HOPE FOR THE CAREER PATH

Study of Developing the Youth's Vocational Identity in Life Transitions

Research Report 2017

Hope for the Career Path

Study of Developing the Youth's Vocational Identity in Life Transitions

Research Report

Researcher: Chan, Bik Ling
Research Assistant: Lee, Ka Yan
Cover Design: Evangel Children's Home
Conducted By Ministry Research & Development, Breakthrough Ltd.
Commissioned By Evangel Children's Home
Sponsored By Keswick Foundation

September 2017
Not for sale

Acknowledgements

鳴謝

報告摘要 Executive Summary

背景：

1. 個人從學校過渡至職場、從青少年過渡至成年，皆需要面對各種危機挑戰，並完成不同人生任務。期望順利過渡不同的人生階段（Life Transitions），能夠建立整全個人身份（Identity）。
2. 探索個人職業興趣及發展能力，是預備進入職場的任務，這有助建立職業身份（Vocational Identity），讓青少年有能力選擇及發展職業方向。
3. 青少年發展職業，需要認識自己及環境要素，識別哪些是支持因素（Supportive factors）及風險因素（Risk factors）。
4. 今日青少年面對不少就業困難（例如：難以尋找理想工作、薪酬停滯等），無法按個人興趣發展職業，亦擔心無力應付工作要求，青少年對未來工作感焦慮無力，沒有希望。
5. 家舍青少年更為弱勢（Vulnerable）：面對個人及家庭困難、欠缺支援。
6. 家舍服務一直幫助面對困難的青少年，期望培育他們成長獨立，發展職業方向，對未來抱希望，有動力創路。因此需要了解家舍青少年面對的就業困難及需要，並識別個人及環境具有哪些有利／不利發展的因素，以便協助他們建立職業身份。
7. 然而現時香港欠缺相關研究資料，用作參考並設計適切的家舍服務，能夠回應宿生職業發展的需要。

研究目的／重要性：

8. 探究家舍青少年的職業身份狀況。
9. 識別建立家舍青少年職業身份的支持因素及風險因素。
10. 探究宿生離開家舍後面對的工作困難。
11. 探究家舍宿生的需要，以及家舍服務如何有效幫助宿生發展職業。
12. 提供數據資料了解家舍青少年，讓家舍服務更能夠適切回應宿生需要。

研究問題：

13. 家舍青少年的職業身份狀況如何？
14. 支持因素及風險因素如何關連職業身份？
15. 宿生離開家舍後在工作上面對什麼困難？
16. 宿生過渡至職場及獨立生活的需要是什麼？
17. 宿生如何理解家舍服務對他們職業發展的幫助？

概念架構及研究方法：

18. 本研究假設「職業身份」（Vocational Identity）為依變項（Dependent Variable），「成就動機因素」（Achievement-related Motivational Variables）（包括「自我效能感」Self-efficacy、「目標導向」Goal Orientation 及「因果歸因」Causal Attribution）、「希望感」（Hope）、環境因素及支持因素等為自變項（Independent Variable）。

19. 本研究採用包括量性（Quantitative）(研究一)及質性（Qualitative）（研究二）的混合研究方法（Mixed Research Method）。

20. 研究一（Study One）以量性研究進行，分別設計兩份問卷派發給兩組樣本：i) 15 歲或以上家舍宿生及 ii) 播道兒童之家青少年家舍（18-20 歲青年）前宿生，計劃在 2016 年 4 月前收集 200-250 份問卷數目，以統計分析驗證依變項與自變項之間的關係強度及方向。

21. 研究二（Study Two）是本研究重點，以質性研究進行，從播道兒童之家青少年家舍前宿生樣本中，按 5 段離院時間（離開 3 個月、6 個月、1 年、2 年及即將離院）邀請宿生參與面對面個人訪問，計劃在 2016 年 8 月前完成 20-25 個宿生訪問，進深探究宿生現時／已離開家舍後所面對生活及工作的困難及需要、支持及風險因素、以及家舍介入的角色。

研究結果重點：

研究一：

22. 收集來自 13 間兒童之家／院舍合共 233 份有效問卷（131 男；102 女），平均年齡 17.43 歲（標準差=1.8），住宿家舍時間中位數為 36 個月。

23. 各種測量工具（Research Instrument）內在一致性信度（Internal consistency）達可接受範圍（α = 0.69 – 0.95）。

24. 透過單因子變異數分析（One-way ANOVA）發現：男性宿生在「希望感」、「自我效能感」及「職業發展自我效能感」（Career Development Self-efficacy）方面有較好表現，但真實平均數差異（Actual Mean Difference）屬最小（E.S.<0.04）。同時，研究亦發現那些認為自己過去在學業或工作上有好成績的宿生，除了「表現目標導向」（Performance Goal Orientation）外，在其他方面都有較好表現，真實平均數差異在「希望感」、「個人控制」（Personal Control）及「設定事業目標」（Career Goal Setting）方面屬大（(E.S. ≥ 0.14)）。

25. 描述統計結果反映：少於一半（48.3%）宿生未有清晰職業興趣，同時超過七成宿生對未來發展方向感不安，主要擔心生計（74.2%）。

26. 相關分析（Correlation Analysis）發現「職業身份」、「希望感」及「成就動機因素」（包括「自我效能感」、「學習目標導向」Learning Goal

Orientation 及「個人控制」)與環境因素中的「家舍支援」(Children's Home Support)、「肯定不同能力」(Ability Affirmation)及「寬闊發展空間」(Spacious Development)有顯著正向相關((r = .18 – .53);然而,與「競爭環境」(Competitive Environment)、「狹窄出路」(Mono-path)、「學校挫敗感」(School Defeat)及「憂慮工作」(Stress in workplace)有顯著負向相關((r = -.22 – -.66)。

27. 多元迴歸分析(Multiple Regression Analysis) 數據顯示,「成就動機因素」(「自我效能感」及「學習目標導向」)對「希望感」的變數解釋力 = .73(R^2),反映「自我效能感」及「學習目標導向」有助建立希望感。

28. 研究結果反映「家舍支援」分別與「職業身份」(r = .22)、「希望感」(r = .41)、「自我效能感」(r = .35)、「學習目標導向」(r = .39)及「個人控制」(r = .18)有顯著正向相關。此外,數據亦反映居住家舍時間愈長,宿生愈傾向有較強「希望感」(r = .16)及「職業發展自我效能感」(i.e.「事業計劃」(r = .13)、「尋找工作前的準備」(r = .19)))。以 2014 年一般中學樣本結果作參考,家舍青少年在不同的正面因素(例如希望感)中皆有較好表現,初步反映家舍對宿生的正面影響。

研究二:

29. 質性研究是以半結構性(Semi-structured)面對面訪問進行,最後完成 22 位宿生訪問(6 男;16 女),年齡為 19-24 歲;宿生中有 7 位過去住宿家舍超過 6 年,12 位住宿青少年家舍前已有工作經驗。

30. 根據受訪者回應資料,大致可從 10 個範圍分析,包括 1) 職業發展;2) 面對將來;3) 個人成長經歷;4) 生活困難;5) 個人需要;6) 家庭影響;7) 學校影響;8) 友儕關係;9) 家舍角色;及 10) 社會服務支援。

研究結果重點如下:

31. *尋求工作收入,亦盼發展職業目標*:宿生面對經濟壓力,故尋找工作主要考慮收入,以應付基本生活需要;但這並不能滿足他們,他們亦期望工作切合個人興趣及價值,從中學習,發揮及提昇個人能力。

32. *渴求生活以先,須掙扎求存*:宿生冀望追求理想、尋求有意義人生,但必須首先解決生存問題(例如居住及日常生活需要),否則談不上發展個人潛能。換言之,宿生的生存需要得到解決後,便會繼而追尋有意義的生活。

33. *向下流動的焦慮*:宿生面對成長及家庭困難,不少造成身心障礙,影響學業,加上缺乏家庭在經濟及精神上的支援,他們背負比其他人更多擔子,即使有抱負理想,亦自覺很難在條件不足下,獨力改善現況並面對將來,更恐懼自己會不斷向下流動。

34. *家庭及學校培育，還是傷害？*：家庭及學校應該建立良好環境，陪伴並教育青少年面對成長挑戰。然而受訪宿生不但缺乏家庭重要的支援，更被受傷害，造成深遠影響。若學校未能適切協助，可以帶來進一步傷害。宿生亦因此認定自己沒有任何支援，需要獨力承擔一切，對未來感焦慮。

35. *家舍的介入*：家舍能夠為承受家庭問題的宿生提供保護與幫助，但大部份 18 歲便要離開獨力生活；青少年家舍能夠為年滿 18 歲仍有家舍住宿需要的青年人提供 2 年宿位，大大解決他們迫切的居住需要，有助他們慢慢過渡獨立生活並發展穩定工作。

36. *建基於尊重、忍耐與愛的關係*：宿生承受成長困難帶來的身心條件不足，創路較其他人落後，家舍職員希望儘快改正並引導他們，要求宿生依從設定的規則及建議。宿生回顧成長經驗，發現職員能夠信任、尊重他們、即使是錯亦容讓他們自主做決定，與他們建立真正的關係——這些不能即時達致服務成效的重要元素——更能幫助他們面對將來。

37. *個人及職業發展植根於成長過程*：宿生回想過去經歷，強調無論是身心傷害的復元、認清職業目標、提升人際及工作能力等，都需要透過與其他人長時間的關係建立下，才能夠達致，並指出那些以解決問題及項目設計為主的介入，長遠難以幫助宿生成長。

38. *標準服務協助生存，關係社群引向生活*：處理宿生首要解決的生存問題，那些經設計可量度的標準服務（包括提供宿位、職業訓練等）能夠即時發揮作用。然而，面對宿生較長期的成長需要及對生活意義的渴求，卻需要更多空間時間建立群體關係，這難以即時量度成效，但更能夠幫助宿生成長發展。

39. *「關係建立」帶宿生離開恐懼，走向希望*：宿生背負成長包袱、欠缺家庭支援，帶著焦慮恐懼面對將來。宿生的敍述反映：處身信任與愛的群體中，讓宿生可以喘息學習，並重建與自己、與他人的關係，看見有更多可能及出路；即使面對困難，仍能夠帶著希望及能力走下一段路程。

總結：

40. 本研究探究家舍青少年的職業身份狀況，以及識別出宿生職業發展的支持因素及風險因素，同時肯定家舍的支援角色。為家舍服務提供重要的研究資料。

41. 本研究的限制是採用非隨機抽樣樣本，建議未來研究包括不同家舍服務的宿生。

42. 研究家舍宿生的職業發展，有助了解現時社會弱勢青少年面對職業發展的困難及需要；研究反映家舍支援的重要性，而青少年家舍這類服務適切回應 18 歲以上受困青年的需要，可以協助青年解決生存問題，引導他們發展潛能並走向具意義及希望的生活，讓弱勢的能夠成為社會資本。

Abstract

The current research adopted career developmental theory and social cognitive career theory to examine vocational identity of the youths in Children's or Youth's Home in Hong Kong. This research mainly aimed to (1) investigate the risk and supportive factors in regard to youths' career development; (2) explore the in-depth understanding of the youths' needs when entering workplace and independent living; and (3) understand youths' perceptions of the Children's or Youth's Home service.

The present research was conducted in two studies (Study One and Study Two), using a mixed quantitative and qualitative research design. Study One used purposive sampling method to draw a total of 233 cases from 13 Children's Home to complete a self-report standardized questionnaire. The findings proved the influences of career-related motivational factors and environmental factors to residents' path-finding. Moreover, it also supported the positive impacts of Children's home on resident's personal and career development. Study Two was the main study to provide a more comprehensive understanding of the Children's Home residents' career development. A total of 22 residents from the Evangel Youth's Home were successfully invited to participate in the face-to-face semi-structured interviews. The findings revealed the residents' fear in downward-moving trend as well as the need to survive and live well. Significantly, nurturing residents in relational community could steer those in difficulties from fear to hope. The empirical findings essentially add value to the knowledge of resident's sense of hope and career development, and also contribute to the implications on the Children's or Youth's Home service in Hong Kong.

Contents

List of Tables

List of Figures

List of Appendices

Chapter 1 - Background of the study

The adolescence is a time of splendor, yet it is also a time of perplexity.

The youths are potentially getting strong, yet they are getting vulnerable.

The youths are supposedly hopeful about the future, yet they find the future

hopeless.

The young people are required to vision and plan for their future. Nevertheless, there is always voice around complaining about the inactive and motiveless young generation. Nowadays, the prevalent comment is that the youths are indifferent to their distant future, instead of striving for path-finding. Refers to some employers' observation, young employees do not endeavor to promotion due to their refusal of taking more responsibilities.

The youth is indeed urged to prepare for transiting to the next life stage of adulthood. However, what are the obstacles to the youth's career development?

