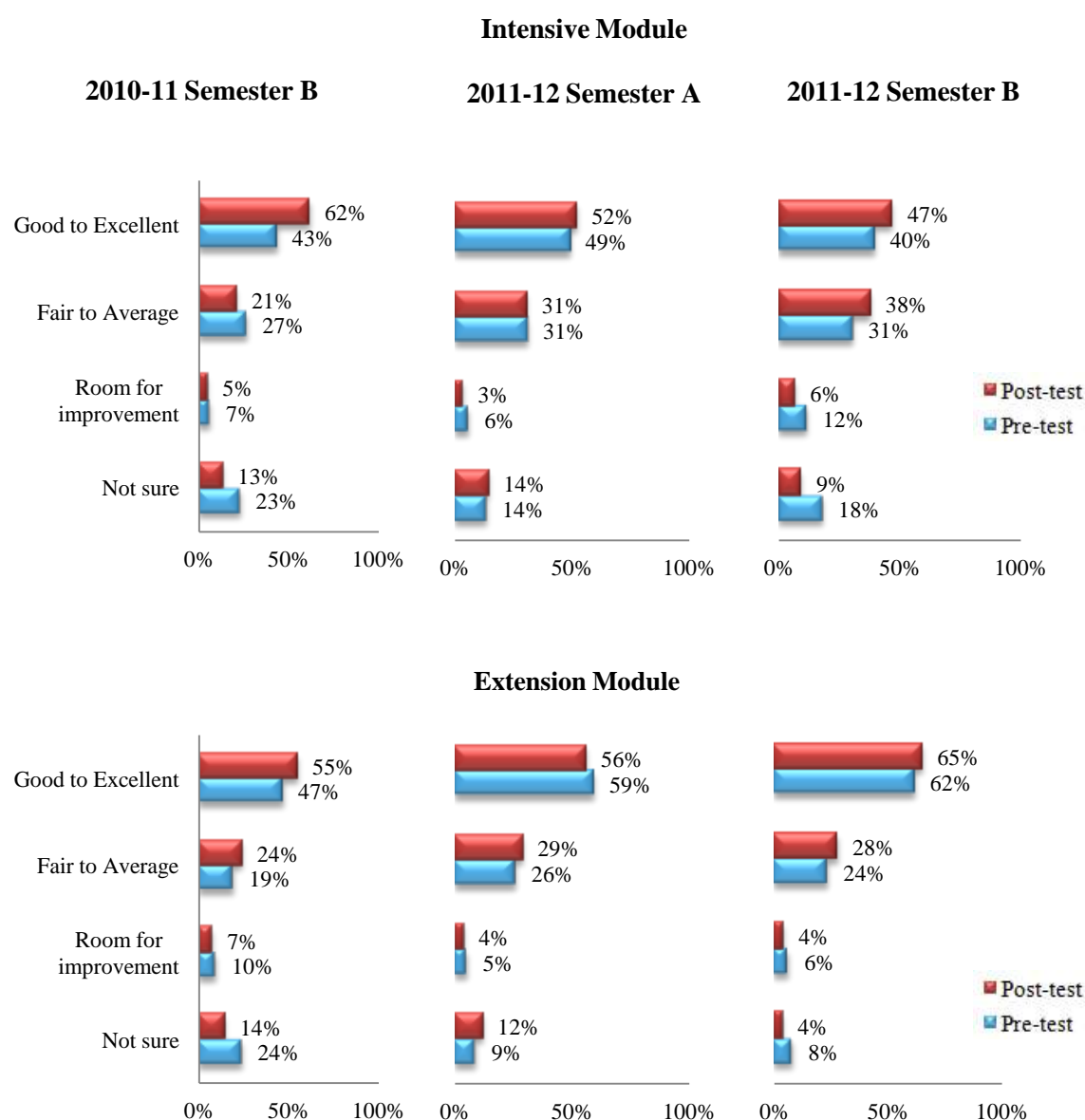
- 3.2.1 Students recruited to the 333 Learning Companion Program are primary school students who perform less well in schools, in terms of academic performance or conduct. Based on views expressed by students, in the pre-test surveys in three semesters, less than or about half of them (intensive: 32%-47%; extension: 31%-54%) considered their academic performance as good or excellent. Below one-fifth of students (intensive: 12-19%; extension: 8-10%) indicated that there was room for improvement in their academic performance.
- 3.2.2 In the post-test surveys in three semesters, a higher proportion of students perceived their academic performance as good or excellent and a lower proportion considered that there was room for improvement, as compared with the corresponding percentage in the pre-test surveys. About half of students (intensive: 46%-54%; extension: 42-58%) considered their academic performance as good or excellent. Furthermore, below 10% of students (intensive: 7%-9%; extension: 5%-8%) indicated that there was room for improvement in their academic performance.

*Chart 3: Perceived academic performance of the students*



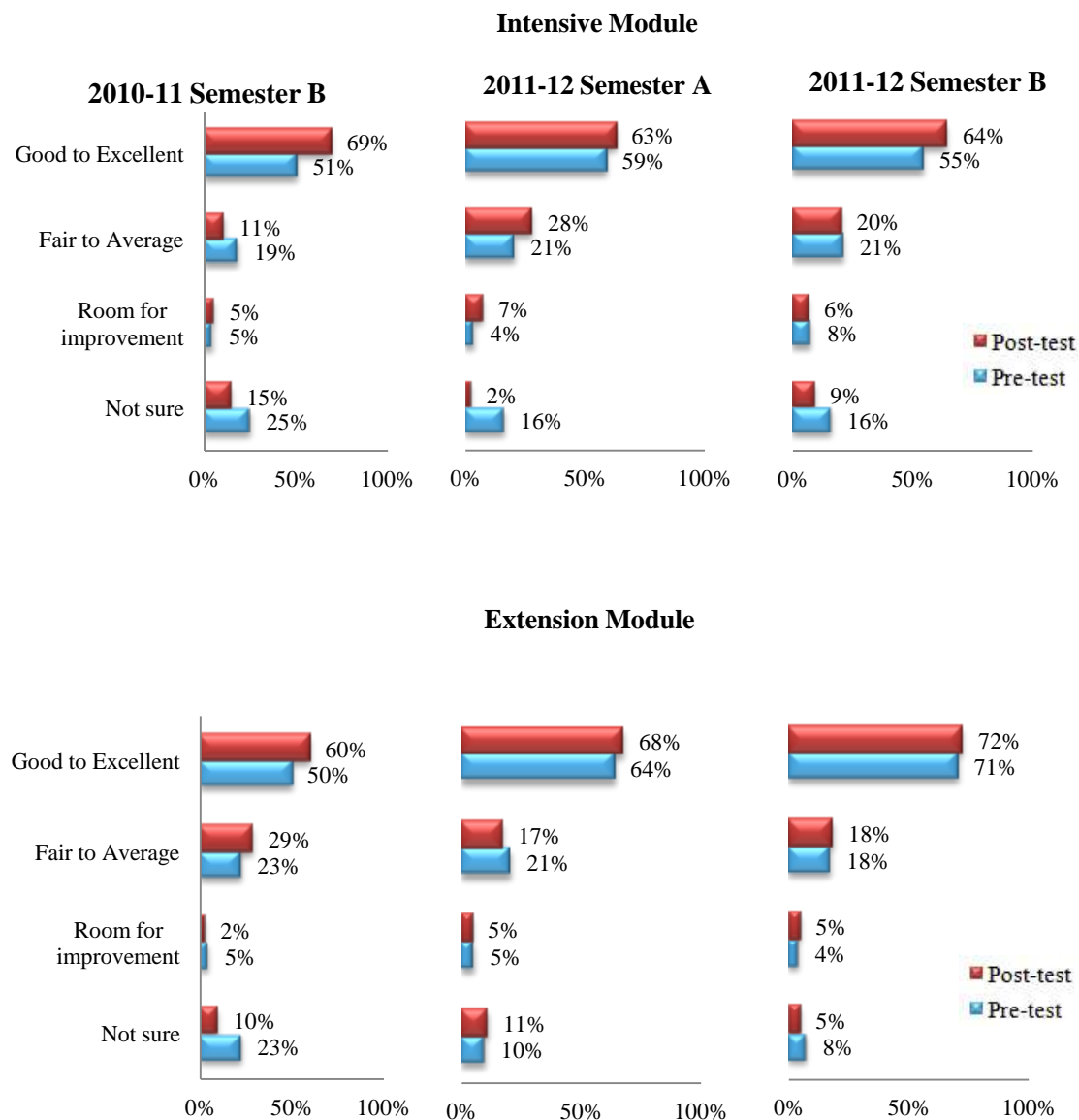
- 3.2.3 Based on views expressed by students, in the pre-test surveys in three semesters, about half of students (intensive: 40%-49%; extension: 47%-62%) considered their conduct as good or excellent. About 10% of students (intensive: 6%-12%; extension: 5%-10%) indicated that there were rooms for improvement in their conduct.
- 3.2.4 In the post-test surveys in three semesters, a higher proportion of students perceived their conduct as good or excellent and a lower proportion considered that there was room for improvement, as compared with the corresponding percentage in the pre-test surveys. More than or about half of students (intensive: 47%-62%; extension: 55%-65%) considered their conduct as good or excellent. Furthermore, below 8% of students (intensive: 3%-6%; extension: 4%-7%) indicated that there were rooms for improvement in their conduct.

*Chart 4: Perceived conduct of the students*



3.2.5 Based on views expressed by students, in the pre-test surveys in three semesters, more than half of students (intensive: 51%-59%; extension: 50%-71%) considered their expected achievement in academic performance as good or excellent. In the post-test surveys, over 60% of students (intensive: 63%-69%; extension: 60%-72%) considered their achievement in academic performance as good or excellent. It may be worth noting that their confidence in achieving better results in academic performance was enhanced after participating in the 333 program.

*Chart 5: Expected achievement in academic performance of the students*

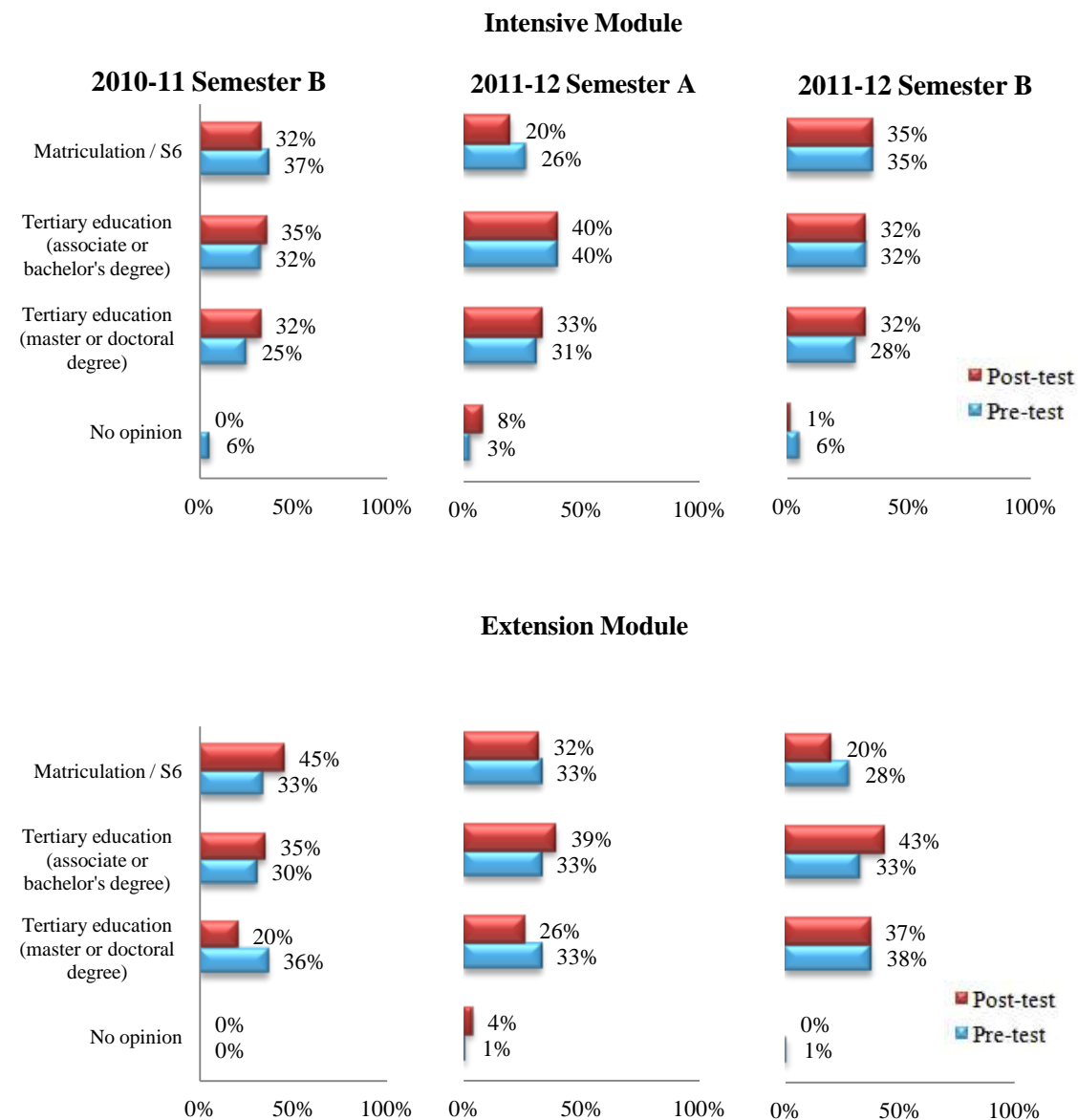




### 3.3 Expectation on educational attainment

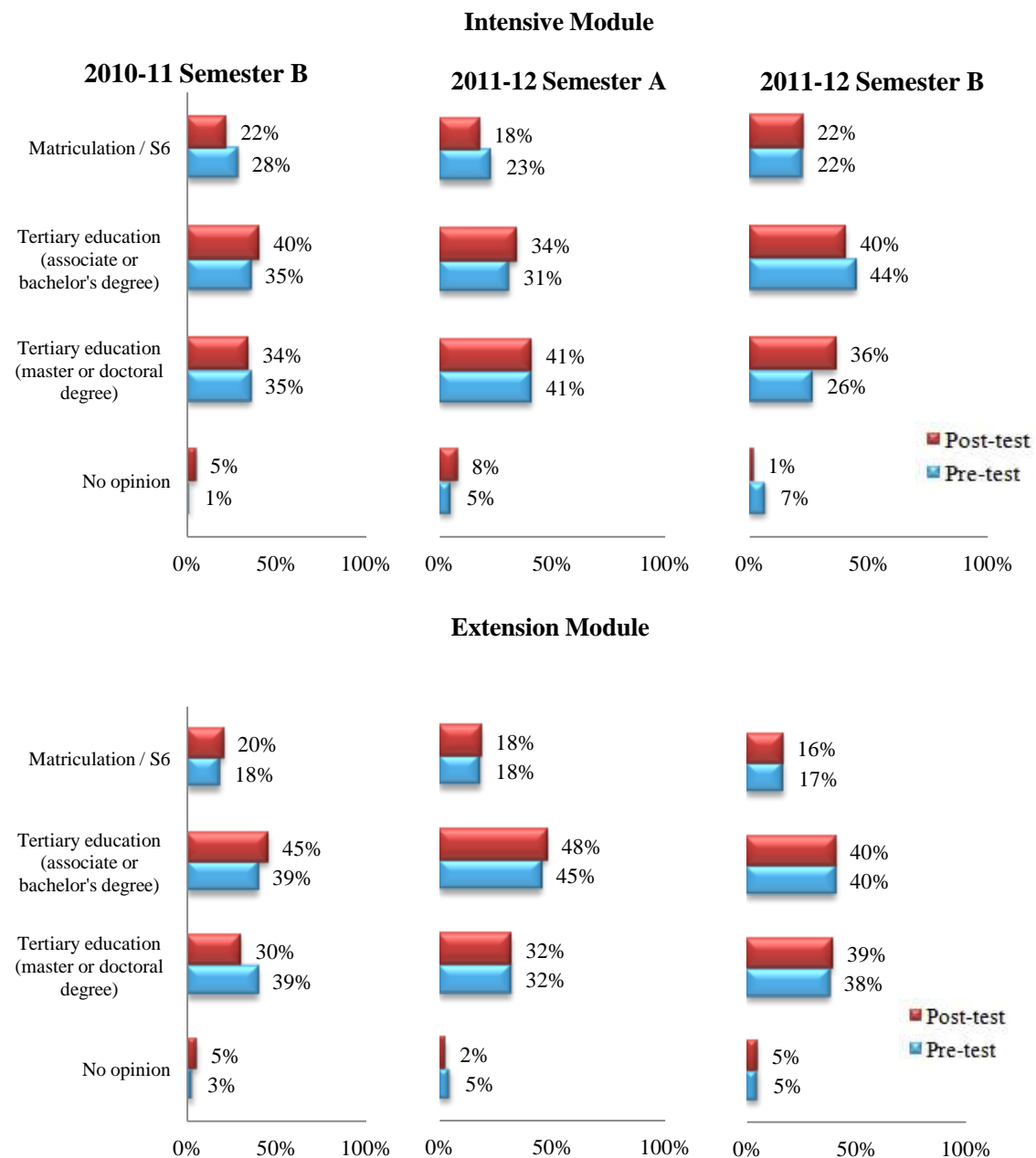
3.3.1 In the pre-test surveys in three semesters, about one third of primary 4-6 students (intensive: 32%-40%; extension: 30%-33%) expected that they could complete tertiary education, in particular obtaining an associate degree or bachelor's degree. In the post-test surveys, a higher proportion of primary 4-6 students (intensive: 32%-40%; extension: 35%-43%) expected that they could complete tertiary education.