1.1   *Encounter with personal and environmental obstacles*

In the course of life, youths encounter challenges or crises in life transitions (Erikson, 1971), i.e., from adolescents-to-young adulthood and from school-to-work. Apart from developmental crises, the youths also face unique contextual difficulties which impede youths' career development (De Goede, Spruijt, Iedema, & Meeus, 1999), for example, high rate of unemployment, working poverty, structural changes in occupation, society, school and family,

changing nature and life cycle of work (Gysbers, 2001; Herr & Cramer, 1992; Richardson, 2002; Vondracek, 2001), globally competitive work environment (Hughey & Hughey, 1999). Based on the report of Global Employment Trends for Youth (GET for Youth), the increase of job cannot meet the supply of labor in the coming few years (The International Labour Office, 2013). Particularly, youths are vulnerable in the labour market. Youths, especially the deprived group, are inclined to be eliminated from high competition. The number of unemployed young people has been greatly rising in the past 20 years (The International Labour Office, 2013). In Hong Kong, young people also inevitably suffer from the highest rate of unemployment and working poverty. The percentage of population aged 15 and over attaining educational attainment at post-secondary level (both non-degree and degree course) kept increasing from the year of 2000 (18.5%) to 2015 (30.8%) (Census and Statistics Department, 2016). It indicates the continuous rise at the educational level in Hong Kong. However, the rate of unemployment has been remained at the highest level in the age groups of 15 to 24, comparing to the other age group, throughout the past twenty years (Census and Statistics Department, 2016). Over a long period of time, the youth have been facing the highest rate of unemployment demonstrating their vulnerability in labour market even though they acquire high degree of education attainment.

Preparing youths with knowledge, skills and attitude in order to face uncertainties and challenges after leaving school and moving on to work is particularly important (Herr & Cramer, 1992). Yet, youngsters complain that they hardly translate their interests and talents into career amid local and global economic hardship. They are also worried about their inadequate competence to meet the

work demand. Particularly, for those who are underprivileged find it more difficult and hopeless to develop their career future in the highly competitive environment. In face of unfavorable environment, what is significant to guide the adolescents in difficulties to develop in their career path with hope?

1.2 Adolescents' vocational identity formation in life transition

Career development is regarded as developmental process and it is essential for an individual to have the progressive change throughout different stages in lifespan (Erikson, 1971; Ginzberg, Ginsburg, Axelrad, & Herma, 1966; Gysbers & Henderson, 2006; Gysbers & Moore, 1975; Herr & Cramer, 1992; Super, 1957, 1980; Vondracek, 2001). Erikson (1971) proposed the identity formation process which was subject to the successful transition from life stage to stage. He pointed out that it was unavoidable to encounter difficulties or adversities in the life span of human. Significantly, it was critical for a person to deal with the problems and overcome the obstacles to have the positive and healthy life development. Hence, to transit from school to work, it is not only important for the young people to find a promising job but also valuable for them to be personally well established throughout the career and vocational development (Gysbers & Moore, 1975).

Except for the career-related competence, classical career development theories (e.g., Holland's typology career theory, 1985; the social cognitive career theory, Brown & Lent, 1996) mainly concern self-knowledge development which entails the awareness of personal preferences, competences, interests and goals. However, the environmental factor is also salient in understanding human career

development. Holland's (1985) proposed vocational identity to highlight the congruence between personal characteristics and work environments. Vocational identity is defined as "the possession of a clear and stable picture of one's goals, interests, personality, and talents" (Holland, Daiger, & Power, 1980, p.1). It is built up through a person's continuous experiences in the congruence of personality and environmental types. The formation of vocational identity is crucial to develop mature career behaviors for goal setting, career exploration, vocational future and making career-related decisions (Holland et al., 1980). People with a strong sense of vocational identity are able to make career decisions in an environment with uncertainties and ambiguities. The social cognitive career theory and career developmental theory are well-known career theories for understanding human career behaviors from the view of the interaction between personal characteristics and environmental factors as well as the life transition.

The social cognitive career theory (SCCT; Brown & Lent, 1996; Lent, Hackett, & Brown, 1999; Lent, Brown, & Hackett, 2000) adopted the significant concept of self-efficacy (Bandura, 1997, 2002) to understand career development constructs including vocational interest, ability, career decision making and so on. It emphasizes that an individual achievement is subject to interactions between self-factors (cognitive-person variables which are self-efficacy, outcome expectations and personal goals serve as personal agency), human behaviors and environmental factors (such as social supports and barriers) in career development. Career development should be rooted in the life-span perspectives (Vondracke, 2001). It is significant to highlight different stages of career development, especially for adolescents to ensure what they should complete or prepare for the

successful transition from school to work (Erikson, 1971; Ginzberg et al., 1966; Gysbers & Henderson, 2006; Gysbers & Moore, 1975; Herr & Cramer, 1992; Super, 1957, 1980).

In sum, people in unfavorable environment along the life-span are at risk to lose the efficacious belief in altering adversity into prosperity for a better future. In other words, people feel hopeless and lose motivation to go head in their career paths. Adolescents, who engage in school activities for a large proportion of life time, are easily to be frustrated to develop vocational identity which is essential to their development of identity (Erikson, 1971; Holland, 1980, 1985). For the youths in Children Home, they are encountered with more difficulties in comparison with other youngsters. For example, some of these young people need to live on their own when they still study in the secondary school. They undertake family crises such as child abuse, divorced parent and so on. Other than the challenges of transiting from adolescent to adult and school to work, these young people also need to face the hardship from dependent to independent living. Hence, it is salient for adolescents to develop their self-concept by overcoming crises with personal commitment at the stage of adolescence that prepares the youth for transiting to the next life stage.

1.3   *Supportive factors for adolescents' career development*

Based on the vocational identity model which grounded on career developmental theory (Ginzberg et al., 1966; Gottfredson, 1981, 2002; Super, 1957, 1980) and Social cognitive career theory (Brown & Lent, 1996; Lent et al., 1999; Lent et al.,

2000), the achievement-related motivational variables (i.e. self-efficacy, personal control, learning goal orientation and performance goal orientation) have significant predictive relationships with hope, which in turn significantly predicts the outcome of vocational identity (Chan, 2013). It is important to develop personal interests and competences in developing vocational preferences. The efficacious belief helps to turn people's interests into the vocational preference.

However, the matching of personal interest with occupational choice will be impeded by perceived barriers (Brown & Lent, 1996; Lent et al., 1999; Lent et al., 2000). The findings of previous study (Breakthrough, 2014) also highlighted that society's stress of academic excellence, competition in Hong Kong, knowledge based economy as a barrier which impeded students' vocational identity. When people find the unfavorable environment as unchangeable, they cannot see the possibility to turn the adversity into prosperity, they are hopeless to go forward in their career path. The achievement-related motivational variables (self-efficacy, personal control, learning goal orientation and performance goal orientation) were identified in the Vocational Identity Model to indicate the significance for youths to see the possibilities for changes, image the future, and create the space for path especially in adversities and deadlock (Chan, 2013).

Career counselors are required to understand adolescents' experiences, needs and behaviors with considering the contextual factors, such as social events, local cultural and socio-economic influences (Blustein & Noumair, 1996; Gysbers, 2001; Gysbers & Henderson, 2006; Gysbers & Moore, 1975; Herr & Cramer, 1992; Richardson, 2002; Savickas, 2003; Vondracek, 2001; Watson & McMahon,

2006; Yuen, Gysbers, Chan, Lau, & Shea, 2010; Zimmer-Gembeck & Mortimer, 2006). Environmental factor such as school, family, peer or society can be a risk and also a support for adolescents' career development (e.g., Schunk & Pajares, 2002). For example, family plays a critical role in youth's vocational identity development (e.g. Hargrove et al., 2005; Johnson et al., 1999). Previous research (Chan, 2013; Breakthrough, 2014) has explored the supports and appreciations from family, school, peer and society as the favorable effects to establish youths' efficacious beliefs in facing their career future and transiting to the next life stage. Regarding the youths from the Children Home, they not only suffer from their family problems, but also fail to tap the significant resource in family. As for the malfunction of family, is there any other crucial system such as Children Home playing as a supportive role in at-risk adolescents' career development? In sum, apart from career-related competence, it is essential to have more understanding of both motivational elements and environmental factors that motivate or demotivate adolescents to exert actions for their career path-finding.

1.4   Research Problem

a. How do the youths of Children's or Youth's Home perceive their vocational identity?

b. What are the environmental barriers in the career development of the youths from Children's or Youth's Home? How do these barriers impede the youth's vocational identity formation?

c. What are the supportive factors from various systems to the youths' vocational identity in the Children's or Youth's Home?

d. How to prepare the youths in Children's or Youth's Home to smoothly transit from school to work as well as from dependence to independence?

e. What are the difficulties that the youths in Youth's Home encounter as entering in the work environment?

f. What are the needs of the young people who are discharged from the Youth's Home and live on their own?

g. How can the Children's or Youth's Home significantly serve those who are discharged from the Home in their career development?

1.5   *Purposes and significances of current research*

In the contemporary society which is laden with uncertainties and obstacles, adolescents are confronted with various challenges along their career paths. Due to the unfavorable environment and vague future, a number of young people in Hong Kong are inefficacious or unmindful of what for they are now doing in the stage of schooling and where to go at the next stage of life. Underprivileged adolescents particularly find it hopeless to change the encountering adversities in their career development. It is salient for adolescents to develop vocational identity for occupational choices making and planning for the future (Holland, 1985; Nurmi, 1991; Super, 1980). Insufficient up-to-date empirical data on career development of adolescents in the Children's or Youth's Home has been shown. Hence, there is a need to explore the vocational identity of these adolescents and the encountered problems in the workplace. Moreover, no existing research has been conducted to examine the impacts of personal and contextual variables on the career development of Children Home's adolescents. It is valuable to identify

significant risk and supportive factors to adolescents' vocational identity formation. Finally, it is salient to investigate adolescents' needs in transiting from dependent living to independent living as well as from study to work. Particularly, their perceptions of the Children's or Youth's Home Service in supporting for their career development will be necessarily noted.

The current research adopted career developmental theory and social cognitive career theory. It was significant to examine the vocational identity of the youths in Children's or Youth's Home. The present study would investigate the risk and supportive factors (including personal attributes, career-related abilities, protective systems and so on) that offered more understanding of nurturing the youths in the Children's Home for their career development. Further, the current research would also explore the in-depth understanding of the youths' needs when entering workplace and independent living as well as their perceptions of the Children's or Youth's Home service in developing their vocational identity via individual interviews. It would contribute to provide valuable information for developing the Children's or Youth's Home Service.

In order to fill the research gaps mentioned above, the purposes of the current research were designed as follows.

a. To examine the vocational identity of the youths in Children's or Youth's Home.

b. To identify the relationships of risk and supportive factors with the youths' vocational identity.

c. To explore the difficulties experienced by the young people who are discharged from the Children Home and enter in the work environment.

d. To explore the needs of the youths in Children's or Youth's Home and to identify the supportive effects of the Home Service to their career development.

1.6   Research Questions

Based on the aims of the current research, research questions and relevant hypotheses were raised as follows.

Q1. How did the youths in Children's or Youth's Home perceive their vocational identity?

Q2. What were the relationships of risk and supportive factors with vocational identity?

Q3. What were the difficulties experienced by the young people who were discharged from the Children's or Youth's Home and entered in workplace?

Q4. What were the needs of the young people to transit from dependent living to independent living and from school to work?

Q5. How did the young people perceive the role of Children's or Youth's Home in preparing them for career development?

Chapter 2 - Methodology

2.1   Conceptual Framework

The current research postulated vocational identity as the career development outcome (dependent variable). Vocational identity development is explained by the influential interaction of personal characteristics and environmental variables (e.g., Holland, 1985). Hence, various constructs including motivation determinants (self-efficacy, goal orientation and causal attribution), career development self-efficacy, hope, environmental factors and supportive factors were considered as independent variables to have predictive influences on the level of vocational identity in the framework.

2.2   Research Design

The current research was conducted in two studies (Study One and Study Two), with mixed research methods, including quantitative and qualitative research methods. It was to examine the vocational identity of the youths in Children's or Youth's Home as well as investigate the influences of risk and supportive factors. Several psychometric instruments were used to measure psychological constructs in the conceptual framework. In order to have an in-depth understanding of the young people's needs after their discharge from Children's or Youth's Home and their perception of the Home's role in their career development, qualitative research method was used in the present study.