*Chart 6: Expectation on the highest academic qualification of the students*



3.3.2 In the pre-test surveys in three semesters, more than or about one third of primary 4-6 students (intensive: 31%-44%; extension: 39%-45%) indicated that their parents expected that they could complete tertiary education, obtaining an associate degree or bachelor's degree. In the post-test surveys, the corresponding proportions of primary 4-6 students (intensive: 34%-40%; extension: 40%-48%) were similar.

*Chart 7: Expectation on the highest academic qualification of the parents*



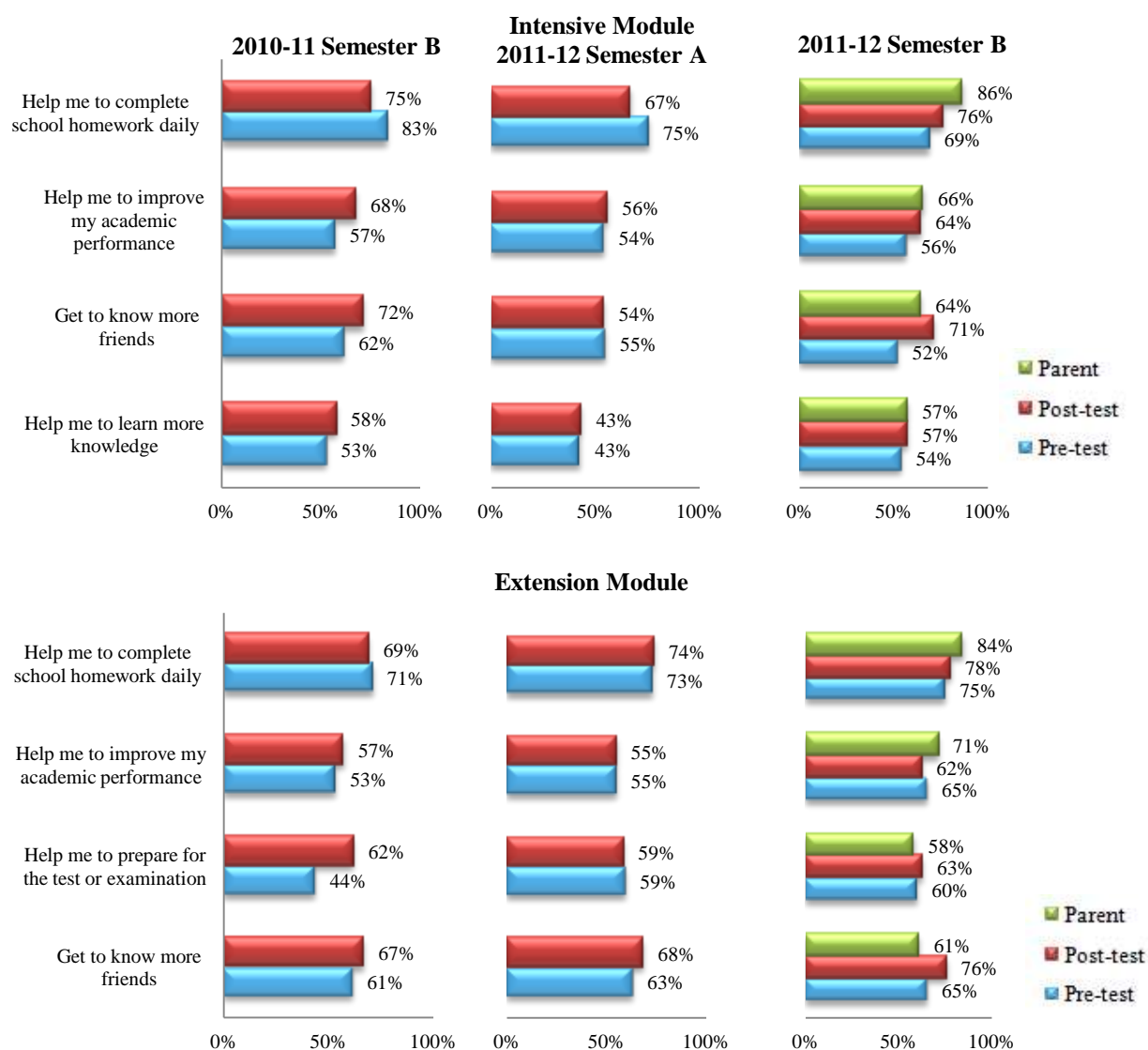
## Chapter 4 General views

### 4.1 Program expectation

4.1.1 Students have high expectations of the 333 program. In the pre-test surveys in three semesters, the four major expectations were to help them complete daily school homework, to help them improve their academic performance, to get to know more friends and to help them learn more knowledge, accounting for over two-thirds of students in both intensive and extension module. In the post-test surveys, the corresponding proportions were similar indicating that the 333 program could meet their expectations.

4.1.2 It was worth noting that over two-thirds of parents indicated that the 333 program had helped their children complete school homework daily and improve their children's academic performance.

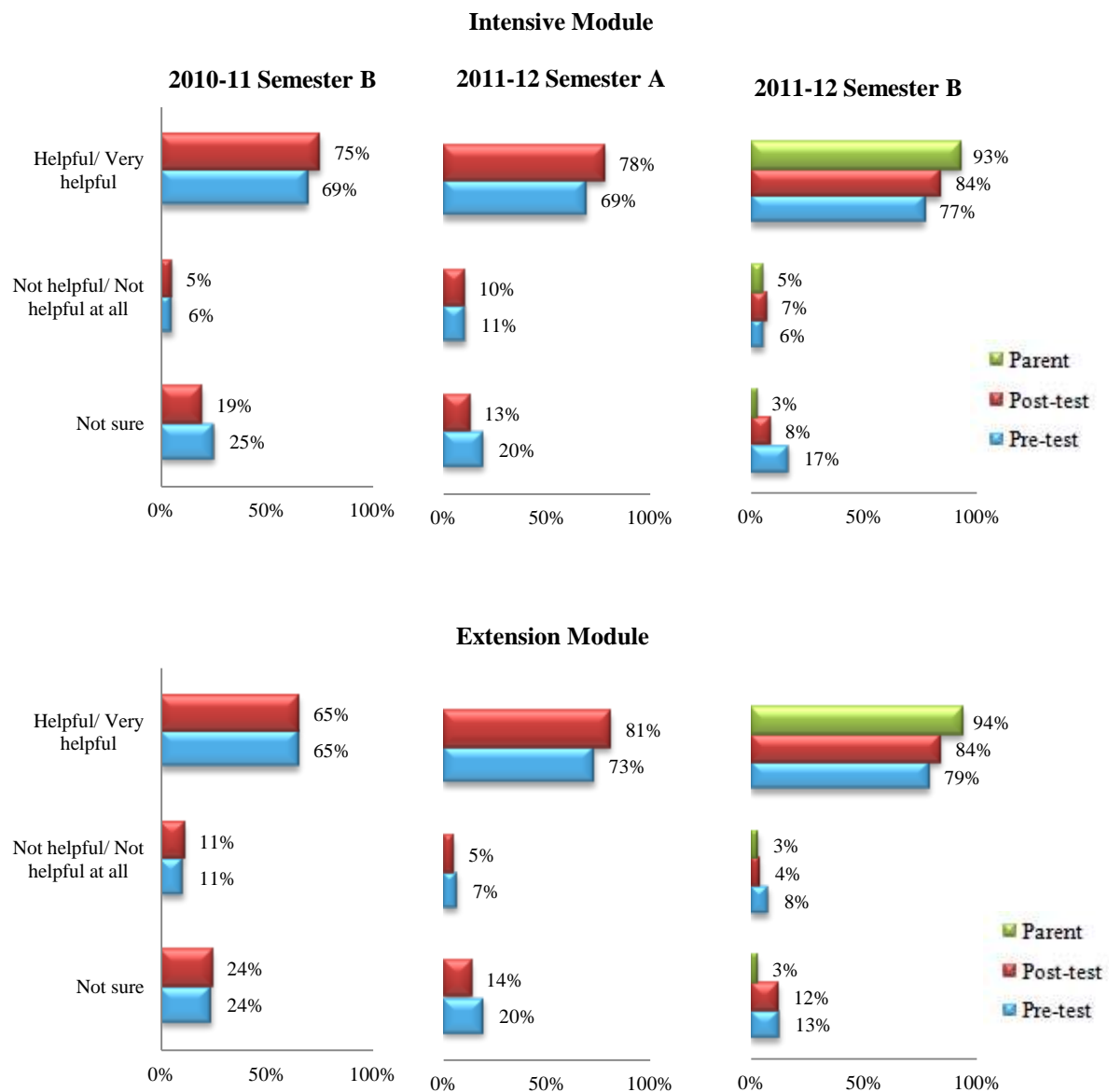
*Chart 8: Program expectation of the students and parents*



4.1.3 In the pre-test surveys in three semesters, over two-thirds of students (intensive: 69%-77%; extension: 65%-79%) expected that participation in the 333 program would help them in their academic performance. In the post-test surveys, the corresponding proportions (intensive: 75%-84%; extension: 65%-84%) were higher.

4.1.4 The great majority of parents (intensive: 93%; extension: 94%) indicated that the 333 program had helped the students' academic performance

*Chart 9: Helpfulness in students' academic performance*

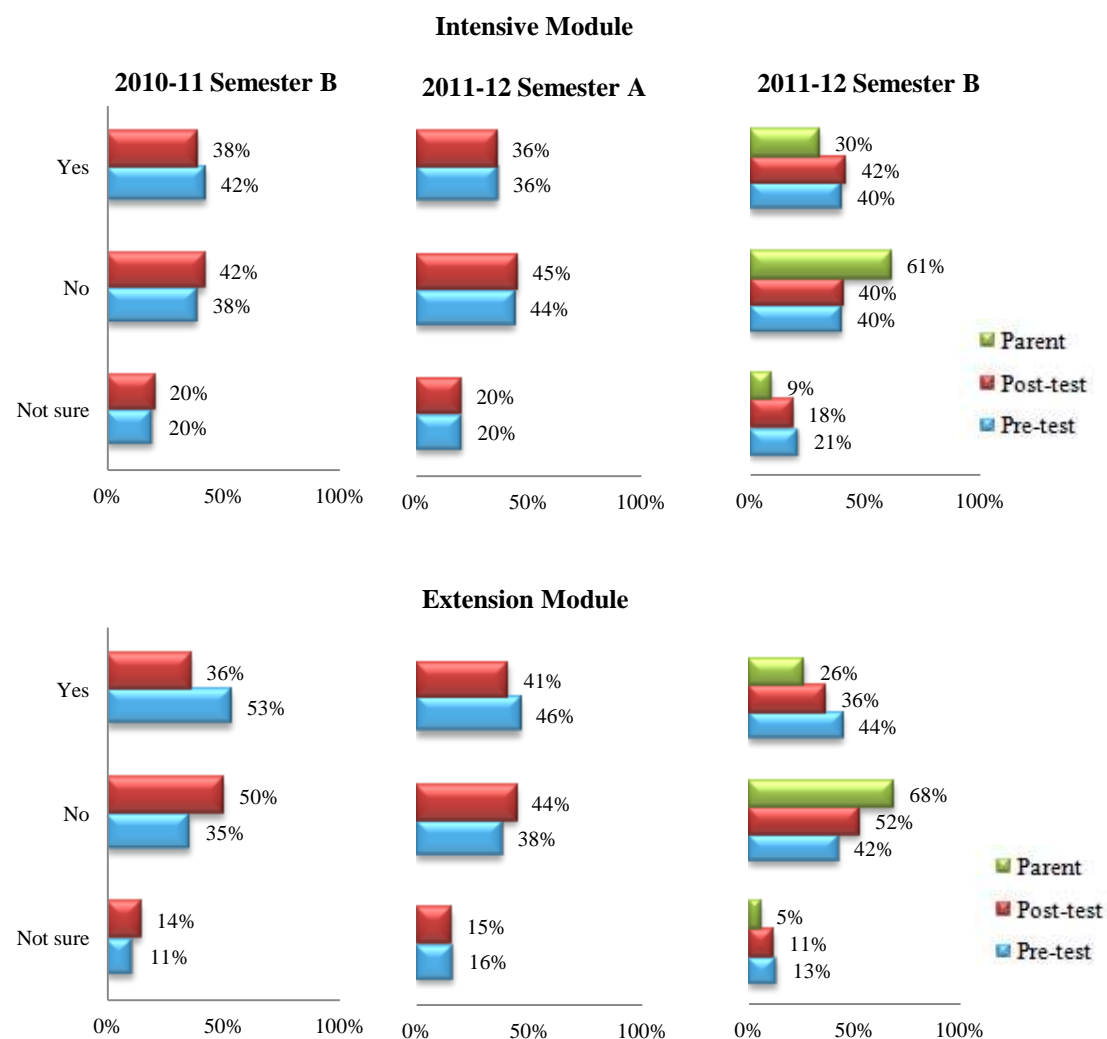


## 4.2 Impact on other extra-curriculum activities

4.2.1 In the pre-test surveys in three semesters, more than one-third of students (intensive: 36%-42%; extension: 44%-53%) indicated that they would reduce participation in other extra-curriculum activities after joining the 333 program. In the post-test surveys, more than one-third of students (intensive: 36%-42%; extension: 36%-41%) indicated that they had reduced participation in other extra-curriculum activities.

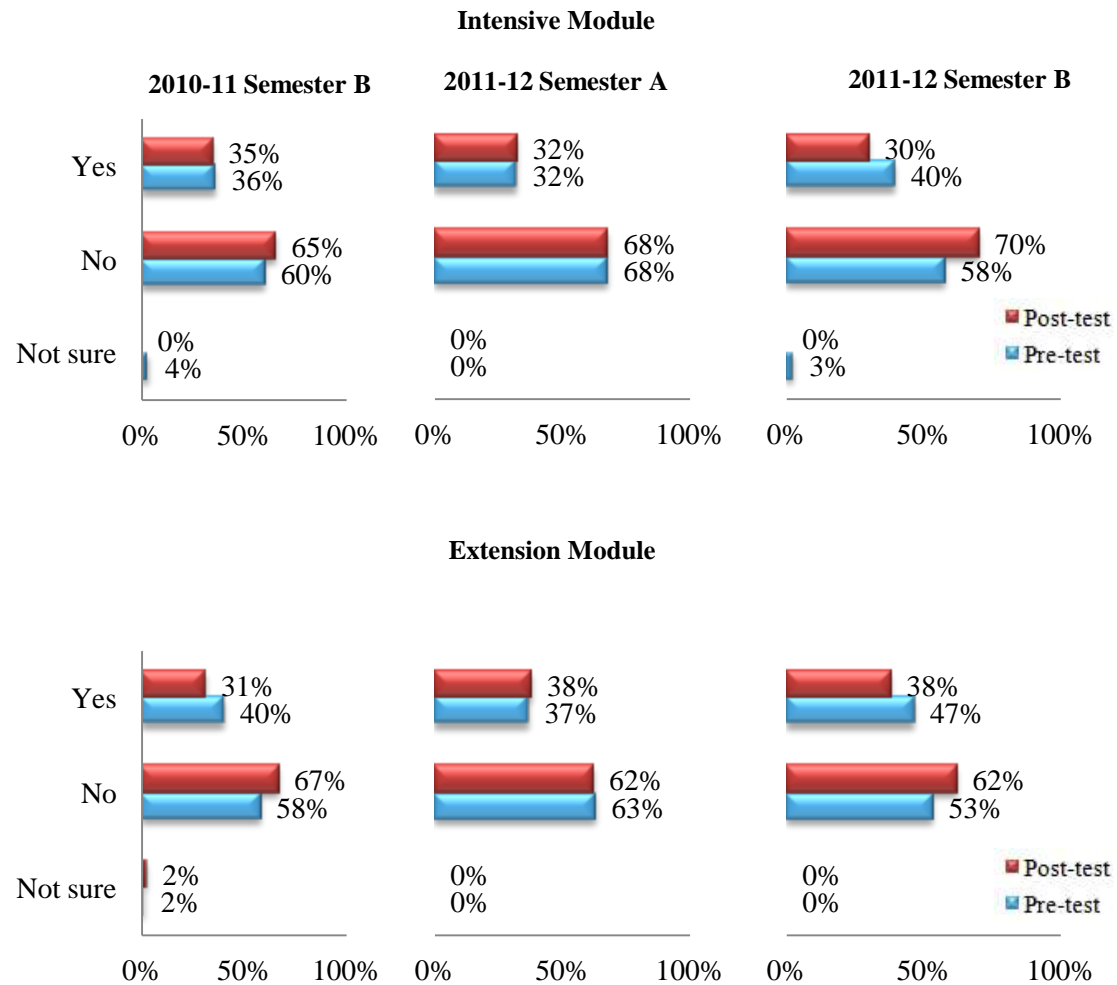
4.2.2 About 30% of parents stated that their students had reduced participation in other extra-curriculum activities after joining the 333 program. One of the reasons was that the students did not have enough time after participating in the 333 program which required them to stay with the program for a fairly long time after school.

*Chart 10: Whether the students participated in the 333 program would reduce other extra-curriculum activities*



4.2.3 In the pre-test surveys in three semesters, about one-third of students (intensive: 32%-40%; extension: 37%-47%) indicated that they would participate in other extra-curriculum activities; whereas in the post-test surveys, the corresponding proportions (intensive: 30%-35%; extension: 31%-38%) were similar. It may be worth noting that the reduction of participation in other extra-curriculum activities was greater for those students in 2011-12 Semester B.

*Chart 11: Whether the students had participated in other extra-curriculum activities*

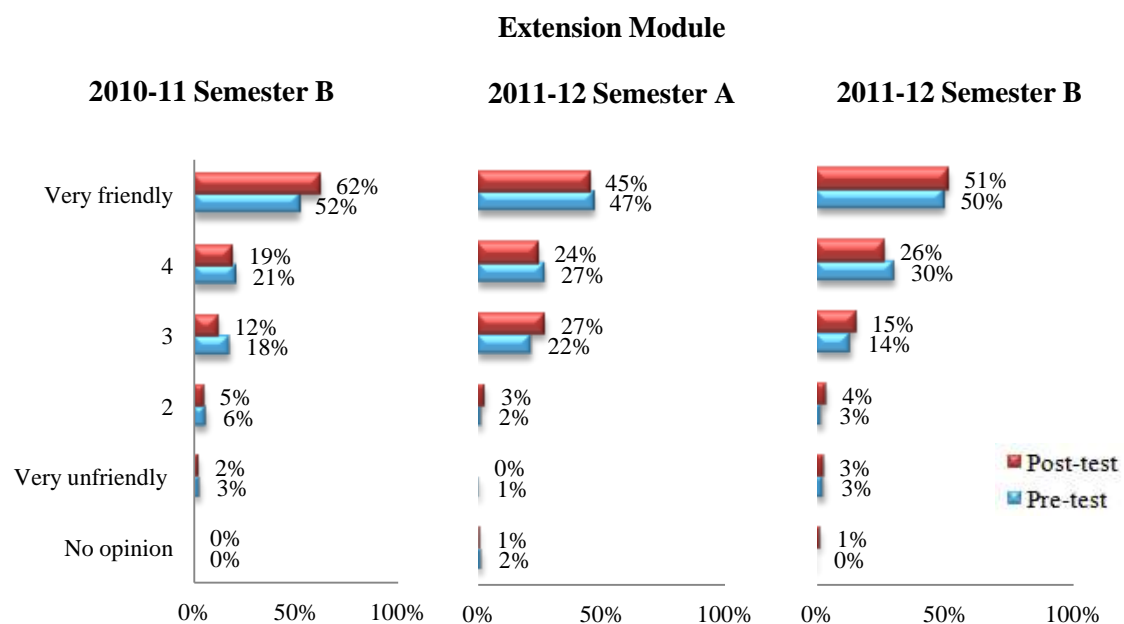


## Chapter 5 Family friendliness

### 5.1 Family Friendliness

- 5.1.1 In the surveys, a simple question was asked to solicit views of students on their overall impression of how friendly their families were before and after participation in the extension module.
- 5.1.2 In the pre-test surveys in three semesters, about 73%-80% of students considered their families very friendly, by giving a score of 4 or 5 in a Likert scale of 5. Only about 3%-9% considered their families very unfriendly, by giving a score of 1 or 2.
- 5.1.3 In the post-test surveys, about 69%-81% of students considered their families very friendly, by giving a score of 4 or 5. Only about 3%-7% considered their families very unfriendly, by giving a score of 1 or 2.

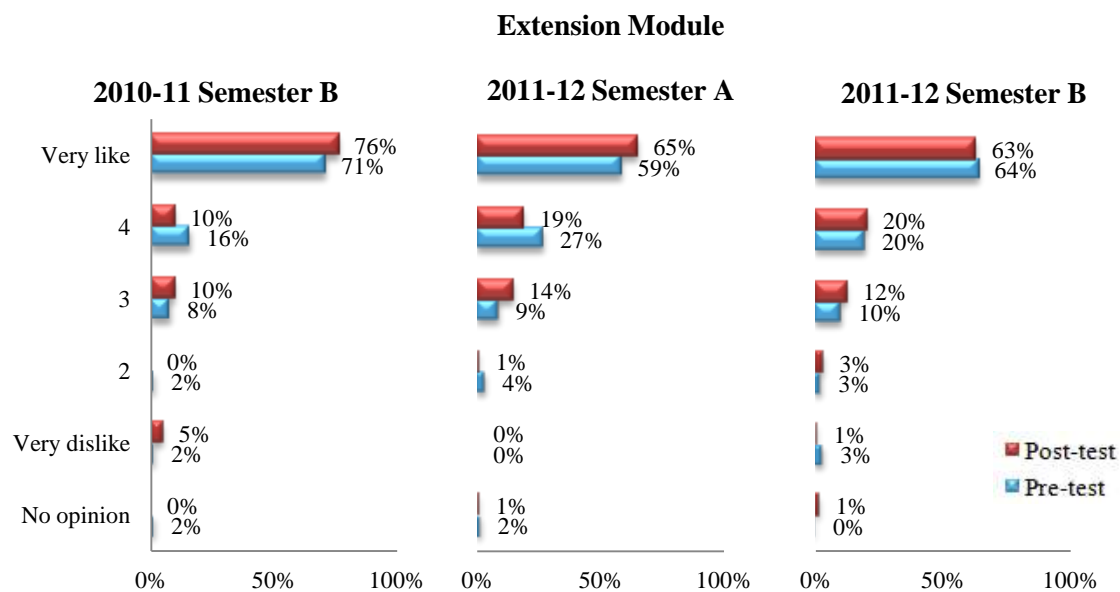
*Chart 12: Family friendliness of students attended the extension module*



## 5.2 Whether students liked their families and parents

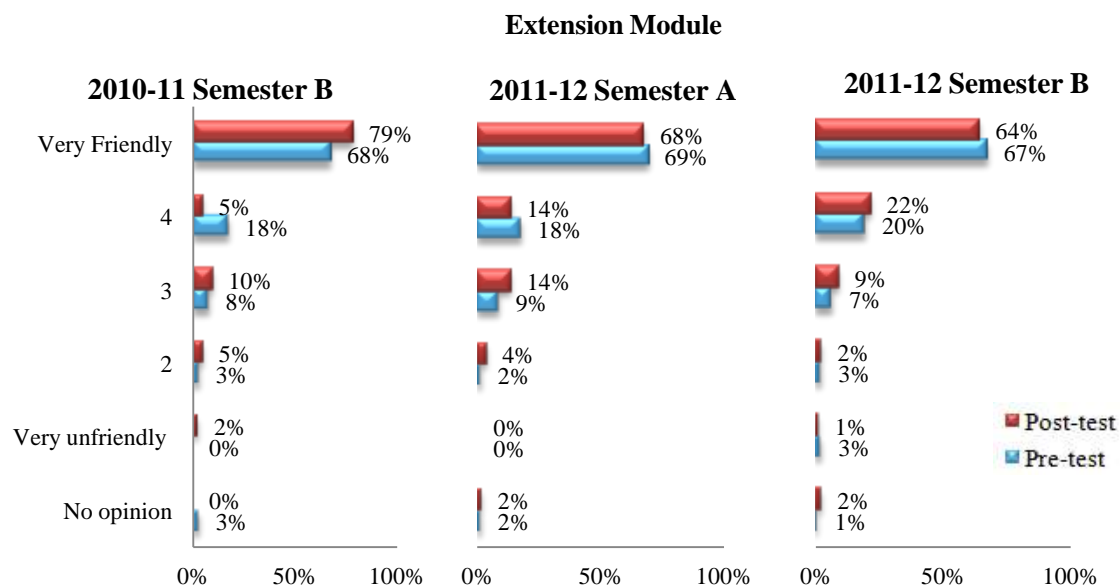
- 5.2.1 Two questions were asked in the survey to solicit views of students on whether they liked their families and whether they liked their parents. Most students (pre-test: 84%-87%; post-test:83%-86%) indicated that they liked their families very much, by giving a score of 4 or 5 in a Likert scale of 5. Only about 1%-6% indicated that they disliked their families very much, by giving a score of 1 or 2.

*Chart 13: Whether students who attended extension module liked their families*



- 5.2.2 Most students (pre-test: 86%-87%; post-test:82%-86%) indicated that they liked their families very much, by giving a score of 4 or 5 in a Likert scale of 5. Only about 2%-7% indicated that they disliked their families very much, by giving a score of 1 or 2.

*Chart 14: Whether students who attended extension module liked their parents*



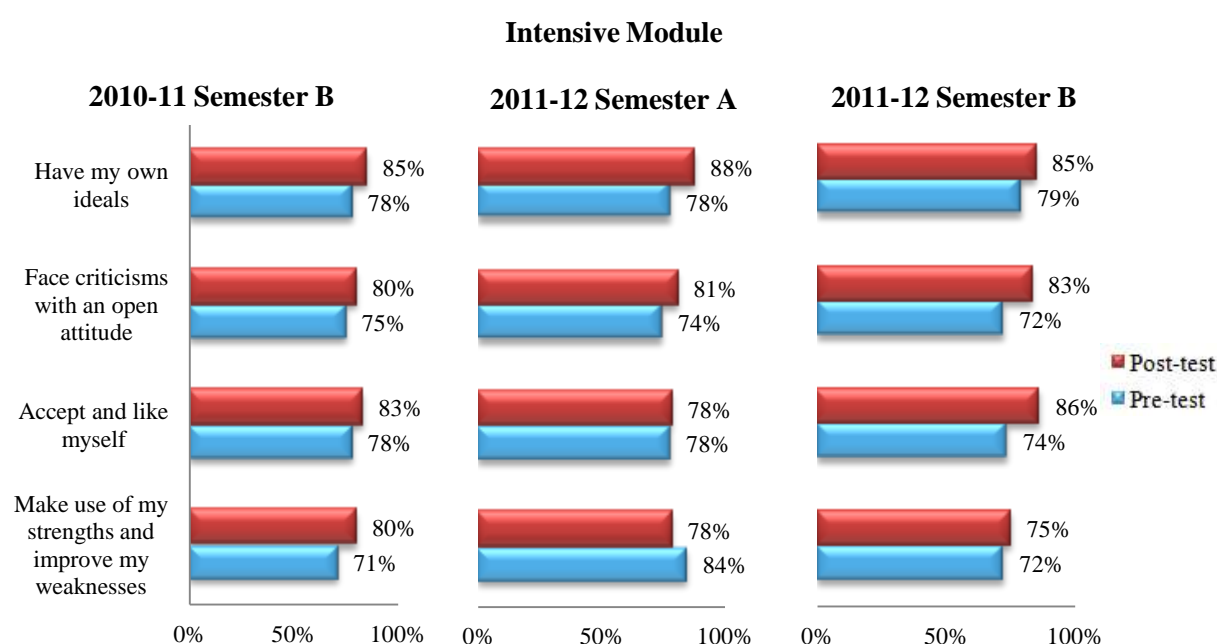


## Chapter 6 Personal development

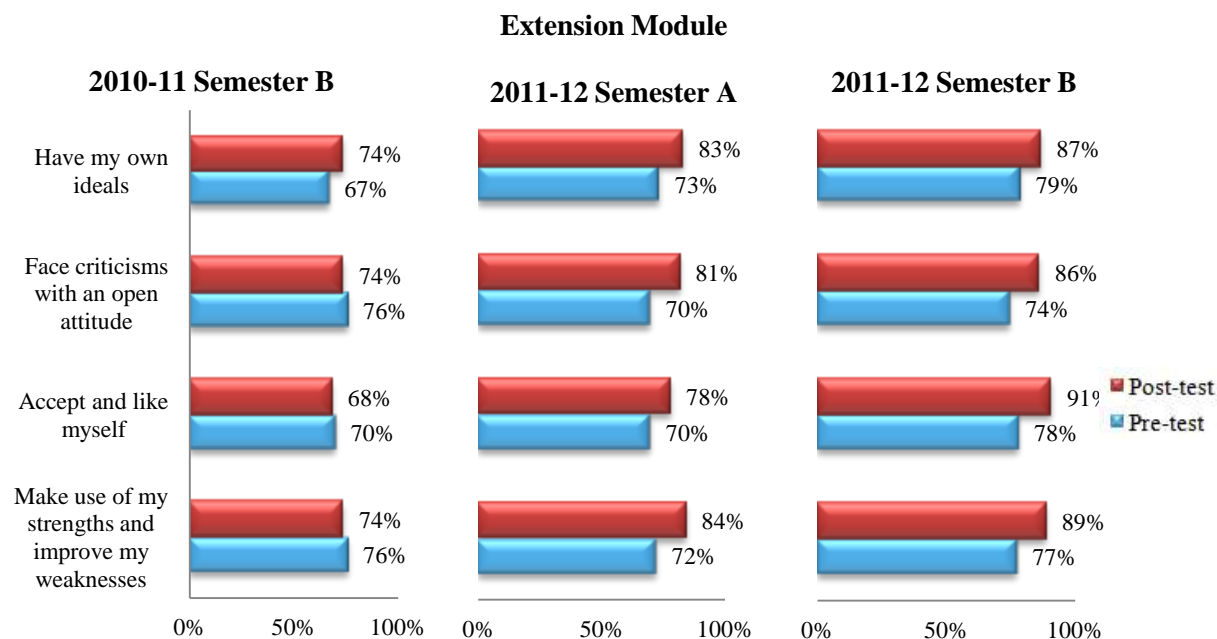
### 6.1 Understanding self

- 6.1.1 In this section, questions related to personal development were asked before and after participation in the 333 program to solicit views of students who were attending primary 4-6.
- 6.1.2 This category, understanding self, comprises 4 items which are “have my own ideals”, “face criticisms with an open attitude”, “accept and like myself” and “make use of my strengths and improve my weakness”. Students were asked to rate their level of confidence in completing the tasks using a 6-point Likert Scale, with “1” representing extremely not confident to “6” representing extremely confident.
- 6.1.3 In the intensive module, over 70% of students were confident in having their own ideals (pre-test: 78%-79%; post-test: 85%-88%), accepting and liking themselves (pre-test: 74%-78%; post-test: 78%-86%), facing criticisms with an open attitude (pre-test: 72%-75%; post-test: 80%-83%) and making use of their strengths and improving their weakness (pre-test: 71%-84%; post-test: 75%-80%) by giving a score of 4 or above. Generally, the level of confidence in self-understanding increased after the students have participated in the intensive module.

*Chart 15: The proportions of primary 4-6 students who were confident in the statements about the self-understanding*



6.1.4 In the extension module, about two-thirds of students were confident in having their own ideals (pre-test: 67%-79%; post-test: 74%-87%), accepting and liking themselves (pre-test: 70%-78%; post-test: 68%-91%), facing criticisms with an open attitude (pre-test: 70%-76%; post-test: 74%-86%) and making use of their strengths and improving their weakness (pre-test: 72%-77%; post-test: 74%-89%) by giving a score of 4 or above. It may be worth noting that the students had more confidence in understanding self after having participated in the extension module.



6.1.5 The pretest data indicated that the internal consistency of items used in this category was acceptable, with Cronbach's alphas<sup>8</sup> ranging from 0.86 to 0.93. Except for 2010-11 Semester B, the mean scores of post-test were significantly higher than that of the pre-test for extension module, implying that students were more confident in understating self after having participated in the 333 program.

Table 6: The mean scores of "Understanding self"

|                                | 2010-11 Semester B |           | 2011-12 Semester A |              | 2011-12 Semester B |              |
|--------------------------------|--------------------|-----------|--------------------|--------------|--------------------|--------------|
| Mean                           | Intensive          | Extension | Intensive          | Extension    | Intensive          | Extension    |
| <b>Pre-test</b>                | 4.34               | 4.37      | 4.29               | 4.15         | 4.16               | 4.32         |
| <b>Post-test</b>               | 4.39               | 4.28      | 4.39               | 4.49         | 4.39               | 4.68         |
| p-value of t-test <sup>9</sup> | 0.794              | 0.835     | 0.471              | <b>0.049</b> | 0.290              | <b>0.002</b> |

<sup>8</sup> Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of test score. Alpha varies from zero to 1. The higher the Cronbach alpha, the more reliable the test results will be. A commonly accepted rule of thumb for describing internal consistency using Cronbach's alpha: (1) good to excellent when alpha > 0.8; (2) acceptable when alpha < 0.8 and >= 0.7 (3) poor when alpha < 0.7 and >= 0.5 and (4) unacceptable when alpha < 0.5.