2.3   Study One

Study one was conducted by quantitative research method. Data was collected by self-report standardized questionnaire, which comprised the measurements of variables, i.e., vocational identity, hope, self-efficacy, goal orientation, causal attribution, supportive factors, environmental factors, and career development self-efficacy. All the instruments are described as follows.

   a. *Vocational identity* (Holland et al., 1980): The vocational identity is a sub-scale of My Vocational Situation scale (MVS scale) to measure the difficulties in vocational decision making in order for counselor to devise suitable treatment or program for the client. It was designed to measure 'the possession of a clear and stable picture of one's goals, interests, personality, and talents' (Holland et al., 1980, p.1). It is an 18-item instrument in a true-false format to assess individual's vocational identity. Summation of the total number of false responses generates a score of vocational identity. In the present study, the response format have been changed to a 4-point Likert scale (1=*strongly disagree to* 4=*strongly agree*) which was more suitable for multivariate analysis. Summation of total responses produces vocational identity score. A higher score represents a stronger vocational identity of an individual who has a clear and stable of view of one's personal goals, interests, personality and talents. A person who has a strong vocation identity is confident and mature, and has an ability of career decision making, even in an environment with uncertainties and ambiguities. On the contrary, a lower score indicates the confused vocational identity of an individual, who is postulated to

have trouble in career decision-making.

b. The *Hope Scale* (Snyder, 1994) is originally an 8-item measurement tool, which is designed to examine an individual's dispositional hope for adults or those who are aged 15 and above. It was designed to measure two separate underlying dimensions of hope, which were willpower (agency) and waypower (pathway). Responses are rated on a 4-point Likert scale from '*strongly disagree*' (1) to '*strongly agree*' (4). Summation of individual item provides hope score.

c. The *General Perceived Self-efficacy* (Schwarzer, 1998) is a 10-item scale, measuring the global and stable self-perceived disposition of a personal agency or competency of actions in general stressful situation across different cultures. Respondents were required to rate on a 4-point Likert scale, from '*strongly disagree*' (1) to '*strongly agree*' (4). Summation of individual item responses gives a total score of self-efficacy, where a higher score means a higher level of self-efficacy.

d. The *Goal Orientation Scale* (Button, Mathieu & Zajac, 1996) includes two sub-scales, one is the learning (mastery) goal orientation scale (LGO scale) and the other is the performance goal orientation scale (PGO scale), representing an individual's predisposition towards two goal orientations. Learning goal orientation refers to the orientation that people endeavor to enhance their competences and task skills and performance goal orientation refers to the orientation that people strive to obtain others' favorable judgments of their competences and successful outcome (Dweck, 1975, 1986). Responses are rated on a

4-point Likert scale from '*strongly disagree*' (1) to '*strongly agree*' (4). Summation of individual item responses of two sub-scales gives the separate total scores of LGO and PGO, and higher scores of sub-scales means higher levels of LGO or PGO.

e. *The revised Causal Dimension Scale (CDSII)* (McAuley et al., 1992) was designed to measure the respondents' perception of causal attribution for events in the terms of locus of causality, stability, personal control and external control. The current research will use the dimension of personal control (3 items) according to the model of vocational identity developed in previous research (Chan, 2013). Respondents were firstly asked to rate their academic or work performance in the previous year as success or failure by their perception. Then the respondents think about the cause of performance and rate the items on a 9-point Likert format. Summation of scores of three items yields a total score. Higher score means that the person is more likely to perceive the cause of personal performance as controllable.

f. Career development self-efficacy inventory (CD-SEI) (Yuen, Gysbers, Hui, Leung, lau, Chan, Shea & Ke, 2004): CD-SEI is an instrument to assess career development self-efficacy of senior secondary school students in Hong Kong with six categories: (1) career planning; (2) gender issues in career; (3) vocational training selection; (4) job hunt preparation; (5) job hunting; and (6) career goals setting. Each category contains 4 items, making a total of 24 items of the scale. The internal consistency for CD-SEI was examined as adequate

(alpha= .95). Responses are rated on a 6-point Likert scale from '*extremely not confident*' (1) to '*extremely confident*' (6). Summation of total responses produces CD-SE score.

g. Environmental factors and supportive factors were developed by Breakthrough (2014) to initially examine the influential relationships with vocational identity, hope, self-efficacy, goal orientation and personal control (causal attribution). Environmental factors describe personal perceptions of environment in four dimensions which are spacious development (8 items), competitive environment (5 items), mono-path (7 items), and stress in workplace (5 items). Supportive factors with four dimensions which are parents' support (7 items), school support (5 items), school defeat (3 items), and ability affirmation (3 items) explain personal perceptions of school and family in supporting their career development. In the current research, the dimension of parents' support was replaced by Children Home's support (9 items). Respondents were required to rate on a 4-point Likert scale, from '*strongly disagree*' (1) to '*strongly agree*' (4). Summation of individual item responses gives a total score of each dimension.

Study One was administered to two sets of sample to take part in the present study. One sample was drawn from a number of Children's Home in Hong Kong (including the Evangel Children's Home). Purposive sampling method was used to collect data among the young people who were aged 15 or above in Children's Home. Considering the nature of Home Service and even proportion of gender,

several Children's Home were invited to allow their young residents who (i) studied at senior form (F.4 or above) or (ii) went to work to fill up the standardized questionnaire. It was planned to collect a total of 200-250 cases. Another sample was drawn from those who were discharged from the Evangel Youth's Home in 2 years (either studying or working). It was expected to collect a total of 30-40 cases. Data collection of Study One was planned to complete by April 2016.

After communicating with the Children's Home staff, researcher went to various Home to administer the questionnaire to the sample. As a result, 233 copies of questionnaire from 13 Children's / Youth's Home and 9 copies of those who were discharged from the Evangel Youth's Home were collected to yield a total of 242 cases. Data entry has been completed for further data analysis. Other than questionnaire administration, researcher had brief talk with the Children's Home staff to have more understanding of the individual Home service.

Due to the quantitative research method in Study one, SPSS was used to perform the statistical analyses to test the study hypothesis. Descriptive statistics, Internal consistency reliability, Pearson's Product Moment Correlation Coefficient, One-way ANOVA and multiple regression were performed to explore the possible psychological pathway in predicting vocational identity of young people in Children's / Youth's Home.

2.4 *Study Two*

Succeeding to statistical analyses of Study One, qualitative investigation in Study Two was performed. Participants in Study Two were selected from the second sample in Study One. The young people, who were discharged from the Evangel Youth's Home and lived on their own without financial support from their biological family in four time slot: 3 months, 6 months, 1year, and 2 years, were invited to take part in a semi-structured interview. Additionally, those who were still living at Youth's Home and preparing for the upcoming home discharge were invited to participate in the interview. It was expected to make a sample of 20-25 cases.

A contact list of residents who were discharged from the Home was prepared by the Evangel Youth's Home for the researcher to further invite the young people to participate in Study Two. Due to the facts of lost contact and personal rejection, 15 ex-residents were removed from the contact list. According to five discharge period (3 months, 6 months, 1 year, 2 years, and currently living in Youth's Home), a total of 25 young people were scheduled to execute semi-structured interview. Consequently, 22 individual face-to-face interviews were finished in Aug 2016 (See Table 4.1).

The in-depth information was useful to understand the working and living situations of those who were discharged from the Evangel Youth's Home. It was also of concern to investigate those ex-residents' perceptions of Youth Home's role in their career development. Study two would provide a more comprehensive

understanding of these young people's needs and difficulties in transiting from school to work and from dependent living to independent living. It aimed to identify the risk and supportive factors of young people's vocational identity formation. Particularly, it helped to explore the significant role of Children's or Youth's Home in serving these underprivileged youth in their life transitions.

Interviews were carried out in face-to-face meeting. Participants were well informed of the research's purpose, the use of their opinions and interview procedure. Concerning the semi-structured interview, a set of pre-determined questions was prepared to serve as initial probes, including open-ended questions about their living and working situation. In addition, follow-up questions were based on participant's responses. Responses in interviews were audio-taped and transcribed for data analysis. The procedure of codes and coding as the systematical data management was then conducted. Data collection was planned to finish by August 2016.

Chapter 3 - Result of Study One

In regard to the data collection of Study One, 13 Children's Home participated in Study One and completed the questionnaire administration. A total of 242 completed questionnaires were collected by April 2016. All of the questionnaires were first screened for any possible major errors or omissions to decide whether it would be excluded from the data pool. As a result, there were 233 copies of valid questionnaires while 9 copies were screened out as invalid.

3.1 Descriptive information of Study One sample

The sample included 224 cases from Children's Home and 9 copies from those who were discharged from the Evangel Youth's Home. It was represented by a higher proportion of residents in study (N=212) and a smaller proportion of residents in work (N=21). Concerning the residents in study, it was mainly comprised of Form 4 (N=67), Form 5 (N=56) and Form 6 (N=45). The proportion of males (N=131) and females (N=102) was quite even in the sample. Concerning the age of sample, the age mean was 17.43 (SD = 1.8). In regard to living at children's home (months), the median was 36.00 (Table 3.1).

Table 3.1.   *Demographic characteristics of Study One sample (N=233)*

		N
Gender	Boy	131
	Girl	102
Age	*M* = 17.43	
	SD = 1.80	
Living at Children's Home(month)	*Median* = 36.00	
Class(Residents in Study)	F.2 and F.3	9
	F.4	67
	F.5	56
	F.6	45
	Diploma	19
	Degree	2

3.2 *Psychometric Properties of scales*

Concerning the supportive factors (including children's home support, school support, school defeat, and ability affirmation), exploratory factor analyses (EFA) was conducted to explore the internal factor structures of the scale as the variable of Children Home's support was newly developed to replace the variable of parents' support in the present study. A total of 233 cases met the recommendation of at least 5 cases per item for Factor analysis. Furthermore, Cronbach's α reliability was performed to examine the internal consistencies of all instruments.

In relation to the *supportive factors*, a total of 20 items were extracted to conduct the exploratory factor analysis. The result using a Varimax rotation indicated a three-factor model, which were (1) children home's support (9 items), (2) school support (8 items) (including the items of ability affirmation variable), and (3) school defeat (3 items), accounted for 54% of the total variance. The obtained Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was .89 and Chi-square from Bartlett's Test of Sphericity was significant (1704.840, p<.001), indicating that the sample size was good enough to evaluate factor structure. Additionally, reliability result indicated demonstrated a good internal consistency psychometrically in the domains of children home's support ($\alpha = 0.88$) and school support ($\alpha = 0.86$), and however, fair internal consistency in the domain of school defeat ($\alpha = 0.69$). The individual accounted variance, factor loading and Cronbach's alpha of three factors are shown in Table 3.2.

Table 3.2. Factor analysis result of supportive factors

N=233 Scale items	Supportive Factors		
	I	II	III
	Children's Home support	School's support	School defeat
1.除學業以外，家舍幫助我發展其他能力	.77		
2.家舍鼓勵及支持我按個人興趣發展職業	.77		
3.家舍培育我的能力與興趣，幫助我選擇未來職業	.77		
4.家舍幫助我建立生活技能，預備我將來投身社會工作	.75		
5.家舍在我的職業發展上能夠提供支援	.72		
6.家舍家長或導師幫助我看見發展職業的不同出路及可能	.69		
7.家舍家長或導師分享經驗及意見，幫助我準備升學或就業	.69		
8.即使我的才能無助升學就業，家舍家長或導師都肯定我，讓我對將來感到希望	.64		
9.我與家舍其他宿生共同學習，彼此支持鼓勵	.56		
10.除學業成績以外，學校幫助我發展其他個人能力		.74	
11.學校畢業生分享就業經驗，幫助我看見出路		.70	
12.學校幫助我學習裝備，能夠預備將來工作		.70	
13.學校師長幫助我看見發展職業的不同出路及可能		.69	
14.學校學長給予升學或就業意見，幫助我面對將來		.68	
15.我在學校學習有成功感，能夠發揮個人獨特能力		.64	
16.即使我學業成績未如理想，學校師長都欣賞肯定我其他能力		.64	
17.學校提供適切資訊、指導，幫助我準備升學就業		.62	
18.我在學校學習總會感到挫敗，對自己能力沒有信心			.80
19.若我能力被學校其他同學比下去，便沒有升學或找理想工作的機會	.		.75
20.學校著重學業，成績不理想的沒有升學就業的指望			.75
Variance explained (%)	32.418	12.336	9.246
Reliability (α)	.88	.86	.69

Note : Only factor loadings >0.50 are shown and the three-factor model accounted for 54% of the total variance.

Regarding other measuring instruments, result of internal consistency reliability shown in Table 3.3 indicated the good internal consistency psychometrically in vocational identity, hope, goal orientation, self-efficacy, personal control, children's home support, spacious development, mono-path, stress in workplace, job hunt preparation and career goals setting, with α ranging from 0.81 to 0.95. Results also revealed the adequate internal consistency in school support, school defeat, ability affirmation, competitive environment, career planning, gender issues in career, vocational training selection and job hunting, with α ranging from 0.73 to 0.79.