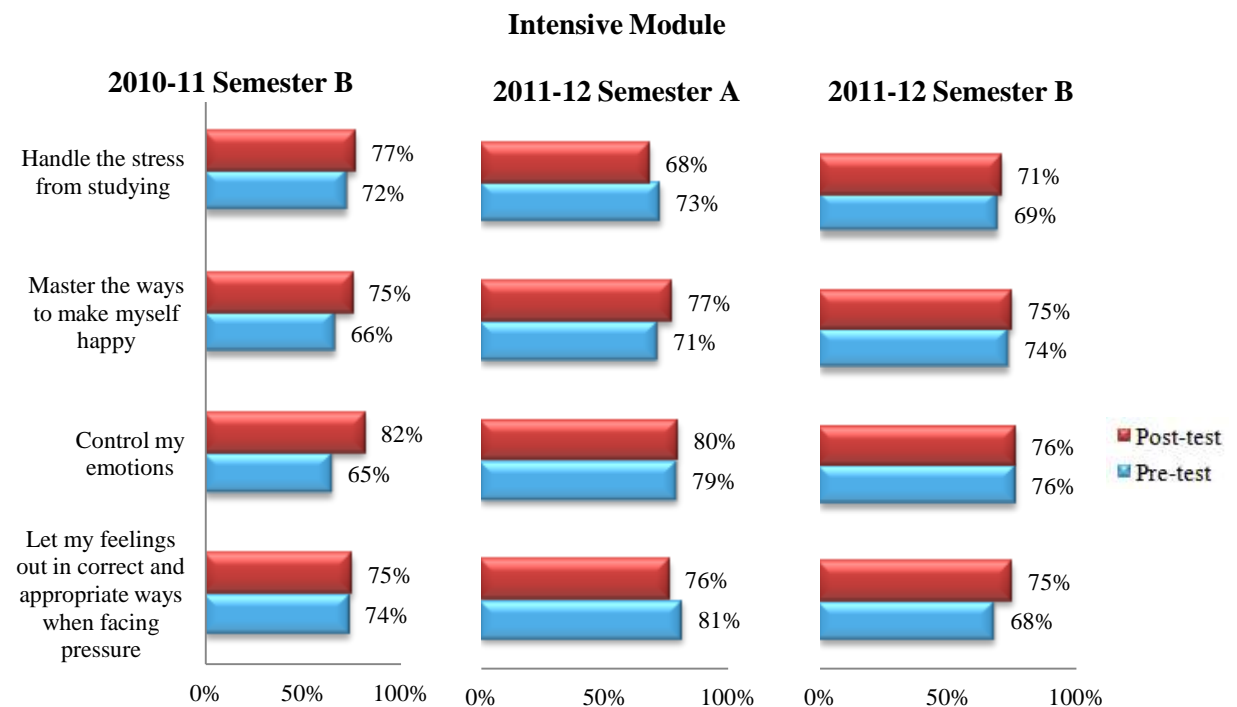
<sup>9</sup> P-value higher than 0.05 means that null hypothesis has not been rejected at the p-value which is the probability of obtaining a test statistic at least as extreme as the one that was actually observed, assuming that the null hypothesis is true.

## 6.2 Management of stress and emotion

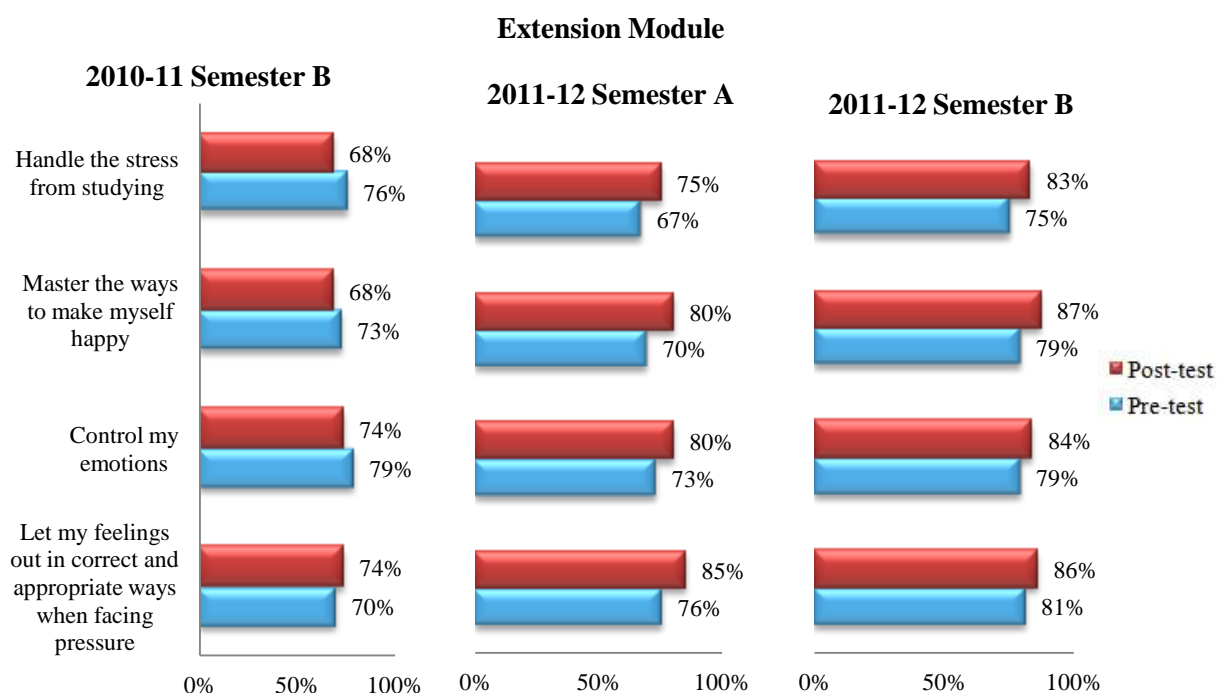
6.2.1 Four items were used in the survey to collect data related to management of stress and emotion, namely “handle the stress from studying”, “master the ways to make myself happy”, “control my emotions” and “let my feelings out in correct and appropriate ways when facing pressure”. Students were asked to rate their level of confidence in accomplishing the relevant tasks using a 6-point Likert Scale, with “1” representing extremely not confident to “6” representing extremely confident.

6.2.2 In the intensive module, over two-thirds of students were confident in mastering the ways to make themselves happy (pre-test: 66%-74%; post-test: 75%-77%), letting their feelings out in correct and appropriate ways when facing pressure (pre-test: 68%-81%; post-test: 75%-76%), controlling their emotions (pre-test: 65%-79%; post-test: 76%-82%) and handling the stress from studying (pre-test: 69%-77%; post-test: 68%-73%) by giving a score of 4 or above. Generally, the level of confidence in management of stress and emotion increased after the students have participated in the intensive module.

*Chart 16: The proportions of primary 4-6 students who were confident in management of stress and emotion*



6.2.3 In the extension module, over two-thirds of students were confident in mastering the ways to make themselves happy (pre-test: 70%-79%; post-test: 68%-87%), letting their feelings out in correct and appropriate ways when facing pressure (pre-test: 70%-81%; post-test: 74%-86%), controlling their emotions (pre-test: 73%-79%; post-test: 74%-84%) and handling the stress from studying (pre-test: 67%-76%; post-test: 68%-83%) by giving a score of 4 or above. Except for students in the 2010-11 Semester B, it may be worth noting that the students had more confidence in management of stress and emotion after having participated in the extension module.



6.2.4 The pretest data indicated that the internal consistency of the items used in this category was acceptable, with Cronbach's alphas ranging from 0.84 to 0.91. Apart from 2010-11 Semester B, the mean scores of post-test were significantly higher than that of the pre-test for extension module, implying that those students were more confident in management of stress and emotion after having participated in the 333 program.

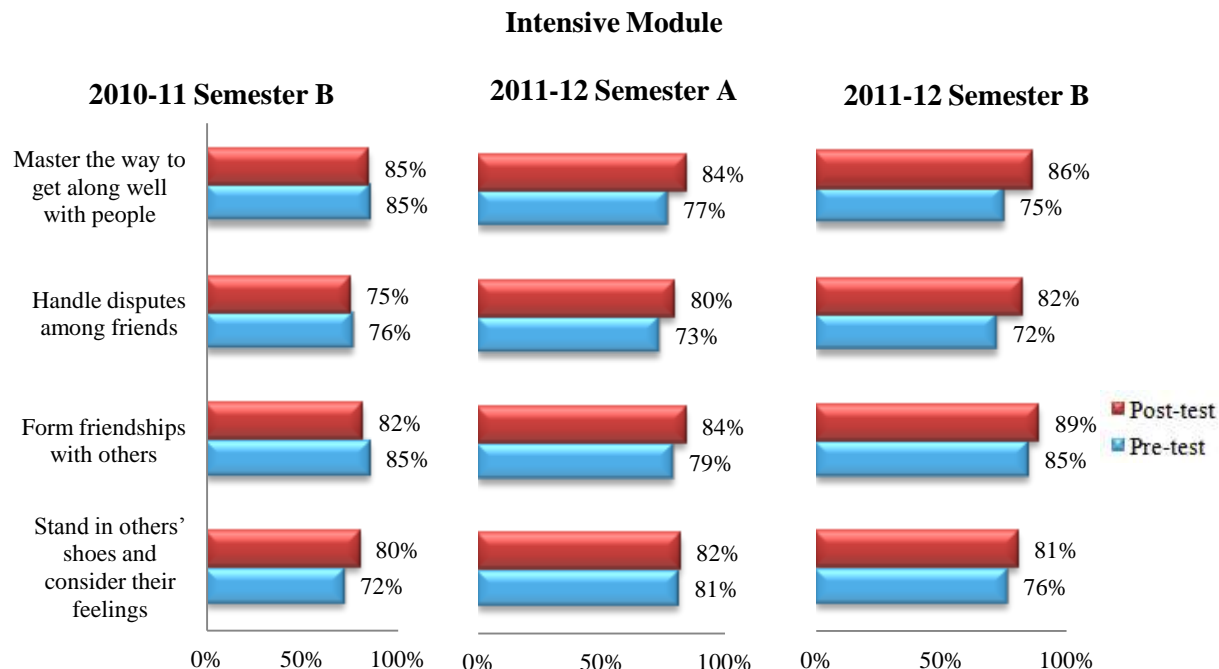
Table 7: The mean scores of "Management of stress and emotion"

| Mean              | 2010-11 Semester B |           | 2011-12 Semester A |              | 2011-12 Semester B |              |
|-------------------|--------------------|-----------|--------------------|--------------|--------------------|--------------|
|                   | Intensive          | Extension | Intensive          | Extension    | Intensive          | Extension    |
| <b>Pre-test</b>   | 4.14               | 4.42      | 4.27               | 4.19         | 4.19               | 4.35         |
| <b>Post-test</b>  | 4.31               | 4.28      | 4.38               | 4.54         | 4.27               | 4.63         |
| p-value of t-test | 0.464              | 0.759     | 0.346              | <b>0.049</b> | 0.663              | <b>0.012</b> |

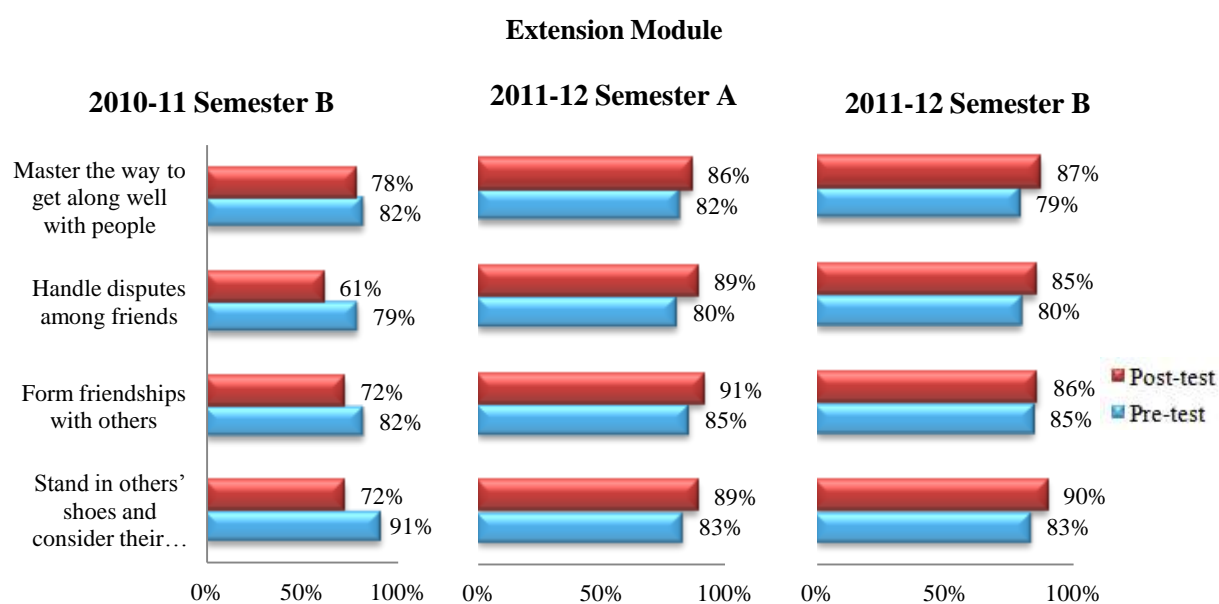
### 6.3 Understanding others

- 6.3.1 Data related to this attribute, “understanding others”, were collected using 4 items which are “master the way to get along well with people”, “handle disputes among friends”, “form friendships with others” and “stand in others’ shoes and consider their feelings”. Students were asked to rate their level of confidence in accomplishing the relevant tasks using a 6-point Likert Scale, with “1” representing extremely not confident to “6” representing extremely confident.
- 6.3.2 In the intensive module, over 70% of students were confident in standing in others’ shoes and considering their feelings (pre-test: 72%-81%; post-test: 80%-82%), handling disputes among friends (pre-test: 72%-76%; post-test: 75%-82%), mastering the way to get along well with people (pre-test: 75%-85%; post-test: 84%-86%) and forming friendship with others (pre-test: 79%-85%; post-test: 82%-89%) by giving a score of 4 or above. It may be worth noting that the students had more confidence in understanding others after having participated in the intensive module. Generally, the level of confidence in understanding others increased after the students have participated in the intensive module.

*Chart 17: The proportions of primary 4-6 students who were confident in understanding others*



6.3.3 In the extension module, over 70% of students were confident in standing in others' shoes and considering their feelings (pre-test: 83%-91%; post-test: 72%-90%), handling disputes among friends (pre-test: 79%-80%; post-test: 61%-89%), mastering the way to get along well with people (pre-test: 79%-82%; post-test: 78%-87%) and forming friendship with others (pre-test: 82%-85%; post-test: 72%-91%) by giving a score of 4 or above. It may be worth noting that the students had more confidence in understanding others after having participated in the extension module. Except for students in 2010-11 Semester B, it may be worth noting that more confidence in understanding others was observed after the students have participated in the extension module.



6.3.4 The pretest data indicated that the internal consistency of the items used in this category was acceptable, with Cronbach's alphas ranging from 0.88 to 0.93. In 2011-12 Semester B, the mean scores of post-test were significantly higher than that of the pre-test for extension module, implying that those students were more confident in understanding others after participated in the 333 program.

Table 8: The mean scores of "Understanding others"

| Mean              | 2010-11 Semester B |           | 2011-12 Semester A |           | 2011-12 Semester B |              |
|-------------------|--------------------|-----------|--------------------|-----------|--------------------|--------------|
|                   | Intensive          | Extension | Intensive          | Extension | Intensive          | Extension    |
| <b>Pre-test</b>   | 4.63               | 4.6       | 4.33               | 4.71      | 4.32               | 4.49         |
| <b>Post-test</b>  | 4.41               | 4.06      | 4.49               | 4.78      | 4.54               | 4.73         |
| p-value of t-test | 0.302              | 0.198     | 0.346              | 0.595     | 0.274              | <b>0.020</b> |

## 6.4 Perceived behaviour in schools

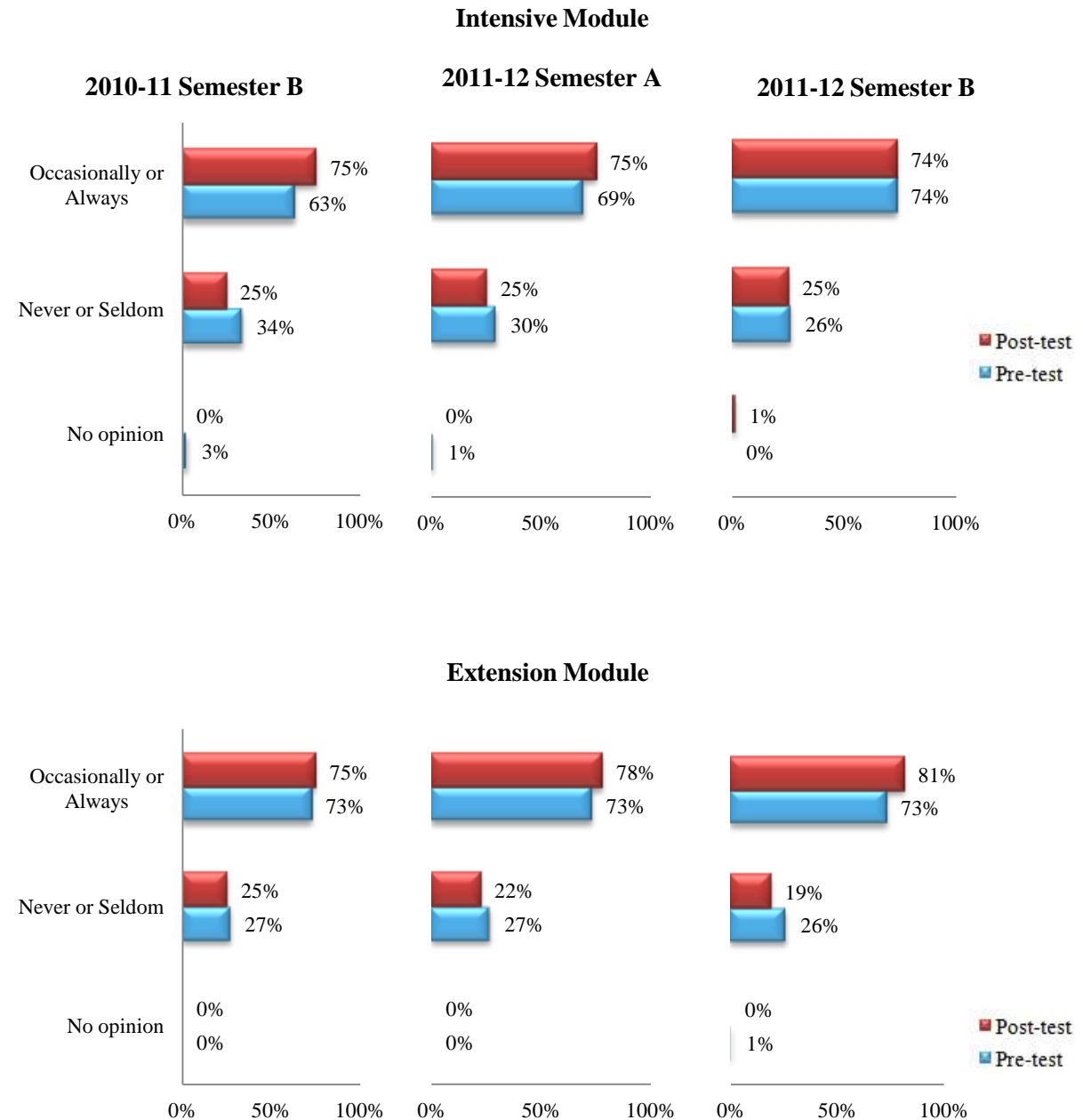
- 6.4.1 Students were asked to provide information on their perceived performance in four aspects of behaviour of students in schools, namely politeness, proactiveness, persistence of answering questions and willingness to complete the homework.
- 6.4.2 In the pre-test survey, most students indicated that they would always or occasionally treat others politely (intensive: 80%-85%; extension: 85%-96%) whereas in the post-test survey, the corresponding percentages were 85%-89% for intensive module and 85%-93% for the extension module.

*Chart 18: Treat others politely*



6.4.3 In the pre-test survey, most students indicated that they would always or occasionally raise questions proactively (intensive: 63%-74%; extension: 73%) whereas in the post-test survey, the corresponding percentages were 74%-75% for intensive module and 75%-81% for the extension module.

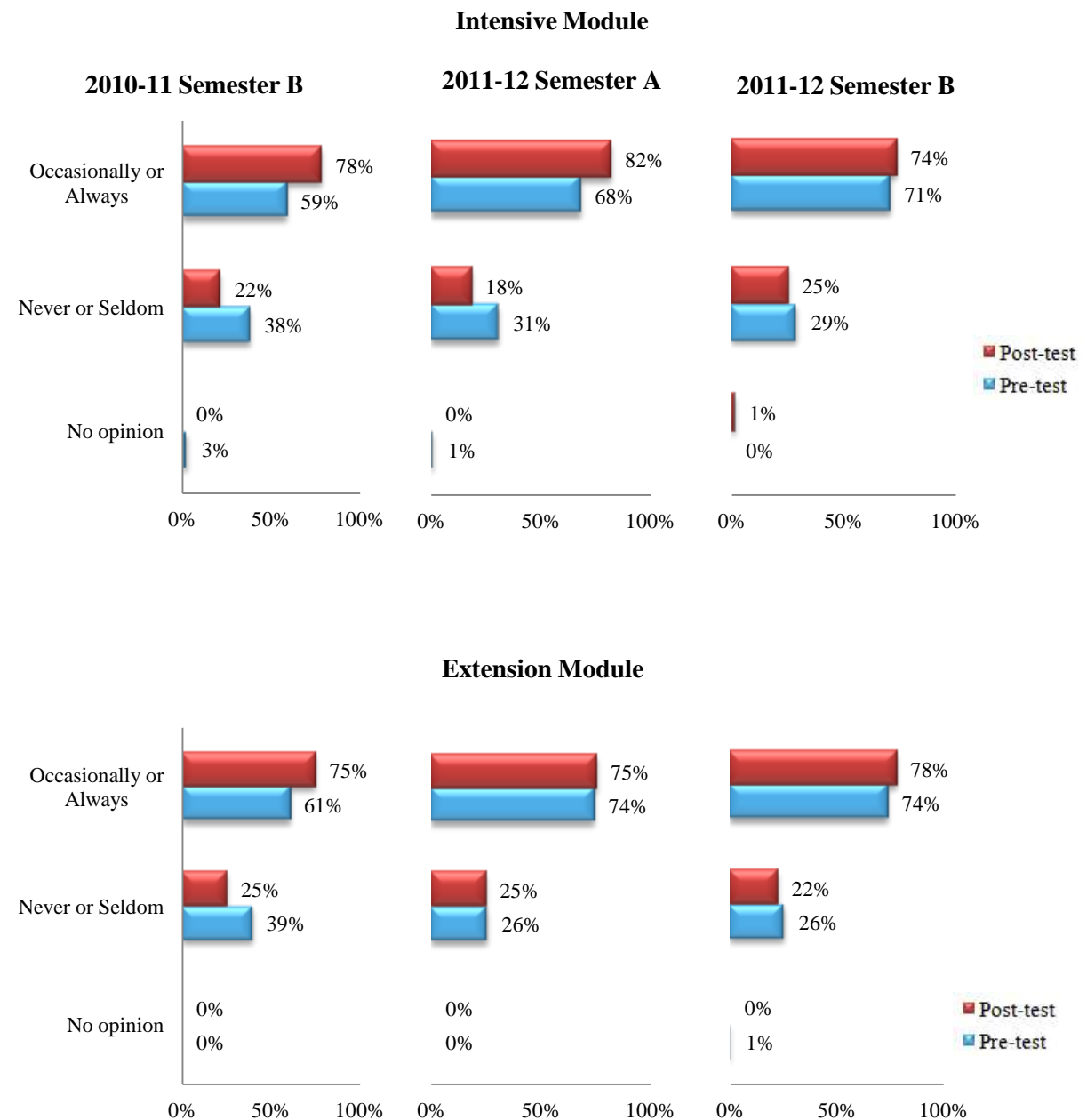
*Chart 19: Proactiveness*





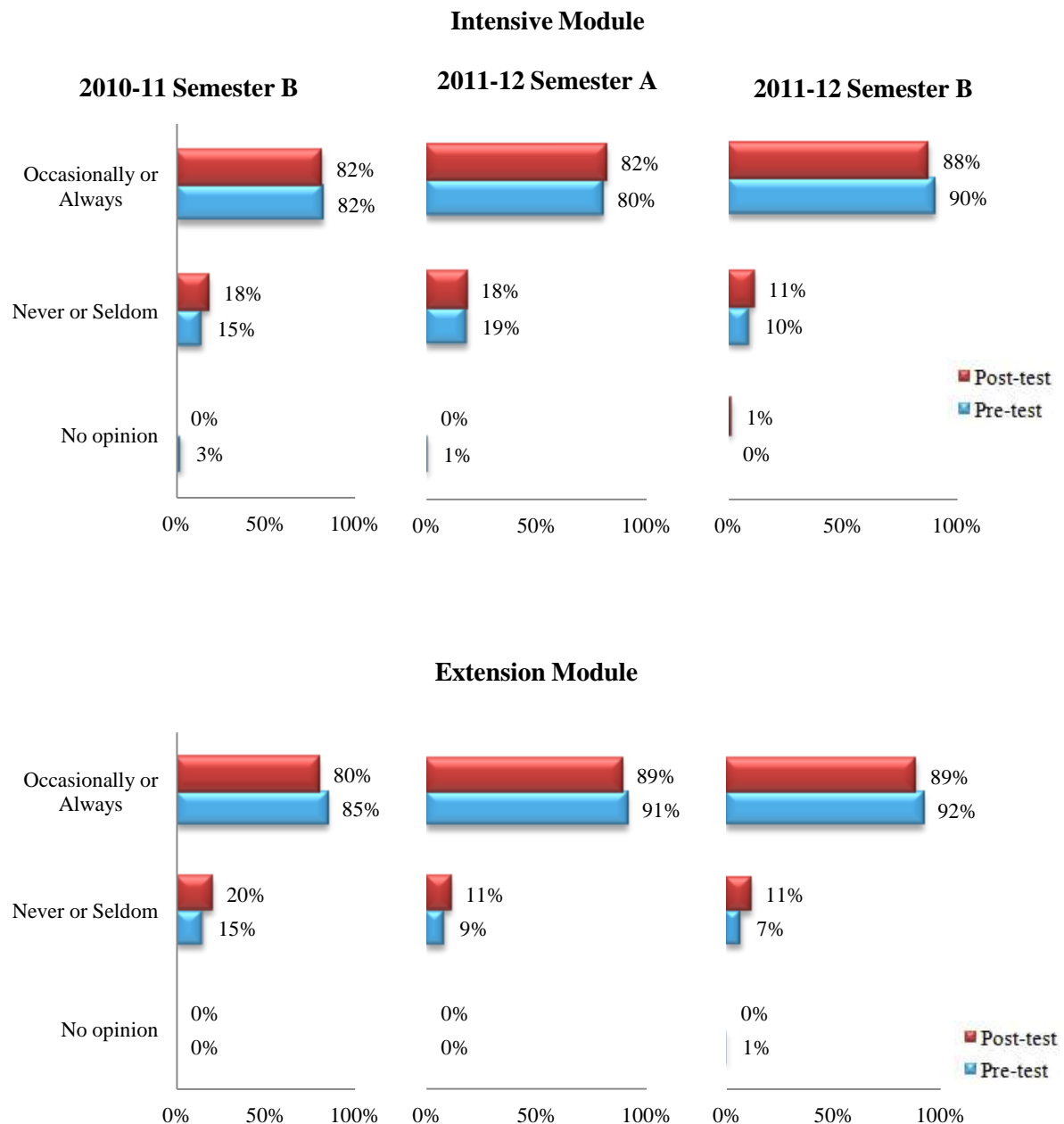
6.4.4 In the pre-test survey, most students indicated that they were always or occasionally eager to try and answer questions (intensive: 59%-71%; extension: 61%-74%) whereas in the post-test survey, the corresponding percentages were 74%-82% for intensive module and 75%-78% for the extension module.

*Chart 20: Persistence of answering questions*



6.4.5 In the pre-test survey, most students indicated that they were always or occasionally willing to complete their homework (intensive: 80%-90%; extension: 85%-92%) whereas in the post-test survey, the corresponding percentages were 82%-88% for intensive module and 80%-89% for the extension module.

*Chart 21: Willingness to complete the homework*



## 6.5 Self-esteem

- 6.5.1 Expressed in a Likert scale of 4, an index of self-esteem was compiled from data obtained in the survey on the 10 items. The data indicated that the internal consistency of the items used in this category was acceptable, with Cronbach's alphas ranging from 0.65 to 0.98. Generally, apart from students in the 2010-11 Semester B, the mean scores of post-test were higher than that of the pre-test.

*Table 9: The mean scores of "Self-esteem"*

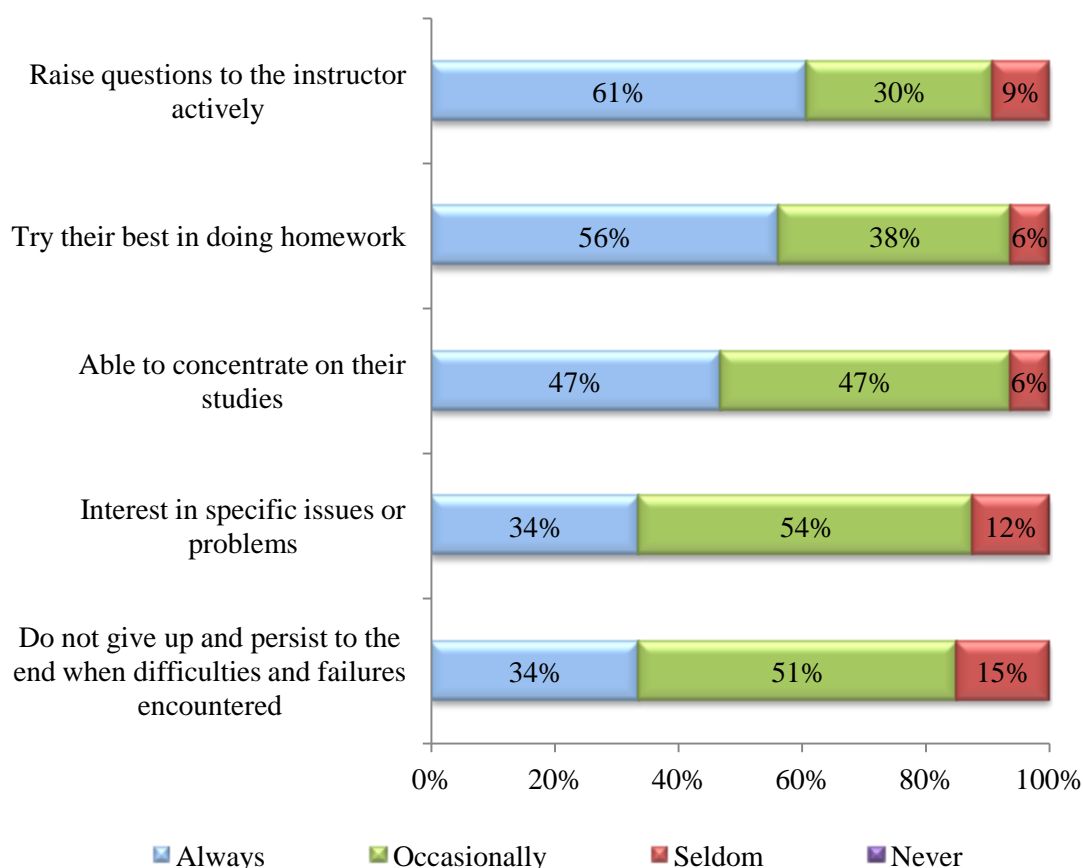
| Mean              | 2010-11 Semester B |           | 2011-12 Semester A |           | 2011-12 Semester B |           |
|-------------------|--------------------|-----------|--------------------|-----------|--------------------|-----------|
|                   | Intensive          | Extension | Intensive          | Extension | Intensive          | Extension |
| <b>Pre-test</b>   | 2.72               | 2.85      | 2.70               | 2.73      | 2.69               | 2.82      |
| <b>Post-test</b>  | 2.77               | 2.69      | 2.73               | 2.80      | 2.79               | 2.89      |
| p-value of t-test | 0.569              | 0.243     | 0.642              | 0.101     | 0.106              | 0.058     |

## Chapter 7 Evaluation of students by instructors

### 7.1 Learning motivation and attitudes

- 7.1.1 A questionnaire survey on instructors was conducted to gather their views on the performance of their students such as their level of satisfaction with the progress of the students made. The survey was conducted at the end of the program in 2011-12 Semester B.
- 7.1.2 Based on views of instructors, about half or more than half of students always raised questions to the instructor actively (61%), tried their best in doing homework (56%) and concentrated on their studies (47%). Furthermore, about one-third of students always had interest in specific issues or problems (34%) and did not give up and persisted to the end when they encountered difficulties and failures (34%).