3.3 *Responses of variables*

Concerning variable computation for statistical analyses, the sum of all item responses produced the total scores of variables. Descriptive statistics were examined and the results of mean, standard deviation as well as score range of all variables were shown in Table 3.3. Moreover, participants' responses on particular items would be demonstrated in the following part.

1. Vocational identity

    Descriptive statistics results shown in Table 3.3 illustrated that the residents scored from 18 to 72 ($M = 42.51$, $SD = 11.21$). Concerning the items, a half of residents or less had no idea of their job interests and abilities, for example, 'No single occupation appeals strongly to me' (38.7%), 'I am uncertain about which occupation I would enjoy' (48.3%), and 'I don't know what my major strengths and weaknesses are' (50.4%). In the meantime, more than seventy percent of residents showed their negative emotions, such as worry and fear of making occupational choice, for example, 'I need reassurance that I have made the right choice of occupation' (72%), 'The jobs I can do may not pay enough to live the kind of life I want' (74.2%), and 'I don't know enough about what workers do in various occupations' (73.3%) (See details in Appendix B, Table B1).

2. Hope

    Results shown in Table 3.3 displayed that residents obtained score from 8 to 32 with mean score 21.12 ($SD = 4.10$) in the variable of hope. Most of the

residents pointed out that 'My past experiences have prepared me well for my future' (71.8%) and 'I can think of many ways to get out of a jam' (70.3%). However, a relative small number of responses agreed that 'I've been pretty successful in life' (33.6%) (See details in Appendix B, Table B2).

3. Self-efficacy

Results shown in Table 3.3 indicated that residents scored from 10 to 40 with mean score 26.64 (SD = 4.99). Regarding the item responses, more than seventy percent of residents agreed that, for example, 'I can always manage to solve difficult problems if I try hard enough' (78.8%), 'If I am in trouble, I can usually think of something to do' (74%) and 'I can solve most problems if I invest the necessary effort' (72.8%). Meanwhile, less than a half of residents indicated that 'It is easy for me to stick to my aims and accomplish my goals' (43.9%) and 'No matter what comes my way, I'm usually able to handle it' (43.5%) (See details in Appendix B, Table B3).

4. Goal Orientation

Results shown in Table 3.3 indicated that residents scored from 8 to 32 with mean score 24.69 (SD = 3.60) in the dimension of performance goal orientation and scored from 8 to 32 with mean score 23.75 (SD = 3.80) in the dimension of learning goal orientation. For the performance goal orientation, more than eighty percent of residents agreed with all items, for example, 'The opinions others have about how well I can do certain things are important to me' (89.6%) and 'I like to work on tasks that I have done well on in the past'

(87.9%). For the learning goal orientation, more than eighty percent of residents stressed that, for example, 'I try hard to improve my past performance' (88.2%), and 'The opportunity to extend the range of my abilities is important to me' (86.6%) (See details in Appendix B, Table B4).

5. Personal Control

Regarding residents' perceptions of their academic or work performance (the question of 'In the past year, do you perceive your overall academic or work performance as good (successful) or bad (fail)' in the questionnaire), result (in Appendix B, Table B5) showed that a slightly over a half of residents perceived their performance as bad (24.9%) and very bad (21.9%), meanwhile less than a half of students considered their performance as good (48.9%) and very good (4.3%).

Results shown in Table 3.3 indicated participants scored from 3 to 27 ($M =$ 16.26, $SD =$ 5.14). In regard to individual items, result indicated that rather less residents gave higher ratings (point 7 to 9), for example, the cause is something 'manageable by you' (28.4%), 'you can regulate' (25.9%), and 'over which you have power' (30.9%) (See details in Appendix B, Table B5).

6. Environmental Factors

Results shown in Table 3.3 indicated that residents scored from 8 to 32 with mean score 21.19 ($SD =$ 3.96) in the variable of spacious development, scored from 5 to 20 with mean score 14.90 ($SD =$ 2.59) in competitive environment,

scored from 7 to 28 with mean score 18.07 (*SD* = 4.07) in mono-path, and scored from 5 to 20 with mean score 13.53 (*SD* = 3.16) in the domain of stress in workplace. For the *spacious development*, about seventy percent of residents stressed that, for example, 'the society recognizes and contains people with different talents such as art and sport' (71.2%). However, less than a half of residents agreed that 'People can develop any career in Hong Kong without worry of bread and butter' (43.8%). For the *competitive environment*, more than eighty percent of residents agreed that, for example, 'Hong Kong stresses on academic qualification and only those academic excellent have more occupational choices' (84.1%). For the *mono-path*, about sixty percent of residents indicated that, for example, 'the society does not provide space for me to develop my interest in career' (63.1%). For the *stress in workplace*, about seventy percent of residents pointed out that 'I'm worried that I cannot achieve my work requirements with what I learnt before' (71.3%) (See details in Appendix B, Table B7).

Concerning the other items relating to the environmental factors, more than seventy percent of responses highlighted that 'Even though upgrading academic qualification, there is no guarantee for obtaining promising job' (73.7%). Meanwhile, less than a half of residents agreed that 'I can grasp the prospect of my career in Hong Kong' (44.9%) and a slightly more than a half of responses agreed that 'I am hopeful about my future career development in the society' (52.6%) (See details in Appendix B, Table B7).

7. Supportive Factors

Results shown in Table 3.3 indicated that residents scored from 9 to 36 with mean score 25.37 (*SD* = 4.52) in the variable of children's home support, scored from 5 to 20 with mean score 13.75 (*SD* = 2.49) in school support, scored from 3 to 12 with mean score 7.13 (*SD* = 2.05) in school defeat, and scored from 3 to 12 with mean score 8.39 (*SD* = 1.64) in ability affirmation. For *children's home support*, more than eighty percent of residents claimed that 'The Home helps me to develop ability other than academic competence' (88.8%), 'The Home encourages and supports me to develop career in accordance with my interest' (84.1%), and 'The Home helps me to develop life skills in order to prepare me for work' (80.2%). However, relative fewer residents agreed that 'The Home nurtures my interest and competence that helps me to make the career choice' (61.1%) and 'The Home is able to provide support in my career development' (67.1%). For the *school support*, more than eighty percent of responses stressed that 'The school provides appropriate guidance and information to prepare me for work or further study' (81.1%). However, comparative fewer residents agreed that 'The graduates share their work experience that helps me to see the way in the future' (60%). For the *school defeat*, less than a half agreed with all items such as 'The school focuses on academic excellence that it is hopeless for those with poor academic performance' (46.7%). For *ability affirmation*, more than seventy percent of residents claimed that 'The school teachers commend and affirm my talents in spite of my unsatisfactory academic performance' (76.6%) and 'The school helps me to develop ability other than academic competence' (75.9%) (See details in Appendix B, Table B6).

Regarding the other items relating to the supportive factors, it should be noted that less than forty percent of residents felt inferior to live in Children's Home, such as 'The Home residents will encounter more difficulties than other people in career development' (40.1%) and 'Due to the disadvantaged family background, the Home residents are underprivileged in career development' (35.1%) (See details in Appendix B, Table B6).

8. Career development self-efficacy

Results shown in Table 3.3 indicated that responses were scored from 24 to 96 in the scale of career development self-efficacy, with mean score 68.43 ($SD = 10.31$). Concerning the subscales, residents score from 4 to 16 in all domains of skill, with mean score 11.31 ($SD = 1.93$) in _career planning_, with mean score 11.67 ($SD = 1.96$) in _gender issues in career_, with mean score 11.61 ($SD = 1.89$) in _vocational training selection_, with mean score 11.15 ($SD = 2.31$) in _job hunt preparation_, with mean score 11.27 ($SD = 1.94$) in _job hunting_, and with mean score 11.31 ($SD = 1.99$) in _career goals setting_. Results revealed that residents rated relative higher scores in the domains of gender issues in career and vocational training selection. Regarding individual items, comparative fewer residents were confident that they could, for example, 'produce a resume for myself' (64.7%), 'strike a balance between interest and future prospects' (65.7%), 'produce a job application letter for myself' (68%), 'handle other's objection and criticism and opposing views when I choose a career which is mostly performed by the opposite sex' (68%), and 'find a suitable job successfully' (69.4%) (See details in Appendix B, Table B8).

Table 3.3. *Summary of mean scores, standard deviations and reliabilities of variables*

Variables	Mean	SD	Range	Reliability (Cronbach's alpha)
Vocational identity	42.51	11.21	18-72	.95
Hope	21.12	4.10	8-32	.88
Self-efficacy	26.64	4.99	10-40	.90
Performance goal orientation	24.69	3.60	8-32	.82
Learning goal orientation	23.75	3.80	8-32	.88
Personal control	16.26	5.14	3-27	.90
Children's Home support	25.37	4.52	9-36	.88
School support	13.75	2.49	5-20	.79
School defeat	7.13	2.05	3-12	.69
Ability affirmation	8.39	1.64	3-12	.74
Spacious development	21.19	3.96	8-32	.84
Competitive environment	14.90	2.59	5-20	.74
Mono-path	18.07	4.07	7-28	.84
Stress in workplace	13.53	3.16	5-20	.83
Career development self-efficacy:	68.43	10.31	24-96	.95
Career planning	11.31	1.93	4-16	.75
Gender issues in career	11.67	1.96	4-16	.73
Vocational training selection	11.61	1.89	4-16	.75
Job hunt preparation	11.15	2.31	4-16	.83
Job hunting	11.27	1.94	4-16	.73
Career goals setting	11.31	1.99	4-16	.81

3.4   Comparison with School sample in 2014

In 2014, a random sample of senior secondary school students (*N*=1134) was drawn to measure the career-related constructs (Breakthrough, 2014) and most of the variables were as same as those in the current research. In order to have a better understanding of the Home resident's responses in the measuring domains, the school sample of 2014 was therefore used to compare the Home residents in study (*N*=212) with the secondary school students. Results shown in Table 3.4 demonstrated that the Home residents had higher mean scores in the positive domains of vocational identity, self-efficacy, school support, ability affirmation,

spacious development, and lower mean scores in the negative domains of school defeat, competitive environment, mono-path and stress in workplace. It implied that the Home residents had better performance in most of the significant factors. However, findings also revealed that the Home residents had relative lower mean scores in learning goal orientation and personal control. For the variables of hope and performance goal orientation, both samples rated the similar mean scores.

Table 3.4. *Comparing the mean scores of ECH sample and Secondary school sample*

Variables	Score range	Secondary school 2014 (*N*=1134)	ECH 2016 (*N*=212)
Vocational identity	1-4	2.25(0.52)	2.35(0.63)
Hope	1-4	2.65(0.42)	2.64(0.53)
Self-efficacy	1-4	2.64(0.42)	2.67(0.51)
Performance goal orientation	1-4	3.09(0.43)	3.08(0.45)
Learning goal orientation	1-4	2.98(0.38)	2.97(0.49)
Personal control	1-9	5.74(1.46)	5.36(1.75)
Parent's support	1-4	2.81(0.45)	--
Children's Home support	1-4	--	2.80(0.52)
School support	1-4	2.69(0.47)	2.75(0.50)
School defeat	1-4	2.53(0.59)	2.38(0.69)
Ability affirmation	1-4	2.66(0.50)	2.78(0.55)
Spacious development	1-4	2.50(0.46)	2.65(0.50)
Competitive environment	1-4	3.15(0.49)	2.99(0.52)
Mono-path	1-4	2.67(0.54)	2.59(0.58)
Stress in workplace	1-4	2.81(0.54)	2.71(0.65)

3.5 *Effect of gender and perceived performance*

To investigate the possible effects of gender and residents' perceived personal academic or work performance (perceived as good and perceived as bad) on vocational identity, hope, achievement-related motivational factors, supportive factors, environmental factors and career development self-efficacy, the One-way ANOVA analysis was conducted with the significance level at $p < 0.05$ to determine the significant mean difference between groups. The significant mean differences will be reported as follows.

3.5.1. Effect of gender.

The One-way ANOVA analysis was performed to compare mean differences between males ($N = 131$) and females ($N = 102$) groups in various variables. As shown in Table 3.5, with the criterion ($p < 0.05$), significant difference was found between males and females in some variables, such as hope〔$F(1,228) = 4.25$, $p < 0.05$〕, self-efficacy〔$F(1,228) = 5.23$, $p < 0.05$〕, career planning〔$F(1,228) = 8.58$, $p < 0.01$〕, gender issues in career〔$F(1,229) = 9.07$, $p < 0.01$〕, vocational training selection〔$F(1,226) = 4.44$, $p < 0.05$〕, job hunt preparation〔$F(1,229) = 4.30$, $p < 0.05$〕, and career goals setting〔$F(1,224) = 4.09$, $p < 0.05$〕. The males, in comparison with females, had higher scores in the domains of hope (mean difference = 1.12, $p < 0.05$), self-efficacy (mean difference = 1.50, $p < 0.05$), career planning (mean difference = 0.74, $p < 0.01$), gender issues in career (mean difference = 0.77, $p < 0.01$), vocational training selection (mean difference = 0.53, $p < 0.05$), job hunt preparation (mean difference = 0.63, $p < 0.05$), and career goals setting (mean difference = 0.53, $p < 0.05$).