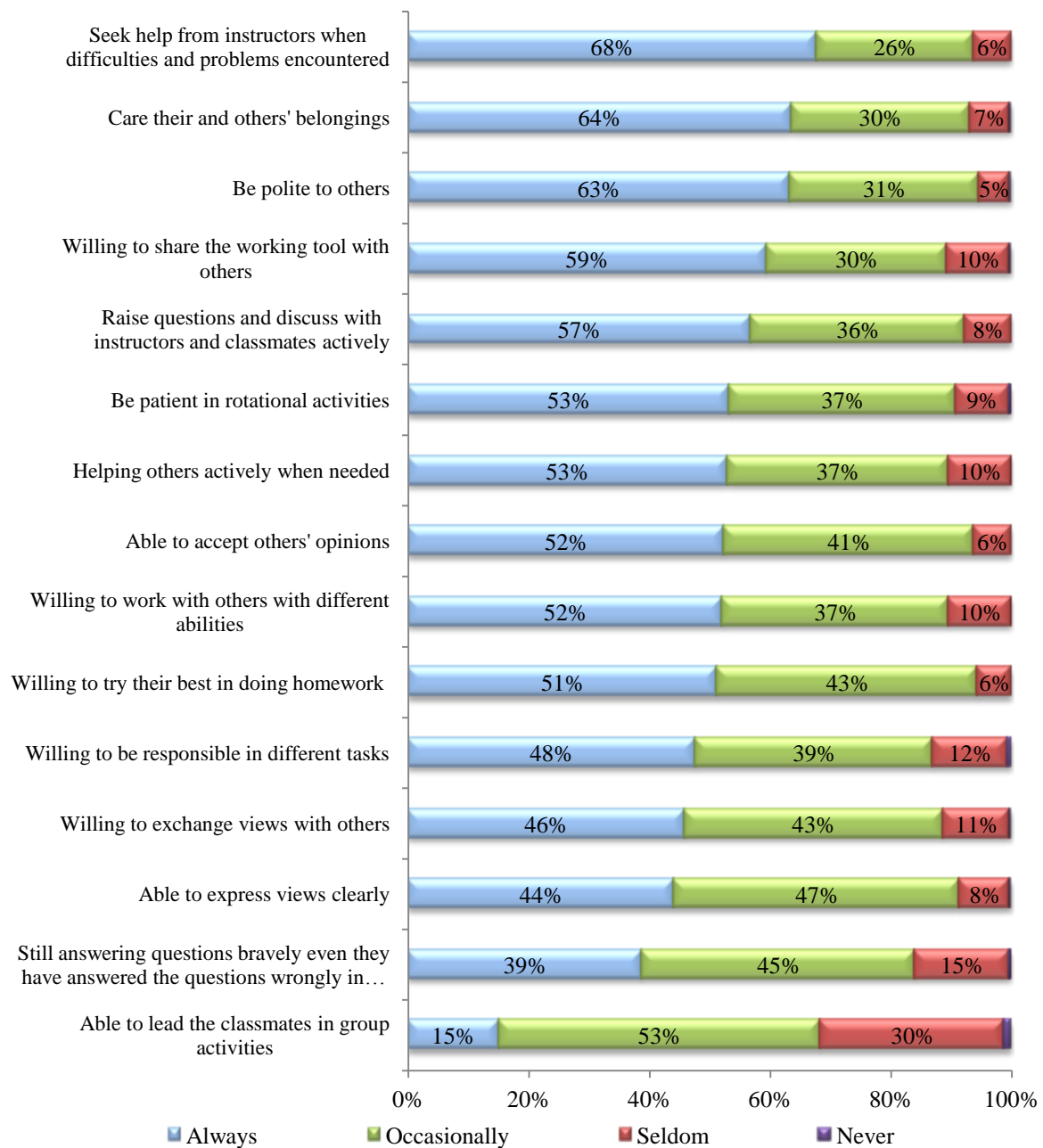
*Chart 22: Learning motivation and attitudes of students evaluated by their instructors*



## 7.2 Performance in personal development and social ability

7.2.1 Based on views of instructors, more than half of students could always perform well such as “seek help from instructors when difficulties and problems encountered” (68%), “care their and others' belongings” (64%), “be polite to others” (63%), “willing to share the working tool with others” (59%), “raise questions and discuss with instructors and classmates actively” (57%), “be patient in rotational activities” (53%), “helping others actively when needed” (53%), “able to accept others' opinions” (52%), “willing to work with others with different abilities” (52%) and “willing to try their best in doing homework” (51%).

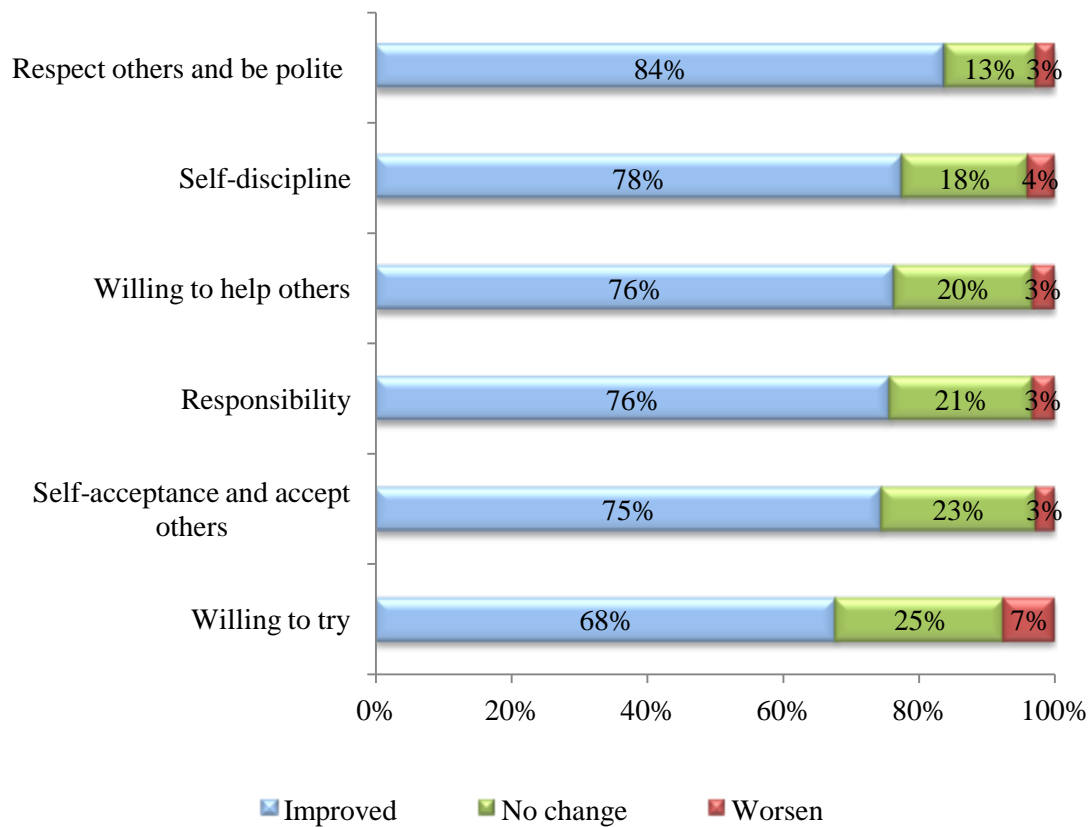
*Chart 23: Performance in personal development and social ability of students evaluated by their instructors*



### 7.3 Conduct

- 7.3.1 Based on views of instructors, the conduct of more than 60% of students had improved. These included “respect others and be polite” (84%), “self-discipline” (78%), “willing to help others” (76%), “responsibility” (76%), “self-acceptance and accept others” (75%) and “willing to try” (68%).

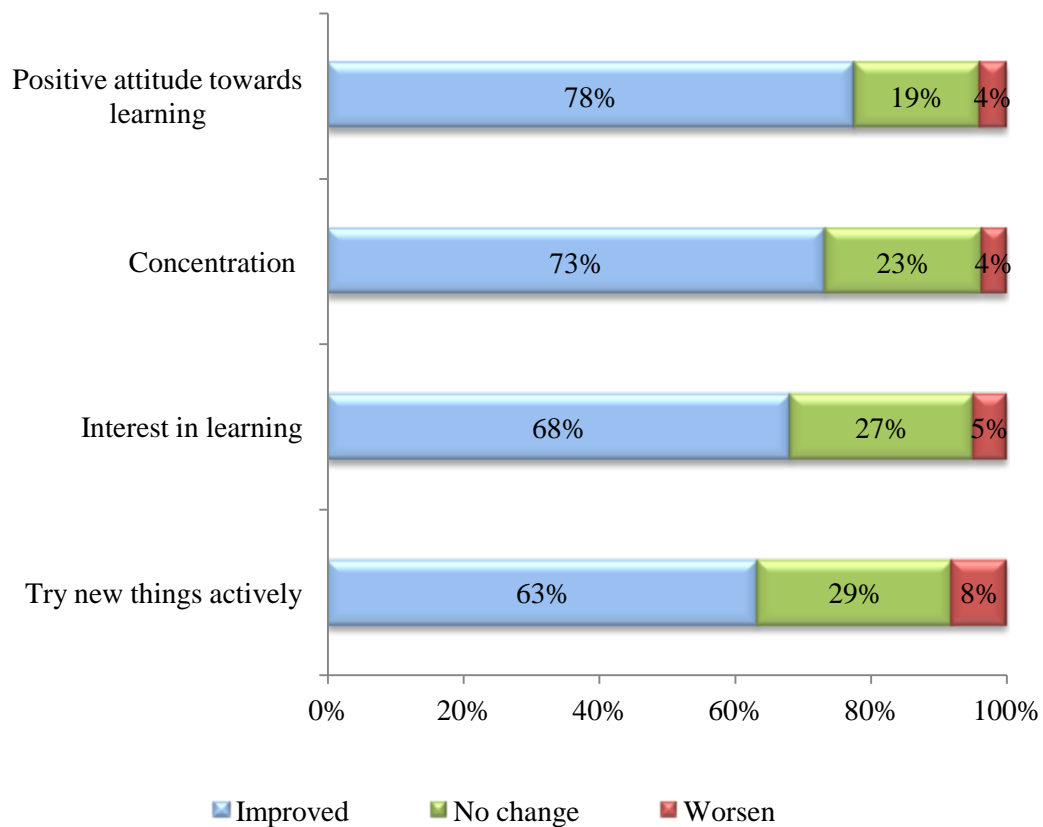
*Chart 24: Level of improvement in conduct of students evaluated by their instructors*



## 7.4 Learning performance

- 7.4.1 Based on views of instructors, the learning performance of more than 60% of students had improved. These included “positive attitude towards learning” (78%), “concentration” (73%), “interest in learning” (68%) and “try new things actively” (63%).

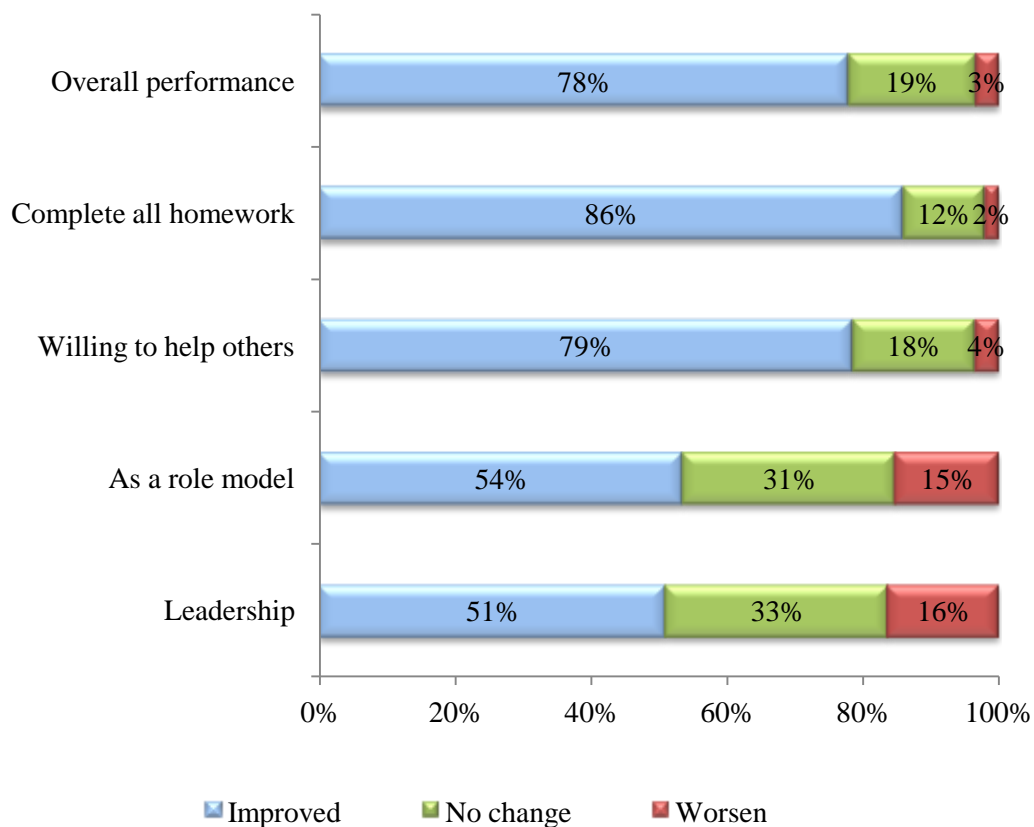
*Chart 25: Level of improvement in learning performance of students evaluated by their instructors*



## 7.5 Overall performance

**7.5.1** Based on views of instructors, about 78% of students had improved in their overall performance. Over half of students had shown improvement in four aspects, namely “complete all homework” (86%), “willing to help others” (79%), “as a role model” (54%) and “leadership” (51%).

*Chart 26: Level of improvement in overall performance of students evaluated by their instructors*





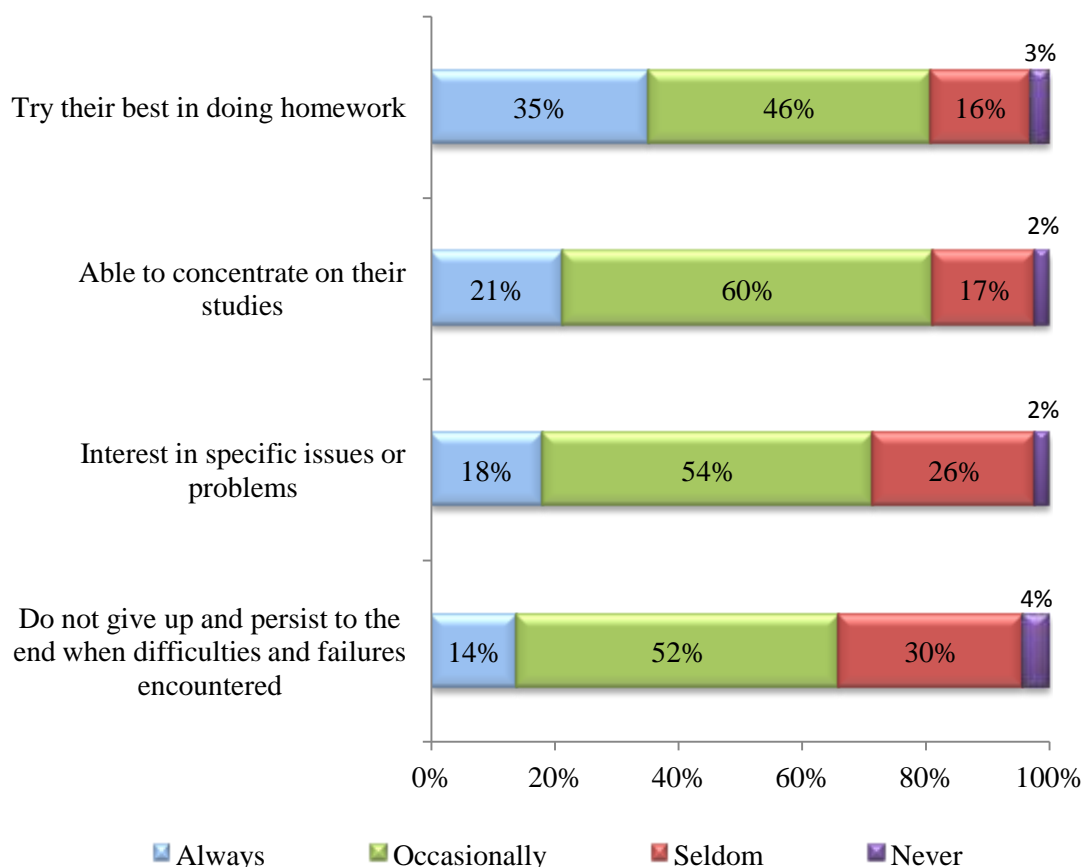
## Chapter 8 Evaluation of students by parents

### 8.1 Learning motivation and attitudes

8.1.1 A questionnaire survey on parents was conducted to gather views from parents whose children had participated in the 333 program. The survey was conducted at the end of the program in 2011-12 Semester B.

8.1.2 Based on views of parents, more than two-thirds of students had always or occasionally tried their best in doing homework (81%), they were always or occasionally able to concentrate on their studies (81%), they had always or occasionally interests in specific issues or problems (72%) and they did not always or occasionally give up and persisted to the end when they encountered difficulties and failures (66%).