All of the effect sizes calculated by eta squared (E.S.) were below 0.05(Table 3.5), which was classified as small effect (Cohen, 1988). It demonstrated that the actual mean differences between male and female groups were minimal.

3.5.2. Effect of perceived performance.

In regard to residents' perceived personal academic or work performance in the past year, the original four groups (perceived as i. very bad, ii. bad, iii. good, and iv. very good) were categorized into two groups. One group was named as 'Bad

Performance Group' which included residents who perceived their past performance as bad and very bad (N = 109). The other one was named as 'Good Performance Group' which included residents who perceived their past performance as good and very good (N = 124). It was more appropriate to re-group the cases in order to examine the possible mean differences in various variables. The One-way ANOVA analysis results (Table 3.5) demonstrated that there were significant differences between the Bad Performance Group and the Good Performance Group in most of the dimensions such as vocational identity 〔$F(1,225)$ = 34.44, $p < 0.001$〕, hope 〔$F(1,228)$ = 41.92, $p < 0.001$〕, self-efficacy 〔$F(1,228)$ = 33.55, $p < 0.001$〕, learning goal orientation 〔$F(1,226)$ = 14.72, $p < 0.001$〕, personal control 〔$F(1,230)$ = 67.45, $p < 0.001$〕, children's home support 〔$F(1,225)$ = 5.08, $p < 0.05$〕, school support 〔$F(1,224)$ = 12.21, $p < 0.01$〕, school defeat 〔$F(1,228)$ = 13.25, $p < 0.001$〕, ability affirmation 〔$F(1,229)$ = 26.38, $p < 0.01$〕, spacious development 〔$F(1,230)$ = 19.57, $p < 0.001$〕, competitive environment 〔$F(1,228)$ = 8.54, $p < 0.01$〕, mono-path 〔$F(1,227)$ = 17.12, $p < 0.001$〕, stress in workplace 〔$F(1,228)$ = 22.71, $p < 0.001$〕, career planning 〔$F(1,228)$ = 20.66, $p < 0.001$〕, gender issues in career 〔$F(1,229)$ = 12.57, $p < 0.001$〕, vocational training selection 〔$F(1,226)$ = 12.15, $p < 0.01$〕, job hunt preparation 〔$F(1,229)$ = 28.83, $p < 0.001$〕, job hunting 〔$F(1,228)$ = 34.53, $p < 0.001$〕, and career goals setting 〔$F(1,224)$ = 36.18, $p < 0.001$〕. No significant mean difference was found in performance goal orientation.

Results in Table 3.5 showed that Good Performance Group, in comparison with Bad Performance Group students, had higher ratings in all positive variables, such

as vocational identity (mean difference = 8.16, $p < 0.001$), hope (mean difference = 3.23, $p < 0.001$), self-efficacy (mean difference = 3.57, $p < 0.001$), learning goal orientation (mean difference = 1.88, $p < 0.001$), personal control (mean difference = 4.89, $p < 0.001$), children's home support (mean difference = 1.34, $p < 0.05$), school support (mean difference = 1.13, $p < 0.01$), ability affirmation (mean difference = 1.06, $p < 0.01$), spacious development (mean difference = 2.22, $p < 0.001$), career planning (mean difference = 1.11, $p < 0.001$), gender issues in career (mean difference = 0.90, $p < 0.001$), vocational training selection (mean difference = 0.85, $p < 0.01$), job hunt preparation (mean difference = 1.55, $p < 0.001$), job hunting (mean difference = 1.40, $p < 0.001$), and career goals setting (mean difference = 1.48, $p < 0.001$). On the other hand, Good Performance Group had relative lower scores in the negative dimensions, such as school defeat (mean difference = 0.96, $p < 0.001$), competitive environment (mean difference = 0.99, $p < 0.01$), mono-path (mean difference = 2.15, $p < 0.001$), and stress in workplace (mean difference = 1.90, $p < 0.001$).

Results shown in Table 3.5 also indicated that the effect sizes of children's home support, school support, school defeat, competitive environment, gender issues in career and vocational training selection were small (E.S. < 0.06). In the meantime, the effect sizes of vocational identity, self-efficacy, learning goal orientation, ability affirmation, spacious development, mono-path, stress in workplace, career planning, job hunt preparation and job hunting were medium (E.S. = 0.06 - 0.13), and the effect sizes of hope, personal control and career goals setting were large (E.S. ≥ 0.14).

Table 3.5. *Summaries of One-way ANOVA analysis on gender and perceived performance*

Variables	Gender				Perceived performance			
	Male[a] M (SD)	Female[b] M (SD)	F	E.S.	Bad[c] M (SD)	Good[d] M (SD)	F	E.S.
Vocational identity	42.96(10.92)	41.93(11.62)	0.47	--	38.23(10.08)	46.39(10.81)	34.44***	0.13
Hope	21.61(4.17)	20.49(3.95)	4.25*	0.02	19.42(3.97)	22.65(3.60)	41.92***	0.16
Self-efficacy	27.30(4.97)	25.80(4.90)	5.23*	0.02	24.75(4.80)	28.32(4.54)	33.55***	0.13
Performance goal orientation	24.35(3.33)	25.13(3.89)	2.68	--	24.70(3.81)	24.67(3.42)	0.00	--
Learning goal orientation	23.81(4.11)	23.68(3.38)	0.07	--	22.76(3.91)	24.64(3.49)	14.72***	0.06
Personal control	16.31(5.33)	16.21(4.90)	0.02	--	13.67(5.31)	18.56(3.70)	67.45***	0.23
Children's Home support	25.60(4.60)	25.07(4.43)	0.77	--	24.67(4.46)	26.01(4.50)	5.08*	0.02
School support	13.91(2.62)	13.55(2.31)	1.22	--	13.15(2.61)	14.28(2.27)	12.21**	0.05
School defeat	7.11(2.19)	7.16(1.87)	0.04	--	7.64(1.87)	6.68(2.11)	13.25***	0.05
Ability affirmation	8.41(1.66)	8.38(1.62)	0.02	--	7.83(1.71)	8.89(1.40)	26.38**	0.10
Spacious development	21.06(4.13)	21.36(3.75)	0.33	--	20.02(3.75)	22.24(3.86)	19.57***	0.08
Competitive environment	14.76(2.74)	15.07(2.38)	0.82	--	15.42(2.18)	14.43(2.83)	8.54**	0.04
Mono-path	18.05(4.11)	18.09(4.03)	0.01	--	19.19(3.66)	17.04(4.16)	17.12***	0.07
Stress in workplace	13.22(3.29)	13.94(2.94)	3.00	--	14.55(2.80)	12.65(3.19)	22.71***	0.09
Career planning	11.63(1.86)	10.89(1.95)	8.58**	0.04	10.71(1.87)	11.82(1.84)	20.66***	0.08
Gender issues in career	12.01(1.91)	11.24(1.95)	9.07**	0.04	11.19(1.95)	12.09(1.88)	12.57***	0.05
Vocational training selection	11.84(1.84)	11.31(1.91)	4.44*	0.02	11.16(1.91)	12.01(1.78)	12.15**	0.05
Job hunt preparation	11.42(2.38)	10.79(2.19)	4.30*	0.02	10.32(2.27)	11.87(2.10)	28.83***	0.11
Job hunting	11.48(1.90)	11.01(1.97)	3.37	--	10.53(2.03)	11.93(1.59)	34.53***	0.13
Career goals setting	11.54(1.92)	11.01(2.04)	4.09*	0.02	10.52(2.05)	12.00(1.65)	36.18***	0.14

* F is significant at the .05 level; ** F is significant at the .01 level; *** F is significant at the .001 level

[a] n=range 122-131; [b] n=range 99-102; [c] n=range 106-109; [d] n=range 117-123

3.6   *Correlation Analysis*

Pearson's Product Moment Correlation Coefficient, referring to Pearson's *r*, was conducted to investigate the correlations among vocational identity, hope, achievement-related motivational factors, supportive factors and environmental factors, with the criterion $p < 0.05$ to indicate the significant level of association.

(a) Relationships between vocational identity, hope and achievement-related motivational factors.

Results in Table 3.6 showed that vocational identity had significant and positive correlations to hope ($r = .56$, $p < 0.001$), self-efficacy ($r = .53$, $p < 0.001$), personal control ($r = .38$, $p < 0.001$), and learning goal orientation ($r = .28$, $p < 0.001$). It meant that the higher degrees of vocational identity people had, the more likely the people attributed the performance as controllable by self and possessed the higher levels of hope, self-efficacy and learning goal orientation, and vice versa. No significant correlation was found between vocational identity and performance goal orientation. In sum, results indicated that vocational identity had relatively higher degree of correlations to hope and self-efficacy.

With reference to the association of hope with achievement-related motivational factors, result in Table 3.6 revealed the positive correlations of hope to all factors such as self-efficacy ($r = .84$, $p < 0.001$), learning goal orientation ($r = .61$, $p < 0.001$), personal control ($r = .44$, $p < 0.001$), and performance goal orientation ($r = .19$, $p < 0.001$). As a result, it demonstrated

that a person with higher degree of hope would tend to perceive the cause of performance as controllable by self, have a higher level of self-efficacy and predisposition towards the performance and learning goal orientations, and vice versa.

Table 3.6. *Correlations between vocational identity, hope, and environmental factors (N=225-232)*

Variables	VI	Hope	SE	PGO	LGO	PC
Vocational identity(VI)	--	--	--	--	--	--
Hope	.56***	--	--	--	--	--
Self-efficacy(SE)	.53***	.84***	--	--	--	--
Performance goal orientation(PGO)	-.04	.19**	.16*	--	--	--
Learning goal orientation(LGO)	.28***	.61***	.61***	.45***	--	--
Personal control(PC)	.38***	.44***	.50***	.18**	.32***	--

* Correlation is significant at the .05 level (2-tailed); ** Correlation is significant at the .01 level (2-tailed);
*** Correlation is significant at the .001 level (2-tailed)

(b) Correlations among hope, vocational identity, contextual factors and achievement-related motivational factors.

Results in Table 3.7 showed the significant and positive relationship of vocational identity with children's home support ($r = .22$, $p < 0.01$), school support ($r = .25$, $p < 0.001$), ability affirmation ($r = .33$, $p < 0.001$), spacious development ($r = .33$, $p < 0.001$), and negative relationship with school defeat ($r = -.50$, $p < 0.001$), competitive environment ($r = -.40$, $p < 0.001$), mono-path ($r = -.51$, $p < 0.001$), and stress in workplace ($r = -.66$, $p < 0.001$). Results indicated that a person with higher degrees of children's home support and school support as well as perceiving spacious development in society and affirmation of personal ability, would tend to have higher level of vocational identity, and vice versa. Moreover, a person with higher degrees of being

defeated in school and stressful in workplace, and perceiving the society as highly competitive and mono-path developing, would be more likely to have lower level of vocational identity, and vice versa.

Concerning the variable of hope, result in Table 3.7 displayed the significant and positive associations with children's home support ($r = .41$, $p < 0.001$), school support ($r = .46$, $p < 0.001$), ability affirmation ($r = .51$, $p < 0.001$), spacious development ($r = .53$, $p < 0.001$), and negative relationship with school defeat ($r = -.32$, $p < 0.001$), competitive environment ($r = -.24$, $p < 0.001$), mono-path ($r = -.35$, $p < 0.001$), and stress in workplace ($r = -.46$, $p < 0.001$). In sum, results demonstrated that a person with higher degrees of children's home support and school support as well as perceiving spacious development in society and affirmation of personal ability, would tend to have higher level of hope, and vice versa. Moreover, a person with higher degrees of being defeated in school and stressful in workplace, and perceiving the society as highly competitive and mono-path developing, would be more likely to have lower level of hope, and vice versa.

In respect of self-efficacy, results in Table 3.7 showed the significant and positive relationships with children's home support ($r = .35$, $p < 0.01$), school support ($r = .36$, $p < 0.001$), ability affirmation ($r = .46$, $p < 0.001$), spacious development ($r = .52$, $p < 0.001$), and negative relationship with school defeat ($r = -.31$, $p < 0.001$), competitive environment ($r = -.24$, $p < 0.001$), mono-path ($r = -.34$, $p < 0.001$), and stress in workplace ($r = -.48$, $p < 0.001$). Results elucidated that a person with higher degrees of children's home support and

school support as well as perceiving spacious development in society and affirmation of personal ability, would tend to have higher level of self-efficacy, and vice versa. Moreover, a person with higher degrees of being defeated in school and stressful in workplace, and perceiving the society as highly competitive and mono-path developing, would be more likely to have lower level of self-efficacy, and vice versa.

Regarding the variable of learning goal orientation, results in Table 3.7 showed the significant and positive relationships with children's home support ($r = .39$, $p < 0.01$), school support ($r = .24$, $p < 0.001$), ability affirmation ($r = .36$, $p < 0.001$), spacious development ($r = .45$, $p < 0.001$), and negative relationship with school defeat ($r = -.22$, $p < 0.01$), mono-path ($r = -.24$, $p < 0.001$), and stress in workplace ($r = -.22$, $p < 0.01$). Results indicated that a person with higher degrees of children's home support and school support as well as perceiving spacious development in society and affirmation of personal ability, would tend to be more learning goal orientated, and vice versa. Moreover, a person with higher degrees of being defeated in school and stressful in workplace, and perceiving the mono-path development in the society, would be less likely to be learning goal orientated, and vice versa.

As shown in Table 3.7, the variable of personal control was found to have the significant and positive relationships with children's home support ($r = .18$, $p < 0.01$), school support ($r = .27$, $p < 0.001$), ability affirmation ($r = .35$, $p < 0.001$), spacious development ($r = .30$, $p < 0.001$), and negative relationship with school defeat ($r = -.30$, $p < 0.001$), competitive environment ($r = -.37$, $p < $

0.001), mono-path ($r = -.37$, $p < 0.001$), and stress in workplace ($r = -.34$, $p < 0.001$). Results implied that a person with higher degrees of children's home support and school support as well as perceiving spacious development in society and affirmation of personal ability, would tend to have higher level of personal control, and vice versa. Moreover, a person with higher degrees of being defeated in school and stressful in workplace, and perceiving the society as highly competitive and mono-path developing, would be more likely to have lower level of personal control, and vice versa.

For the variable of performance goal orientation, results in Table 3.7 showed the significant and positive relationships with children's home support ($r = .14$, $p < 0.05$), school support ($r = .15$, $p < 0.05$), ability affirmation ($r = .21$, $p < 0.01$), competitive environment ($r = .15$, $p < 0.05$), and stress in workplace ($r = .14$, $p < 0.05$). Results indicated that a person with higher degrees of children's home support and school support as well as receiving affirmation of personal ability and perceiving the society as highly competitive and mono-path developing, would tend to be more performance goal orientated, and vice versa.

In sum, results stressed that the positive contextual factors (i.e. children's home support and spacious development) had significant relationships with vocational identity, hope and achievement-related motivational factors. On the contrary, the negative contextual factors (i.e. school defeat and competitive environment) had significant correlations to vocational identity, hope and achievement-related motivational factors.

Table 3.7. *Correlations between vocational identity, hope, and achievement-related motivational factors (N=220-231)*

Variables	Child home support	School defeat	School support	Ability affirmation	Spacious development	Competitive environment	Mono-path	Stress in Workplace
Vocational identity	.22**	-.50***	.25***	.33***	.33***	-.40***	-.51***	-.66***
Hope	.41***	-.32***	.46***	.51***	.53***	-.24***	-.35***	-.46***
Self-efficacy	.35***	-.31***	.36***	.46***	.52***	-.24***	-.34***	-.48***
Performance goal orientation	.14*	-.00	.15*	.21**	.09	.15*	.01	.14*
Learning goal orientation	.39***	-.22**	.24***	.36***	.45***	-.03	-.24***	-.22**
Personal control	.18**	-.30***	.27***	.35***	.30***	-.37***	-.37***	-.34***

* Correlation is significant at the .05 level (2-tailed); ** Correlation is significant at the .01 level (2-tailed); *** Correlation is significant at the .001 level (2-tailed)

(c) Relationships between the months of living at Home and other factors

With reference to the period of living at Children's Home, results (Table 3.8) showed the significant and positive correlations to the variables of hope (r = .16, p < 0.05), children's home support (r = .18, p < 0.01), spacious development (r = .16, p < 0.05), career planning (r = .13, p < 0.05), and job hunt preparation (r = .19, p < 0.01). Results implied that the longer a resident lived in the Home, the more likely the resident had higher level of hope, children's home support, career development self-efficacy which were career planning and job hunt preparation, and perceiving the career development as spacious in the society.

Table 3.8. *Correlations between* the months of living at Home and other factors *(N=217-224)*

Variables	Months of living at Home
Vocational identity	.11
Hope	**.16***
Self-efficacy	.11
Performance goal orientation	.01
Learning goal orientation	.03
Personal control	.08
Children's Home support	**.18****
Spacious development	**.16***
Competitive environment	**-.05**
Mono-path	**-.03**
Fear in workplace	**-.09**
Career planning	**.13***
Gender issues in career	.10
Vocational training selection	.08
Job hunt preparation	**.19****
Job hunting	.13
Career goals setting	.09

* Correlation is significant at the .05 level (2-tailed); ** Correlation is significant at the .01 level (2-tailed);
*** Correlation is significant at the .001 level (2-tailed)

3.7   *Multiple Regression*

In the current study, it was hypothesized that the variables of self-efficacy, learning goal orientation, performance goal orientation and personal control as the independent variables had predictive power on the dependent variable of hope. To examine the best predictors of hope, multiple regression analysis was conducted to regress hope variable (outcome) on the achievement-related motivational factors (predictors). It was required to find out the various predictive contributions of achievement-related motivational factors to hope variable. In regard to the equation, the variable of hope was selected as the dependent variable when all achievement-related motivational variables, i.e., self-efficacy, performance goal orientation, learning goal orientation and personal control were entered to examine the regression model. Results shown in Table 3.9 revealed that achievement-related motivational factors significantly predicted hope〔$F(4, 221) = 145.686$, $p < 0.001$〕, explaining for 73% ($R^2 = 0.73$) of variance in hope. The variables of self-efficacy and learning goal orientation were found to have significant predictive relationships with hope. Results showed that self-efficacy ($\beta = .73$, $p < 0.001$) and learning goal orientation ($\beta = .17$, $p < 0.01$), were proved to have significant unique contribution to hope. Particularly, the variable of self-efficacy was a good predictor of hope with higher regression coefficient. The path diagram for hope was presented in Figure 1.

Table 3.9.   *Summary of standard and hierarchical multiple regression analyses*

Predictor variables	Criterion variables : Hope
	Standardized Beta β
Self-efficacy	.73***
Performance goal orientation	-.02
Learning goal orientation	.17**
Personal control	.02
F	145.686***
R^2	.73

*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$ for β, F and $\triangle R^2$

Figure 3.1.   *Path diagram for hope*
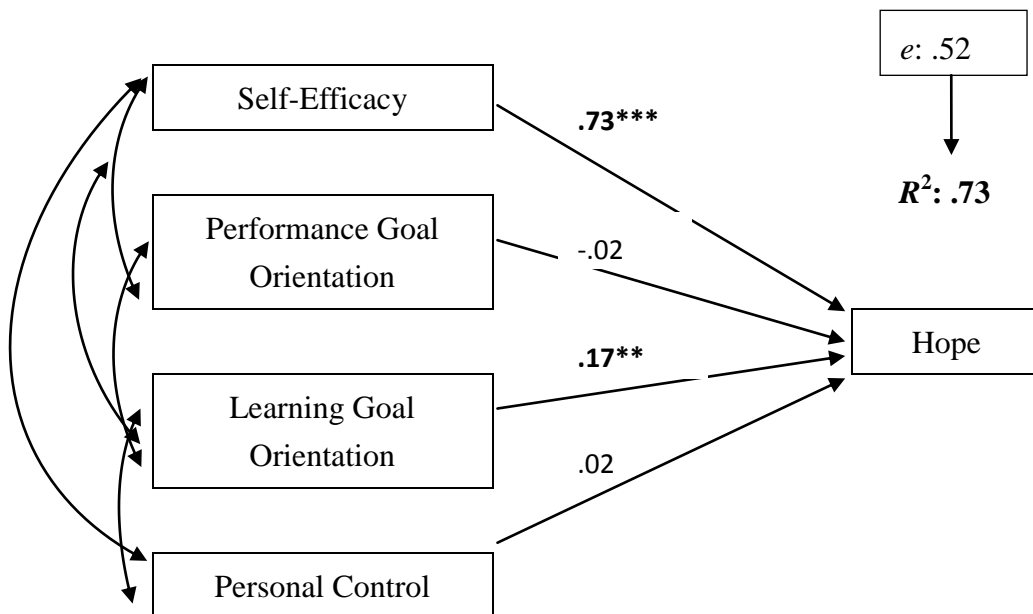
3.8 Key Findings of Study One

1. Results of reliabilities regarding all measurements (Table 3.2 & 3.3), including the newly developed domain of Children's home support, showed the good internal consistency psychometrically in all of the variables, except the variable of school defeat which provided the adequate internal consistency.

2. Findings of the One-way ANOVA analysis reported that males, in comparison with females, had significant higher levels of hope, self-efficacy and career development self-efficacy, but the actual mean differences were minimal. Moreover, the findings also showed that the residents perceiving good academic or work performance had significant higher degrees of approximately all the variables, except the domain of performance goal orientation.

3. The results of Study One exhibited the levels of vocational identity and hope regarding the residents in Children's Home. Descriptive results revealed that less than half of residents were uncertain about personal occupational preference. It demonstrated that residents had an idea of career interest to a certain extent. However, in the meantime, most residents were worried and afraid of the future regarding making choices of further study or career. They were mainly anxious for the bread and butter in Hong Kong. Merely a slightly more than half of residents were hopeful about their career development in Hong Kong. Most of them could not see the guarantee for promising job with high academic qualification.

4. Results of correlation analysis proved the significant and positive correlations of children's home support, school support, ability affirmation and spacious development to vocational identity, hope and achievement-related motivational variables. On the contrary, findings also stressed the negative relationships of school defeat, competitive environment, mono-path and stress in workplace with vocational identity, hope and achievement-related motivational variables (except the variable of performance goal orientation). With reference to the result of multiple regression analysis, it further proved the role of achievement-related motivational factors (i.e. self-efficacy and learning goal orientation) in the predictive relationships of hope.

5. Results revealed that the residents did not consider their underprivileged family background as hindrance to their career development. Importantly, the most of residents recognized the support of Children's Home which was found to have significant correlations to vocational identity, hope, self-efficacy, learning goal orientation and personal control. Results also stressed that the longer a resident lived in the Home, the more likely the resident had higher level of hope and career development self-efficacy (i.e. career planning and job hunt preparation), and perceived the spacious development in society. In comparison with the secondary school sample in 2014, the residents obtained relative higher scores in most of positive measurements. In sum, it supported the positive influence of Children's home on resident's personal and career development.

Chapter 4 - Result of Study Two

Study Two aimed to answer the questions: (1) How did residents perceive their vocational identity? For example, did residents have their career goals? (2) What were the needs of residents in their pursuit of career path? For example, what were the most important requirements to the job searching? (2) How did the residents perceive the hindrance in their career development? For example, what were the difficulties to carry out their career plan? (3) How did the residents perceive the supportive systems in their career development? For example, how did the schools prepare residents for transiting to workplace? (4) How did residents perceive the role of Children's or Youth's Home in their personal and career development? For example, how did the Home support them in their very difficult time of lifespan? The interview guide (Appendix C) designed according to the above questions was employed to conduct the face-to-face individual interviews. The findings obtained from the qualitative interviews are presented as follows.

4.1   Individual Interview Participants

As a result, a total of 22 participants took part in Study Two. According to the demographic information of the interview participants (Table 5.1), three of them were current residents of ECH and the rest were ex-residents. For those ex-residents, 5 participants were in the 2-year group (had discharged from Home for 2 years), 6 participants were in the 1-year group, 4 participants were in the 6-month group and 4 participants were in the 3-month group. There were more girls (16 cases) than boys (6 cases) in the sample, with age range from 19 to 24.

The demographic information of all participants was shown in Table 4.1.

Table 4.1.   *Demographic information of interviewee*

Period of Home Discharge	Interviewee	Gender *	Age
2 year	Case01		22
	Case02		21
	Case03		24
	Case04		23
	Case05		22
1 year	Case06		22
	Case07		21
	Case08		22
	Case09		21
	Case10		23
	Case11		22
6 months	Case12		22
	Case13		21
	Case14		23
	Case15		22
3 months	Case16		22
	Case17		20
	Case18		20
	Case19		20
Currently Living	Case20		19
	Case21		19
	Case22		19

*The information of gender was deleted in avoid of disclosing residents' identity.

4.2   Data Analysis

The narratives of individual interviews were coded and interpreted using thematic analysis. Based on the transcripts, codes with words, phrases, sentences or paragraphs to describe the meaning of information were established and named systematically in response to the Study Two questions mentioned before. Codes were divided into sub-codes for more subtle interpretation. The detailed of codes with descriptions were presented in Appendix D. Qualitative results would be presented in ten parts which were (1) 'Career development', (2) 'Facing the future', (3) 'Personal grow-up experience', (4) 'Barriers in life', (5) 'Personal needs', (6) 'Influences of family', (7) 'Influences of school', (8) 'Peer group', (9) 'The role of Children's or Youth's Home', and (10) 'Social service and support'.