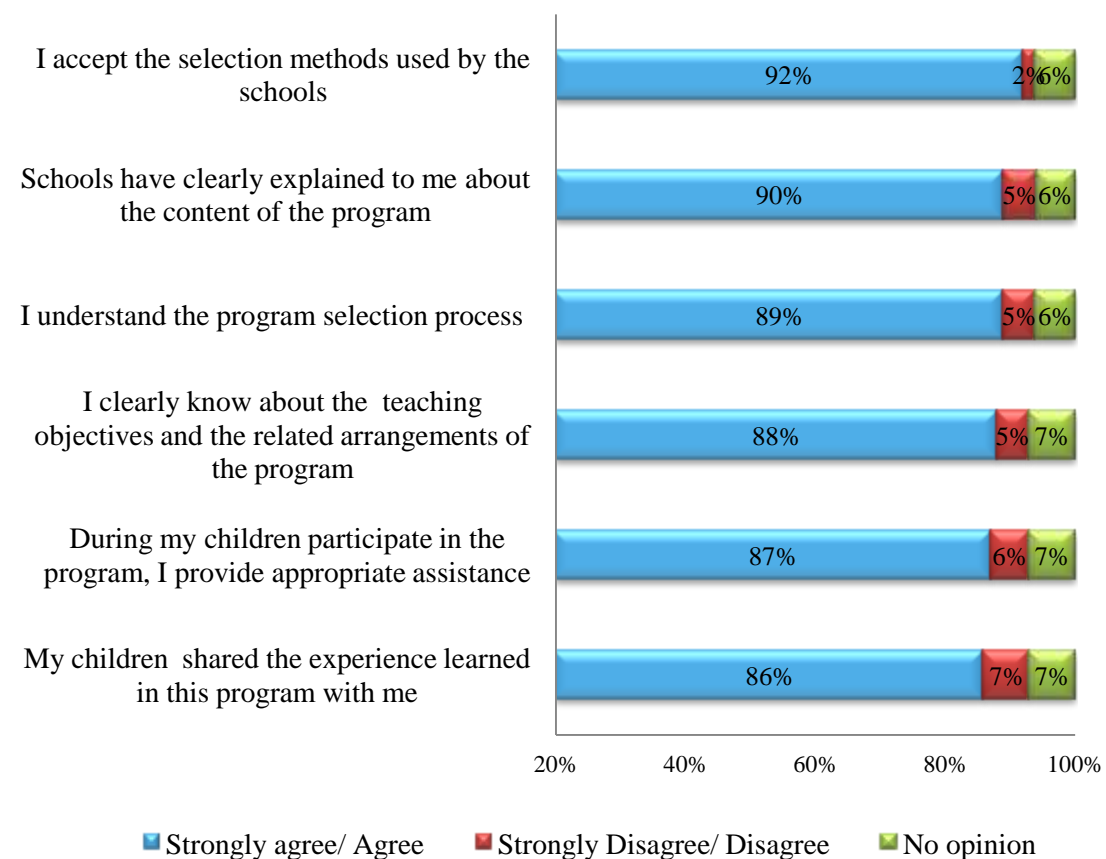
*Chart 27: Learning motivation and attitudes of students evaluated by their parents*



## 8.2 Parents' understanding of the 333 program

- 8.2.1 The majority of parents agreed with the statements related to the selection process and the contents of the 333 program, including “I accept the selection methods used by schools” (92%), “schools have clearly explained to me about the content of the program” (90%), “I understand the program selection process” (89%), “I clearly know about the teaching objectives and the related arrangements of the program” (88%), “during my children participate in the program, I provide appropriate assistance” (87%) and “my children shared the experience learned in this program with me” (86%).

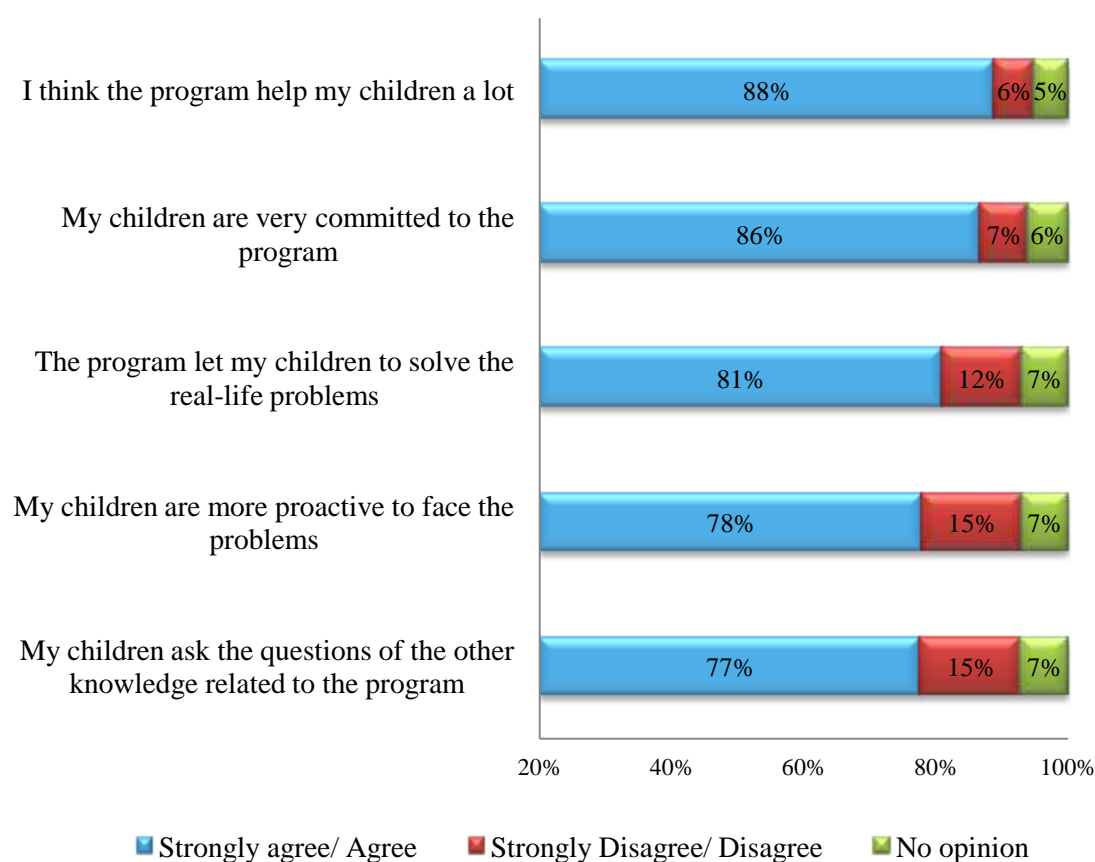
*Chart 28: Parents' understanding of the 333 program*



### 8.3 Students' learning performance

- 8.3.1 Over three quarters of parents indicated that the learning performance of their children had improved. They agreed that “the program had helped my children a lot” (88%), “my children are very committed to the program” (86%), “the program let my children to solve the real-life problems” (81%), “my children are more proactive to face the problems” (78%) and “my children ask the questions of the other knowledge related to the program” (77%).

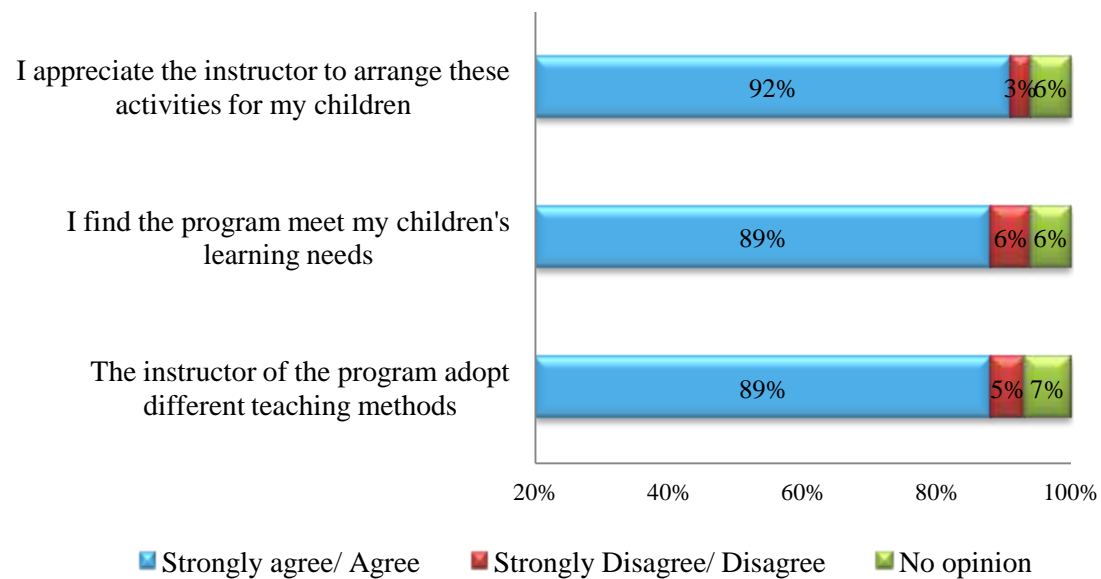
*Chart 29: Students' learning performance evaluated by their parents*



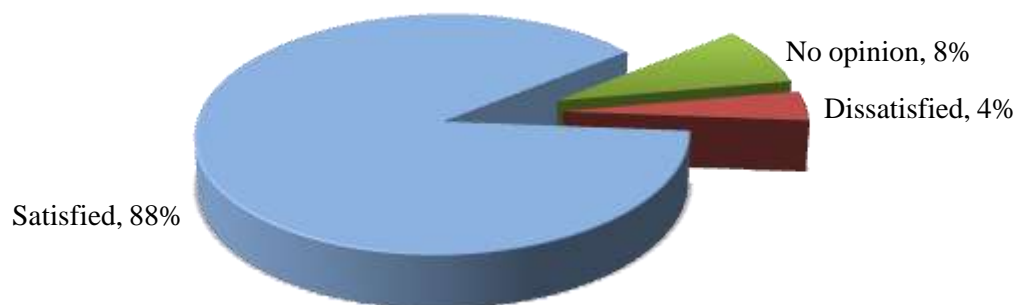
## 8.4 Overall performance

- 8.4.1 The majority of parents indicated that they appreciated the instructors in arranging these activities for their children (92%), they found that the 333 program meet their children's learning needs (89%) and the instructors of the 333 program adopted different teaching methods (89%). All in all, about 88% of parents were satisfied with the 333 program.

*Chart 30: Students' overall performance evaluated by their parents*



*Chart 31: Parents' satisfaction with the 333 program*



## Chapter 9 Key performance indicators

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### 9.1 Summary of views from parents

9.1.1 Qualitative information was gathered through in-depth interviews or focus group discussions with parents whose children had participated in the 333 Program so as to solicit their views on the process, level of satisfaction and perceived impacts of the 333 program.

9.1.2 All parents interviewed stated that the objectives of the 333 program were achieved. Their overall comments were summarized as follows:

(a) *Improvement in academic results*

All parents indicated that the academic results of their child especially dictation results, writing and reading had improved a lot. Their children could complete their homework on their own.

(b) *Improvement in personal development*

Self-confidence of their children had strengthened. They were willing to participate in the school activities and to be more cooperative with their school teachers and classmates.

9.1.3 Further views were collected to improve the 333 program:

(a) Special program or more resources could be allocated to the students in special needs such as specific learning difficulties and Attention-Deficit Hyperactivity Disorder.

(b) During school holidays, motivation of their children reduced significantly. The 333 program should be operated continuously during school holidays or on Saturday.

(c) The 333 program period is too short. It was proposed to extend the 333 program such that their children could participate in the 333 program for at least 2 years.

## 9.2 Key performance indicators

| <b>Key success factors</b>                                                        | <b>Quantitative KPIs</b>                                    | <b>Achievements</b>                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ensure academic success</b>                                                    | (a) Student attendance is 80%                               | Administrative records showed that the student attendance rates are over 80% for three semesters:<br>Semester 1: 79%<br>Semester 2: 92%<br>Semester 3: 93%                                                                                                                                                                                |
|                                                                                   | (b) Improvement in actual school grades by at least 20%     | Administrative records showed that the 333 program had helped to improve their students' academic performance:<br>Semester 1: 79%<br>Semester 2: 74%<br>Semester 3: 79%                                                                                                                                                                   |
|                                                                                   | (c) 75% of students shown improvement                       | According to the End-of-the-semester questionnaire by students, more than 75% of them shown improvement:<br>Semester 1: 79%<br>Semester 2: NA<br>Semester 3: 79%<br><br>Evaluated by instructors in the questionnaire surveys, more than 75% of students shown improvement:<br>- overall performance, 78%<br>- complete all homework, 86% |
| <b>Engage parents / family / caregivers</b>                                       | (a) At least 30% attendance at parents' day                 | Administrative records showed that the parent attendance rates at parents' day are over 30% for three semesters:<br>Semester 1: 58%<br>Semester 2: 53%<br>Semester 3: 41%                                                                                                                                                                 |
|                                                                                   | (b) At least 50% of parents' satisfied with the 333 program | From the questionnaire survey on parents, 88% of parents satisfied with the 333 program.                                                                                                                                                                                                                                                  |
| <b>Motivated, committed, caring and effective - teachers &amp; social workers</b> | (a) Instructors & social workers turnover rate below 20%    | Administrative records showed that the turnover rates of instructors and social workers are below 20% for three semesters.<br>Semester 1: teachers, 14%<br>social workers: 0% (no change)<br>Semester 3: teachers, 13%<br>social workers: 30% (increased by 3)                                                                            |

|                                                   |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | (b) At least 50% of instructors satisfied with the progress the students made | Evaluated by instructors in the questionnaire surveys, 72% of students had shown improvement in conduct, learning performance and overall performance. <sup>10</sup>                                                                                                                                                                                                                                                                                                        |
|                                                   | (c) At least 50% of students satisfied with the 333 program                   | According to the End-of-the-semester questionnaire by students, more than 75% of them satisfied with the program:<br>Semester 1: 80%<br>Semester 2: 76%<br>Semester 3: 83%                                                                                                                                                                                                                                                                                                  |
| Strong programs to build character & well-rounded | (a) Improvement in personal development                                       | <p>Evaluated by instructors in the questionnaire surveys, 51% of students had improved in personal development.<sup>11</sup></p> <p>The mean scores of post-test were significantly higher than that of the pre-test for students attending extension module particular in 2011-12 Semester B, implying that those students were more confident in understanding self, management of stress and emotion and understanding others after participated in the 333 program.</p> |

<sup>10</sup> The percentage was compiled by the average of 15 items in conduct, learning performance and overall performance (ref: chart 24 to 26)

<sup>11</sup> The percentage was compiled by the average of 15 items in personal development (ref: chart 23)

## Appendices

### Appendix 1 Pre-survey Questionnaire

#### 第一部份 對 333 小老師培訓計劃的意見

1. [所有學生] 你預期參與「333 小老師培訓計劃」會有什麼幫助？（可選多項）

- (1) ☐ 幫助我每日能完成校內功課
- (2) ☐ 幫助我的學業能有所進步
- (3) ☐ 幫助我了解自己的長處及短處
- (4) ☐ 增加我對學習的興趣
- (5) ☐ 幫助我準備測驗或考試
- (6) ☐ 幫助我找到我想要實現的人生目標
- (7) ☐ 幫助我提升自信心
- (8) ☐ 結識更多朋友
- (9) ☐ 幫助我學習更多知識
- (10) ☐ 其他（請註明：\_\_\_\_\_）

2. [所有學生] 你認為你參與 333 小老師培訓計劃，會幫助你的學業嗎？

- (1) ☐ 絕對沒有幫助
- (2) ☐ 沒有幫助
- (3) ☐ 有幫助
- (4) ☐ 十分有幫助
- (5) ☐ 不清楚

3. [所有學生] 你認為你參與 333 小老師培訓計劃，會減少你參加其他課外活動嗎？

- (1) ☐ 會
- (2) ☐ 可能會
- (3) ☐ 可能不會
- (4) ☐ 不會
- (5) ☐ 不清楚

4. [所有學生] 你現在有否參與其他課外活動？

- (1) ☐ 沒有
- (2) ☐ 有，請註明：\_\_\_\_\_



## 第二部份 個人發展

請按著你能掌握該項技能的信心程度，選出最適當的答案

1. [就讀小四至小六學生] 自我了解

[illegible]

2. [就讀小四至小六學生] 情緒處理

[illegible]

3. **[就讀小四至小六學生]** 明白他人和與人相處

[illegible]

4. **【就讀小四至小六學生】** 以下是有關你在學校內表現的描述，請選擇對你最合適的句子

|                       | 時常                       | 間中                       | 很少                       | 從不                       |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                       | (1)                      | (2)                      | (3)                      | (4)                      |
| a. 能有禮貌對待別人           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 主動提出問題向教師或同學請教     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 雖然曾經答錯問題，仍然有勇氣繼續回答 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. 願意盡力把工作/功課做好       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. **【就讀小四至小六學生】** 以下共有 10 句你可能同意或不同意的句子。