4.2.1   Career development.

Participants in the interviews were invited to share their perceptions and experience in the journey of career path-finding. They were asked to describe their career goals and expectations of vocational development, the decision making of job searching and resignation as well as the requirements in work.

4.2.1.1   Perceptions of career development.

All participants expected to earn enough money from work for their basic living expenses. Apart from wage, however, most of them were also eager to find a job which matched their interests and competences, allowed them to develop and utilize their talents, and to attain job accomplishment. Some of them expressed that they desired to enjoy themselves as well as benefit other people through their

jobs. They said that,

'除左賺錢, 工作係為左有更好既生活, 搵到成功感, 可以發展興趣,

搵到長處, 果下係好開心' (Case03)

'真係好想幫人囉, 做樣自己想做既野都幾重要, 可以用我既一技之

長幫到人就幫囉' (Case13)

'其實錢係其次, 都重要, 但係我希望搵到一份啱我興趣, 跟同事相

處到既工作, 即係我唔希望我自己返果份工係唔開心既' (Case21)

(See Appendix D, Code 1.a)

4.2.1.2 *Career goals.*

According to the description mentioned above, it was noted that participants expected far more than earning money from a job. The majority of participants valued personal interest at work. Most of them were clear about their interest and gripped on it in the career development, mainly via further study. In the meantime, some of them expressed their surrender of career goal to the reality. Among the responses, however, some of them worked day in day out without idea of personal interest at all. They addressed that,

'我唔知自己將來會做啲咩, 其實我淨係知依家一直做落去之嘛'

(Case05)

'有鍾意做既行業, 試過, 但有咩用啫, 都搵唔到食; 搵到咪試, 搵唔

到咪唔試, 唔知自己想做咩' (Case10)

'中學時期唔知想做咩，但依家條路好清晰，好開心，會繼續發展'

(Case13)

(See Appendix D, Code 1.b)

4.2.1.3 *Job searching.*

Regarding participants' choice making for job, only three of them viewed job salary as main consideration. Most participants described other determinants such as possessing competence to cope with work, matching personal interest, and enhancing personal skill and knowledge for them to find or change a job. The participants stated that,

'應付唔到挫敗感好大，做自己最有經驗能夠有進步的' (Case09)

'能夠學一啲我以前未接觸過，總知我唔識既野' (Case18)

(See Appendix D, Code 1.c)

4.2.1.4 *Education qualification.*

Concerning education qualification, 15 participants obtained the Hong Kong Diploma of Secondary Education (DSE), five obtained High Diploma, one completed the level of Form 3, and one was studying in Bachelor Degree. For those completing DSE, six of them could not meet the basic requirement (i.e. failed to attain 3322 at core subjects). Currently, five participants were studying and working at the same time. The comparative lower level of education qualification reflected the hardship for participants in their career development in Hong Kong.

Participants realized the significance of higher education attainment in pursuit of career in the society. Nevertheless, one participant stressed that academic qualification did not consequentially direct to a better life. Two of them believed in another way out even with unsatisfactory education performance. They responded that,

'冇學歷會俾人睇低' (Case03)

'我覺得出到黎社會, 學歷唔係代表一切' (Case09)

(See Appendix D, Code 1.d)

4.2.1.5   Career development in Hong Kong.

More participants emphasized that the Hong Kong society focused on academic excellence and key industries such as financial service, trading and logistics and so on. Participants agreed that the society contained the confined scope of occupation for their vocational development. It was impossible to them to develop their personal interest in career that made their career path narrow and gloomy. On the contrary, two participants working in main industries found the career path as prosperous in Hong Kong. Another two participants believed that there were always job opportunities provided that people were willing to work. They described that,

'好似好多路俾人發展, 其實亦都有好多路係發展唔到, 都唔會餓得死囉' (Case08)

'我覺得香港只要你肯做, 實會有野做' (Case05)

(See Appendix D, Code 1.e)

4.2.1.6   Work experience.

Based on participants' narratives, 12 participants had already got into workplace before they admitted to the ECH Youth Home, demonstrating their rich work experience. With all participants having work experience, about half of participants agreed that work experience granted them a clear picture of job nature, personal work preference and even career goal, personal competence as well as shortcoming. Moreover, more than a half of participants treasured work experience that allowed them to make progress in work competence, knowledge horizon and interpersonal communication skill, which could not be obtained in school. Particularly, they stressed that they had more understanding of their shortcomings in order for them to make improvement at work. Experiential learning entailed sufficient time for participants to recognize themselves as well as the work environment. Participants described that,

> '好多野都係我係工作上成長，一路探索知既，出左黎做野先會話啲論法有啲改變啊，多左好多諗法' (Case11)

> '有左工作經驗之後，先決定搵工方向' (Case17)

> '學處理與同事上司的關係，學處理工作 skill，有啲野係讀書讀唔到，返工先至學到' (Case03)

> '知道自己唔應該鬧客，已經慢慢進步' (Case10)

> (See Appendix D, Code 1.f.i & 1.f.ii)

4.2.1.7   Encountering difficulties at work.

Regarding the difficulties participants first encountered at work, more participants described the hardship for them to get along with people, in particular to the

communicative tactics in workplace. They also found it difficult to fulfill job demand in the earlier working days. Participants remarked that with personal effort or colleagues' aid in a period of time, they could overcome the obstacles eventually. They noted that,

> '自己能力跟同事有 D 差別, 成日做錯野; 都有人教, 大半年之後上手' (Case11)

> '要適應唔同既人, 出面既人可能好有心計, 我自己唔識唔知道人地講既係點解' (Case21)

> (See Appendix D, Code 1.g.i)

Currently, some participants pointed out that they still found their inadequate abilities to job performance and showed their worries about personal competence development at work. They indicated that,

> '轉左好多工, 最難既地方係點樣可以好好善用到自己既長處係份工上面, 跟住發展得更加好' (Case03)

> '擔心既就係我自己達唔到人地既要求' (Case21)

> (See Appendix D, Code 1.g.ii)

4.2.1.8 *Perceiving the requirements of work.*

With more understanding of workplace, participants recognized certain requirements of job. Firstly, it was vital to grasp the learning ability and make an attempt to handle unfamiliar work. Secondly, psychological characteristics such as a sense of responsibility, endurance, persistence and willingness to work and

learn were crucial to work. Participants emphasized the significance of ability to cope with negative emotional feelings such as stress and depression at work. Thirdly, participants also realized the importance of interpersonal communication skill at work. All in all, it was specifically essential to give them guidance from supervisors or colleagues and allow them to take time for making possible improvement. Participants elaborated that,

‘要掌握學習的能力, 認識自己長短處’ (Case20)

‘最重要緊係態度啦, 要有責任感, 唔好返工等放工; 又肯去學, 肯聽 人地講我覺得會唔同啲’ (Case01)

‘係要忍囉; 總會遇到 D 明明唔關自己事, 但係又變左關你事’ (Case08)

‘點樣面對同你唔夾既人, 點樣相處’ (Case09)

‘現時上司好有耐心咁教我野’ (Case01)

‘俾我慢慢去適應, 慢慢去教我’ (Case014)

(See Appendix D, Code 1.h.i, 1.h.ii, 1.h.iii & 1.h.iv)

4.2.2 **Facing the future.**

As participants giving their narratives pertaining to their views and expectations of career development, they were further requested to describe their feelings about their career future and expectation of their life. It was intended to understand their sense of hope for their future and upcoming plan.

4.2.2.1 A sense of hope for the future.

Relatively less participants (5 cases) explicitly showed their hope for the future. They believed that there was always a way out even though the road ahead was laden with obstacles. Participants in the conversation presented their confidence and determination to move forward in their career path. It was noted that two of them perceived their career as prosperous in the mainstream of the society. They stated that,

'自己想走既工作方向正正係冇人去做, 所以你就諗下點樣做到用一己之力改變, 唔可以淨係依家咁單一囉, 唔可以順應個社會, 接受左依家咁樣既情況囉' (Case13)

'自己工作的行業發展有前景, 對未來感安心, 因為自己發展行業係主流, 唔擔心' (Case15)

(See Appendix D, Code 2.a.i)

On the contrary, comparatively more participants expressed their worries and helplessness for the future. The blurred and uncertain path made them feel perplexed and inefficacious which hindered them to exert their personal agency to career development. Participants mentioned that,

'係有諗過將來, 只不過係無力囉, 我而家後生仲頂到, 但真係會將你嘅意志全部消磨晒;' (Case04)

'對於未來進修好大機會唔得, 冇咁既信心, 仲係好迷茫, 有目標但點樣去實踐呢' (Case11)

(See Appendix D, Code 2.a.ii)

4.2.2.2 Expectation of the future life.

To have more understanding of residents' hope for their future, participants were invited to delineate their imagination and expectation of life. More participants conveyed their wish to have a stable and cheerful life, which meant that they were financially independent without worry about accommodation and living expense. Some participants exhibited their desire to explore and be engaged in their interest and some demonstrated their will to broaden personal horizon and obtain work accomplishment. Participants illustrated that,

'希望有獨立既經濟能力，搵地方住，如果工作生活穩定，我想學一啲我唔識既野' (Case03)

'健康，我可以做到自己想做既野已經 OK，我唔需要太多物質化既生活' (Case06)

'好想識多啲唔同既人和事，諗住賺到錢，想之後既生活好啲' (Case11)

'希望唔好再靠人地幫我，可以堅強咁行之後既路，希望有啲成就感，有屋住啦，好想生活安定落黎' (Case21)

(See Appendix D, Code 2.b)

4.2.2.3 Future Plan.

With expectation of future life and encountered barriers, most participants showed their inclination of future study either for personal interest or career development. However, most of them were confronted with financial problem that influenced their plan for study. Based on participants' responses, two of them planned to pay off their debt and six of them strived for sufficient saving before carrying out their

study plan, and one participant gave up the idea of study because of inadequate income. Participants expressed their problem that,

> '我都冇任何 support，都係自己養自己啦，讀書都唔會考慮' (Case07)

> '在自己行業要進修才有發展，無論經濟及學習能力都感困難' (Case17)

> '要有足夠既生活費，之後先至讀書' (Case20)

> (See Appendix D, Code 2.c)

4.2.3 **Personal grow-up experience.**

It was noted that those who lived in the Children's or Youth's Home had the adverse grow-up experience which brought negative impacts on participants' personal as well as career development. Participants were therefore asked to share their personal stories in the past.

4.2.3.1 Negative impacts.

According to participants' life stories, more residents suffered from their negative emotions such as depression and fear caused by developmental experience. They were unable and reluctant to talk with other people, haunting with the feeling of loneliness. Participants also pointed out their hurtful experience which resulted in their lack of self-esteem and confidence. Some emphasized that it was detrimental to their physical health and self-knowledge such as personal interest. Significantly, some of them managed to overcome the negative impacts after a considerable period of time. They highlighted that,

'我灰過, 因為壓力影響健康, 唔想同人講野' (Case06)

'好大壓力迷失方向, 好多情緒後遺症出左黎, 覺得真正既自己係不被接納, 覺得自己好冇用好冇安全感, 唔知到底應該相信啲乜野, 收埋自己好 depress, 真係迫死自己' (Case18)

'成長背景影響我, 怕面對新環境, 我會情緒波動發脾氣, 因為自己 background 唔好, 我唔希望俾人覺得我做唔到野, 冇咩信心, 始終一直都係一個人' (Case21)

(See Appendix D, Code 3.a)

4.2.3.2 *Personal development.*

Apart from negative impacts of grow-up experience, more participants stressed that they were urged to learn to be mature and independent in the adverse environment. They acquired the ability to adapt to new situations. Particularly, some of them agreed that they were shaped to be stronger in face of hardship. Moreover, some participants were concerned about other people and keen on doing charity. They presented that,

'我覺得係一種經歷, 如果唔係有依 D 經歷, 可能我跟同齡既人一樣唔識照顧自己, 唔識溝通' (Case08)

'我慣左自己一個人, 自己照顧自己, 係學校所有野都係自己搞掂, 未住宿舍之前我都成日搬, 對我黎講就係, 船到橋頭自然直囉' (Case16)

'做義工有一樣野係好，你見到人地開心呢，唔知點解你又會開心啲架喎' (Case12)

(See Appendix D, Code 3.b.i & 3.b.ii)

4.2.4   **Barriers in life.**

In the conversation with participants, it could be found that they encountered various kinds of difficulties pertaining to daily life and career development.