- ( ● 如果被訪者十分不同意該句子，請選擇 1
- 如果被訪者不同意該句子，請選擇 2
- 如果被訪者同意該句子，請選擇 3
- 如果被訪者十分同意該句子，請選擇 4 )

|                                | 十分不同意                    | 不同意                      | 同意                       | 十分同意                     |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                | (1)                      | (2)                      | (3)                      | (4)                      |
| a. 總括來說，我對自己感到滿意               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 有些時候，我會覺得自己是一無是處            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 我感到自己是有一些優點                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. 我能夠把事情做得和很多其他人所做到的一樣好       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. 我覺得自己沒有什麼可以值得引以自豪的          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. 有些時候，我確實地感到自己是一無是處          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. 我感到自己是一個有價值的人，而我的價值起碼並不比別人低 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. 我希望能夠有更多對自己的尊重              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. 總括來說，我傾向於感到自己是失敗的           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. 我抱著積極的態度面對自己                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 第三部份 家庭方面

下列三題請以 1 - 5 分 表示友善或喜歡程度

- |    |                           | 非常友善<br>(5)              | (4)                      | (3)                      | (2)                      | 非常不友善<br>(1)             |
|----|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | 【就讀延伸課程的學生】 你認為你的家庭對你友善嗎？ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | 【就讀延伸課程的學生】 你喜歡你的家庭嗎？     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | 【就讀延伸課程的學生】 你喜歡你的父母嗎？     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 第四部份 學生資料

1. 【所有學生】 請告訴我有關你在學校的表現

- |                     | 優<br>(5)                 | 良<br>(4)                 | 常<br>(3)                 | 可<br>(2)                 | 有待改善<br>(1)              | 不清楚<br>(0)               |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. 你認為你的學業表現：       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 你認為你的操行：         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 你希望自己能取得怎樣的學業成績？ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. 【就讀小四至小六學生】 你希望自己最高能達致甚麼程度的學歷？

- (1) ☐ 高中／中六畢業  
 (2) ☐ 專上教育（副學士課程）  
 (3) ☐ 大學（學士學位）  
 (4) ☐ 學士學位以上（如碩士或博士學位）  
 (5) ☐ 其他（請註明：\_\_\_\_\_）

3. 【就讀小四至小六學生】 你的家人希望你最高能達致甚麼程度的學歷？

- (1) ☐ 高中／中六畢業  
 (2) ☐ 專上教育（副學士課程）  
 (3) ☐ 大學（學士學位）  
 (4) ☐ 學士學位以上（如碩士或博士學位）  
 (5) ☐ 其他（請註明：\_\_\_\_\_）

4. 性別： (1) ☐ 男 (2) ☐ 女

姓名：\_\_\_\_\_

班別：\_\_\_\_\_

（有關姓名及班別的資料並不會公開。調查所得的資料將會用作整體分析）

## Appendix 2 Post-survey Questionnaire

### 第一部份 對 333 小老師培訓計劃的意見

1. [所有學生] 參與了「333 小老師培訓計劃」對你有什麼幫助？（可選多項）
  - (1) ☐ 幫助我每日能完成校內功課
  - (2) ☐ 幫助我的學業能有所進步
  - (3) ☐ 幫助我了解自己的長處及短處
  - (4) ☐ 增加我對學習的興趣
  - (5) ☐ 幫助我準備測驗或考試
  - (6) ☐ 幫助我找到我想要實現的人生目標
  - (7) ☐ 幫助我提升自信心
  - (8) ☐ 結識更多朋友
  - (9) ☐ 幫助我學習更多知識
  - (10) ☐ 其他（請註明：\_\_\_\_\_）
2. [所有學生] 參與了 333 小老師培訓計劃，對你的學業有多大的幫助？
  - (1) ☐ 絕對沒有幫助
  - (2) ☐ 沒有幫助
  - (3) ☐ 有幫助
  - (4) ☐ 十分有幫助
  - (5) ☐ 不清楚
3. [所有學生] 參與了 333 小老師培訓計劃，你有沒有減少參加其他課外活動嗎？
  - (1) ☐ 有
  - (2) ☐ 沒有
  - (3) ☐ 不清楚
4. [所有學生] 你現在有否參與其他課外活動？
  - (1) ☐ 沒有
  - (2) ☐ 有，請註明：\_\_\_\_\_

## 第二部份 個人發展

請按著你能掌握該項技能的信心程度，選出最適當的答案

6. [就讀小四至小六學生] 自我了解

[illegible]

7. [就讀小四至小六學生] 情緒處理

[illegible]

8. **[就讀小四至小六學生]** 明白他人和與人相處

[illegible]

9. **【就讀小四至小六學生】** 以下是有關你在學校內表現的描述，請選擇對你最合適的句子

|                       | 時常                       | 間中                       | 很少                       | 從不                       |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                       | (1)                      | (2)                      | (3)                      | (4)                      |
| a. 能有禮貌對待別人           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 主動提出問題向教師或同學請教     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 雖然曾經答錯問題，仍然有勇氣繼續回答 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. 願意盡力把工作/功課做好       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. **【就讀小四至小六學生】** 以下共有 10 句你可能同意或不同意的句子。

- ( ● 如果被訪者十分不同意該句子，請選擇 1
- 如果被訪者不同意該句子，請選擇 2
- 如果被訪者同意該句子，請選擇 3
- 如果被訪者十分同意該句子，請選擇 4 )

|                                | 十分不同意                    | 不同意                      | 同意                       | 十分同意                     |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                | (1)                      | (2)                      | (3)                      | (4)                      |
| a. 總括來說，我對自己感到滿意               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 有些時候，我會覺得自己是一無是處            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 我感到自己是有一些優點                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. 我能夠把事情做得和很多其他人所做到的一樣好       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. 我覺得自己沒有什麼可以值得引以自豪的          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. 有些時候，我確實地感到自己是一無是處          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. 我感到自己是一個有價值的人，而我的價值起碼並不比別人低 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. 我希望能夠有更多對自己的尊重              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. 總括來說，我傾向於感到自己是失敗的           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. 我抱著積極的態度面對自己                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 第三部份 家庭方面

下列三題請以 1 - 5 分 表示友善或喜歡程度

- |    |                                  | 非常友善<br>(5)              | (4)                      | (3)                      | (2)                      | 非常不友善<br>(1)             |
|----|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | <b>【就讀延伸課程的學生】</b> 你認為你的家庭對你友善嗎？ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <b>【就讀延伸課程的學生】</b> 你喜歡你的家庭嗎？     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <b>【就讀延伸課程的學生】</b> 你喜歡你的父母嗎？     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 第四部份 學生資料

1. **【所有學生】** 請告訴我有關你在學校的表現

- |                     | 優<br>(5)                 | 良<br>(4)                 | 常<br>(3)                 | 可<br>(2)                 | 有待改善<br>(1)              | 不清楚<br>(0)               |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. 你認為你的學業表現：       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 你認為你的操行：         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. 你希望自己能取得怎樣的學業成績？ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. **【就讀小四至小六學生】**你希望自己最高能達致甚麼程度的學歷？

- (1) ☐ 高中／中六畢業  
 (2) ☐ 專上教育（副學士課程）  
 (3) ☐ 大學（學士學位）  
 (4) ☐ 學士學位以上（如碩士或博士學位）  
 (5) ☐ 其他（請註明：\_\_\_\_\_）

3. **【就讀小四至小六學生】**你的家人希望你最高能達致甚麼程度的學歷？

- (1) ☐ 高中／中六畢業  
 (2) ☐ 專上教育（副學士課程）  
 (3) ☐ 大學（學士學位）  
 (4) ☐ 學士學位以上（如碩士或博士學位）  
 (5) ☐ 其他（請註明：\_\_\_\_\_）

4. 性別： (1) ☐ 男 (2) ☐ 女

姓名：\_\_\_\_\_

班別：\_\_\_\_\_

（有關姓名及班別的資料並不會公開。調查所得的資料將會用作整體分析）

### Appendix 3 Parent Questionnaire

以下問卷是為改善課程的教學內容和活動而設的，希望你能就貴子女參與「333小老師培訓計劃」的實際情況作答。請仔細閱讀下列句子，然後在適當的空格內加上“✓”（例如：☑）。

1. 參與了「333小老師培訓計劃」對你的子女有什麼幫助？（可選多項）
  - (11) ☐ 幫助我的子女每日能完成校內功課
  - (12) ☐ 幫助我的子女的學業能有所進步
  - (13) ☐ 幫助我的子女了解自己的長處及短處
  - (14) ☐ 增加我的子女對學習的興趣
  - (15) ☐ 幫助我的子女準備測驗或考試
  - (16) ☐ 幫助我的子女找到他／她想要實現的人生目標
  - (17) ☐ 幫助的子女提升自信心
  - (18) ☐ 讓我的子女結識更多朋友
  - (19) ☐ 幫助我的子女學習更多知識
  - (20) ☐ 其他（請註明：\_\_\_\_\_）
  
2. 參與了 333 小老師培訓計劃，對你的子女的學業有多大的幫助？
  - (6) ☐ 絕對沒有幫助
  - (7) ☐ 沒有幫助
  - (8) ☐ 有幫助
  - (9) ☐ 十分有幫助
  - (10) ☐ 不清楚
  
3. 參與了 333 小老師培訓計劃，你的子女有沒有減少參加其他課外活動嗎？
  - (6) ☐ 有
  - (7) ☐ 沒有
  - (8) ☐ 不清楚

|                           | 從不                       | 很少                       | 間中                       | 時常                       |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                           | (1)                      | (2)                      | (3)                      | (4)                      |
| <b>學習動機/態度</b>            |                          |                          |                          |                          |
| 4. 我的子女能專注於學習過程           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 我的子女對課題或某些問題，有持久的興趣    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 我的子女遇到困難及失敗時，仍不放棄，堅持到底 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我的子女努力把功課做到最好          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



|                                    | 非常<br>不同意<br>(1)         | 不同意<br>(2)               | 同意<br>(3)                | 非常<br>同意<br>(4)          |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>對課程瞭解及參與</b>                    |                          |                          |                          |                          |
| 8. 學校有向我清楚解釋此計劃的內容                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 我明白此課程的學生甄選程                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 我清楚此課程的教學目標及有關安排               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 我的子女參與這課程活動時，我有提供適當的協助         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 我的子女有和我分享在這次活動中學到的經驗           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 我接受學校所用的甄選方法                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>子女學習效果</b>                      |                          |                          |                          |                          |
| 14. 我覺得此計劃對我的子女有很大的幫助              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 此計劃讓我子女解決實際生活的問題               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 我子女很投入此計劃                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 我子女會提問與計劃有關的其他知識               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 我子女更積極地去面對難題                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>對課程整體意見</b>                     |                          |                          |                          |                          |
| 19. 我很欣賞導師為我子女安排這些活動的心思            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 我認為此計劃切合我子女的學習需要               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 此計劃老師是用了與一般教學不同的方法             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 整體來說，你滿意 333 小老師培訓計劃嗎？         |                          |                          |                          |                          |
| (1) <input type="checkbox"/> 非常不滿意 |                          |                          |                          |                          |
| (2) <input type="checkbox"/> 不滿意   |                          |                          |                          |                          |
| (3) <input type="checkbox"/> 滿意    |                          |                          |                          |                          |
| (4) <input type="checkbox"/> 非常滿意  |                          |                          |                          |                          |
| (5) <input type="checkbox"/> 不清楚   |                          |                          |                          |                          |
| 23. 計劃可改善的地方：                      | <hr/> <hr/> <hr/>        |                          |                          |                          |
| 24. 其他意見：                          | <hr/> <hr/> <hr/>        |                          |                          |                          |

(有關姓名及班別的資料並不會公開。調查所得的資料將會用作整體分析)

## Appendix 4 Instructor Questionnaire

以下是有關你的學生在計劃內表現的描述，請按每句對你學生合適的程度，在適當的空格內加上“✓”。

|                         | 從不<br>(1)                | 很少<br>(2)                | 間中<br>(3)                | 時常<br>(4)                |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>學習動機/態度</b>          |                          |                          |                          |                          |
| 1. 能專注於學習過程             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 對課題或某些問題，有持久的興趣      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 遇到困難及失敗時，仍不放棄，堅持到底   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 主動向導師提出問題            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 努力把功課做到最好            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>個人成長及社交能力的行為表現量表</b> |                          |                          |                          |                          |
| 6. 能清楚地表達自己的意見          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 能接受別人的意見             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 樂於與別人交換意見            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 願意和不同能力的同學一起工作       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 輪流活動時能有耐性地等候        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 能與同伴分享工作的用具         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 能愛惜自己及他人的物品         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 能有禮貌對待別人            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 當別人有需要時，能積極提供幫助     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 樂於分擔不同的工作           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 主動提出問題向教師或同學請教      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 雖然曾經答錯問題，仍然有勇氣繼續回答  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 遇到困難問題時會向教師求助       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 在分組活動時，能主動帶領組員進行活動  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 願意盡力把工作做好           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|     |             | 不適<br>用<br>(0)           | 有很大<br>退步<br>(1)         | 退步<br>(2)                | 有少少<br>退步<br>(3)         | 沒有<br>轉變<br>(4)          | 有少少<br>改善<br>(5)         | 有改<br>善<br>(6)           | 有很大<br>改善<br>(7)         |
|-----|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|     | <b>品德表現</b> |                          |                          |                          |                          |                          |                          |                          |                          |
| 21. | 責任感         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | 勇於嘗試        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | 禮貌尊重        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | 樂於助人        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | 接納自己及他人     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | 自律          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | <b>學習表現</b> |                          |                          |                          |                          |                          |                          |                          |                          |
| 27. | 學習態度積極      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | 專注          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | 學習興趣        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | 積極嘗試新事物     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | <b>才能表現</b> |                          |                          |                          |                          |                          |                          |                          |                          |
| 31. | 做齊功課        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | 樂於協助他人      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | 樹立榜樣        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | 領導能力        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | 整體表現        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(有關姓名及班別的資料並不會公開。調查所得的資料將會用作整體分析)

## Appendix 5      Extracted views from parents

Two focus group discussions were held on the parent day in Kwun Tong (18 December 2011) and North district (15 January 2012). Totally 9 parents were participated in the discussions. Their views are depicted below:

### **Parent A**

*Background:* His child was 10 years old and was studying in primary 5. He studied in the Mainland China in primary 1 and 2 and his mother language was Putonghua. He faced great difficulties in learning Cantonese in Hong Kong.

*Improvement:* He could not concentrate on his study such as doing homework or revision. There was a significant improvement after participation in the 333 program. Also, he learnt how to communicate with others and he met friends now. Furthermore, he became self-motivated in his study and achieved better academic performance.

### **Parent B:**

*Background:* Her child was studying in primary 4.

*Improvement:* She wanted to participate in every lesson even though she was sick as the instructors of the 333 program were caring and detail-minded. She was “addicted” to participate in the 333 program. And she was willing to help others who were younger than her.

### **Parent C:**

*Background:* Her child was studying in primary 4.

*Improvement:* In the past, she was quite shy and quiet in the class. She learnt how to communicate with others after participation in the 333 program. She made a lot of friends and had better communication skills. Furthermore, she was more patient than before and learnt from the instructors as her role models. Also, the 333 program encouraged students to learn in all aspects although her dictation results were worse than before.

### **Parent D:**

*Background:* Her child was studying in primary 2.

*Improvement:* In the past, he did the homework slowly as he could not concentrate on his study. After participation in the 333 program, the situation was much better than before. Besides, he was willing to help others especially those who were younger.

### **Parent E:**

*Background:* Her child was studying in primary 2 and was suffered from specific learning difficulties in reading and writing (dyslexia).

*Improvement:* In the past, she did homework slowly and never got a pass in the test or examination. After participation in the 333 program, the instructor helped her a lot and she could finish her homework every day. Although she sometimes did not do all homework correctly, her improvement was satisfactory and she became more willing to learn.

**Parent F:**

*Background:* Her child was studying in primary 1 and was chosen to participate in the 333 program by school teacher.

*Improvement:* In the past, he was a naughty boy and he was not willing to do homework and did not follow teachers' instruction. After participation in the 333 program, he completed all the homework on his own initiative. Besides, the instructors helped him a lot such as teaching him how to do homework and revision. His academic results especially dictations were improved a lot.

**Parent G:**

*Background:* Her child was studying in primary 3 and had Attention-Deficit Hyperactivity Disorder (ADHD).

*Improvement:* In the past, he was very lazy and unable to complete his homework most of the time. After participation in the 333 program, he became more polite and was able to complete most of his homework on his own. Although he was affected by ADHD, the instructors tried their best to teach him and appreciated his work. As a result, he improved a lot and he even had the ability to teach mathematics to other schoolmates.

**Parent H:**

*Background:* Her child was studying in primary 4.

*Improvement:* In the past, she did not do homework after school and only spent all her time to watch television. Sometimes, she played outside at night. Even there were punishments imposed on her, she had no intention to change her attitudes and behaviors. Later, she was followed by a social worker. After participation in the 333 program, she could complete her homework on time and participated in some school activities such as magic show. She became more active in the school activities and had more interaction with parents.

**Parent I:**

*Background:* Her child was studying in primary 4.

*Improvement:* In the past, she was unwilling to complete homework, even if copying the answers done by parents. Later, she was followed by a social worker because she was caught stealing. Scolding or corporal punishments were ineffective in helping her. After participation in the 333 program for a year, the instructors cared and helped her a lot. She was willing to complete her homework and enjoyed her school life. Besides, she began to accept others' views. The 333 program was effective and helped her a lot.