4.2.4.1   Encountering barriers.

i. Accommodation:

Regarding participants' perceived barriers, most of them suffered in tough time due to accommodation problem before and after they were admitted to Children's or Youth's Home. Based on the accommodation situation of participants who were discharged from Home (19 cases), 5 of them were admitted to another Home or college dormitory, 4 of them lived in public rental flat, 5 of them went back to live with family and 5 of them lived in private rental flat. It was of concern that those who could afford private flat because of special rent offer and rent sharing with friends. The information mentioned above revealed that participants very much relied on personal or institutional assistance in face of accommodation need. Particularly, two participants currently found it difficult to live with family that urged them to plan for leaving. Moreover, those currently living in Youth's Home or college dormitory would face the difficulty in accommodation again after they moved out. The information showed that residents who had been discharged from the Youth's Home for more than one year were still struggled for living place.

'離開宿舍後有半年時間居無定所，住旅館，經常轉換地方，最緊要係冇安全感' (Case04)

'係宿舍初初搬左出黎之後，冇地方瞓，係商場度瞓左成 4 個月' (Case06)

'離開宿舍後急需找地方住，最大困難永遠都係住' (Case16)

'住係好大問題，成日都好唔開心囉，因為我覺得一個穩定既屋企好重要，即係點解我冇' (Case20)

(See Appendix D, Code 4.a.i)

ii. Financial strain:

As a whole, most participants with relatively lower level of education qualification underwent the disadvantaged power to earn income, followed by the incapability to afford rental flat, living expense or future study. A number of participants were in distress to pay off their debt and manage daily living expense. They were especially stressful to bear the burden heavily all by themselves. They showed their worries that,

'最大壓力係搵錢能力，我好驚冇工返，冇錢' (Case09)

'借 3 萬幾讀書開始要還，我最擔心係錢，依家份人工比較低' (Case17)

'要搵錢交學費照顧自己生活，亦要儲定錢傍身因為冇 backup，好辛苦都要繼續' (Case21)

(See Appendix D, Code 4.a.ii)

With the pressing need of earning money, some participants went through tough time to balance their work, study and rest for their wellness. They addressed that,

> '又要搵錢, 照顧到自己黎, 又要 upgrade 又要生活, 點樣可以 balance 令自己生命平衡啲' (Case03)

> (See Appendix D, Code 4.a.ii)

iii. Obstacles in career path:

As more participants agreed with the importance of education qualification in career development that urged them to obtain academic attainment, more participants emphasized the hardship in pursuit of further study for lack of time and money. Underprivileged qualification has been a hurdle for participants to approach more job opportunities as well as career prosperity. Moreover, to find a job which was stable or matched personal interest also troubled participants to a certain extent. Participants illustrated that,

> '成績差, 咁你好難向上游架, 覺得自己係香港發展困難, 依個社會又要迫到你一定要讀, 大家都咁高學歷 但係如果我要讀返, 錢同時間係問題啦' (Case01)

> '學歷唔夠人叻囉, 條件唔夠人好囉, 改變唔到, 就算學歷短時間內都追唔到' (Case10)

> (See Appendix D, Code 4.a.iii)

4.2.4.2   *Overcoming barriers.*

Participants manifested their worries and stress in the face of the barriers

described above, especially in regard to living expenses. Significantly, they strongly believed that they had no financial support from family and could only rely on themselves in coping with difficulties. They stressed that,

'其實我真係好擔心突然間冇左份糧咁點算，冇人照顧我㗎' (Case16)

'覺得依家係生存，唔係生活囉，我覺得如果無左份工無收入，可以咩都冧曬囉' (Case07)

(See Appendix D, Code 4.b.i)

Some participants explained that they would try to convince themselves of upcoming hopeful future in order to move forward in their path, even though they still lived in distress. They demonstrated that,

'船到橋頭自然直，遇到問題，有d野做唔到，但無啦啦好似個天就會打開另一個窗俾你' (Case08)

'有好多唔同既 connection，你出到黎都唔使驚死，我覺得總會有人幫到你' (Case13)

(See Appendix D, Code 4.b.ii)

In respect of overcoming difficulties, most of the participants were inclined to manage by themselves in the absence of family's care and support. They explained that it was inappropriate and useless to rely on others' help. There were only 2 of them responding that they would seek for institutional aid after they exhausted themselves. It reflected that participants would be responsible to their own problems and importantly, they should be absolutely helpless when they

came to seek for social service. They elaborated that,

'頂硬上就好似一仆一碌咁樣都做到啦，真係自己生活要自己搞掂，無人照顧' (Case02)

'我好細個已經慣左靠自己，咁你話我有冇人幫，其實冇架' (Case16)

'我好少同人地講咁多，由細到大我都唔習慣將我自己心底裡或者唔開心既野同人講，一啲好少既事我自己可以解決到，就通常都唔會同人講，因為冇用架嘛' (Case21)

'真係有事我會搵服務' (Case11)

(See Appendix D, Code 4.b.iii & 4.b.iv)

4.2.5 **Personal needs.**

Based on the narratives of participants in the interviews, it could explore several personal needs which mirrored participants' struggles in career path.

4.2.5.1 Need for accommodation.

All of the participants strongly expressed their need for accommodation which was prerequisite for fostering their personal knowledge and developing their career path. In other words, participants found it no room for life development when they entirely strived for basic living expense. They indicated that,

'首要一定係搵到地方住，搵唔搵到工遲啲搵都 OK，搵到地方最緊要' (Case04)

'冇住既地方我條路都係難行，如果住方面解決少左個擔心已經好好多，就有空間搵自己方向' (Case13)

'住係容身之所嘛，你冇地方住你咩都做唔到，冇地方住，仲諗讀書?'
(Case21)

(See Appendix D, Code 5.a)

4.2.5.2 Financial need.

With the stress in relatively low income, daily living expenses, debt and study, participants were also in need of financial support. They stated that,

'依家最頭痛要解決既都係錢囉' (Case06)

'我始終冇屋企既人，宿舍唔係俾你住一世架嘛，我依家搵既工，除左要照顧我自己之外，仲要儲錢預備之後住屋使費，全部都係錢' (Case16)

(See Appendix D, Code 5.b)

4.2.5.3 Opinion seeking.

Apart from the pragmatic assistance such as accommodation, more participants desired for opinion and guidance from others in order for them to deal with problems and carry out their future plan. They stressed that they were confused with encountered difficulties and future career path without concrete and step-by-step instructions for them to follow. They remarked that,

'遇到困難好需要聆聽，我會聽人經驗先囉，再去諗去決定，好需要人地 support 我' (Case09)

'係自己想發展既行業或學業，好需要人地既意見' (Case12)

'冇人幫會好迷茫，我想搵人教我點做，好需要一啲具體既建議點樣去做' (Case20)

(See Appendix D, Code 5.c)

4.2.5.4   Psychological health.

In the conversation, it could be found that more participants also gave weight to psychological health of themselves. Due to the negative impacts of grow-up experience on participants' personal development such as depression and low self-esteem, they were in need of coping with emotional problems. They desired to develop their self-confidence and to have a relief from stress and fear. Additionally, participants deeply expected respect, trust, care, space and listening with compassion given by other people. They responded that,

'有問題時候好想有人去聽我講' (Case12)

'想有人了解，大人未必識得尊重我地選擇，覺得我地冇乜所謂，就夾硬迫我地做某啲野，要俾基本既尊嚴或者少少既關心同埋愛，我地已經覺得係甘露黎架' (Case18)

'心靈上支援一定需要，要提升自信心' (Case20)

(See Appendix D, Code 5.d)

4.2.5.5   Broadening personal horizon.

Some participants pointed out that it was essential for them to enhance personal knowledge and perspective, especially for their disadvantaged background that made them feel inferior to other same-aged people. They illustrated that,

'要開下眼界，讀書唔單只係職業導向，係培養另一個思維模式，知識比錢重要，不論係發展興趣定係搵工做其他野，攞經驗囉，我覺得唔好怕蝕底' (Case13)

'學到其他野我覺得係好好，住得係宿舍既人其實佢地真係冇咩機會出去見識下世界，出去其他國家我覺得應該係大部份人渴望既一件事' (Case21)

(See Appendix D, Code 5.e)

4.2.6 **Influences of family.**

All participants were admitted to Children's or Youth's Home on account of various kinds of family issues such as parents' divorce or death, family violence and so on. It definitely brought negative effects to participants. Some participants even stressed that they grew up under traumatic influences. Accordingly, participants were invited to describe their perceptions of family and current relationship with parents.

4.2.6.1 *Negative influences.*

Participants pointed out that it was hurtful to their psychological health for lack of trust, love and acceptance from their parent(s). It caused them to undergo severe psychological problems such as low self-esteem, fear and distress. Additionally, participants living with psychological burden hardly develop their personal interest and competence. They expressed that,

'佢唔了解我，無擺時間了解我啦，我冇咩特別興趣，好細個既時候，我媽已經剝削左我好多興趣，冇得為自己作主' (Case03)

'細個要自己照顧自己，仲要理埋屋企，我已經冇左童年，因為母親既情緒，我好折磨架;' (Case06)

'接受好多負面思想，覺得依個世界唔會接納真正既我，我會有好多恐懼' (Case18)

(See Appendix D, Code 6.a)

4.2.6.2   Current relationship with family.

Some participants kept the distant relationship with parent(s) while some of them did not have contact with parent(s) anymore. It was noted that less participants realized that the relationship with parent(s) was improved. Hence, it allowed participants to get along with them to a certain extent. Especially, some participants expressed their willingness to take care of their family in the future, and in fact some of them at present financially supported their family. They said that,

'開始搵返爹地媽咪，始終都要照顧，等佢地老左，又有經濟能力既話，都可能照顧，現時間唔中食下飯' (Case13)

'同我媽既關係相對係好左好多既，我都覺得我媽係變左既' (Case14)

'仍然保持鬧交就鬧交，依家基本上電話聯絡' (Case12)

'冇聯絡啊，仲未去到依個地步' (Case18)

(See Appendix D, Code 6.b)

4.2.7 **Influences of school.**

School is considered as another significant system to nurture participants in their developmental life stage. Hence, participants were asked to elaborate school's possible intervention especially in times of difficulty.

4.2.7.1 Help in adversity.

Some participants pointed out that it was social worker in school observing their family problems and referring them to Social Welfare Department. However, some participants complained the incapability or indifference of their social workers in school when participants came to seek help. In the meantime, more participants described their experiences of teachers' unconcern and hands-off during their hardship at home as well as at school, possibly because of teachers' main focus on academic performance as they thought. They responded that,

'老師唔會關注我地既需要，老師淨係想你讀好書之嘛，幫唔到我' (Case01)

'老師會同你講每個人都會有困難，你自己解決啦' (Case04)

'學校社工清楚啲家庭問題，但係我班主住就唔係好清楚，其實班主任唔係好熟悉架咋' (Case17)

(See Appendix D, Code 7.a)

4.2.7.2 Nurturing role.

Concerning the role of school in nurturing participants for their personal and career development, more participants emphasized that schools' concern was

mainly about educational attainments. There were career-related information and training provided in school which was, however, basically pertaining to further study, not really about vocational development. For those who had poor academic performance or decided to find a job after completing DSE would find the career-related training or guidance distant and useless. Due to school's focus on academic attainments, participants realized that what they learnt in school was impractical for them to perform well in workplace. However, some participants appreciated that they were enlightened during their time in school. It indicated that school could have a critical and profound impact on young people in their developmental life stage. They remarked that,

> '學校啲老師都係叫我讀書，但我讀唔到，升學果邊講曬，就業果邊唔講架' (Case05)

> '學校主要關心最top果幾個考成點樣，有教你點樣可以有出路，讀書囉，唔會話你將來做乜野，唔算有空間發展興趣' (Case15)

> '轉校後參加好多課外活動，做領導，我係果下有成功感，有老師既肯定讚賞，你就會開始有信心去做，好緊要' (Case03)

> '中學教既野對我黎講唔係好重要，但撞到一個啱傾同埋肯教書既老師，我諗啟蒙到我依家' (Case13)

> (See Appendix D, Code 7.b)

4.2.8 Peer group.

More participants expressed that they barely met up with friends as their daily life were occupied with study or work. As most of them were inclined to cope with problems by themselves rather than looked for help from others, they rarely

talked about their difficulties with friends. Nevertheless, some participants showed their enjoyment from being with friends. It was noted that some of them stressed that they were alone and unwilling to communicate with others in the past. It could be seen that they changed to happily relate to other people. They demonstrated that,

'有 Keep 左好耐既朋友，我覺得真係好滿足，朋友唔使多' (Case16)

'有問題都想搵人傾架，但係如果同 friend 就少講囉，唔慣' (Case15)

'少聯絡，因為大家忙，自己好怕大班人活動' (Case11)

(See Appendix D, Code 8)

4.2.9 **The role of Children's or Youth's Home.**

The Children's or Youth's Home was playing a critical role in particular to those with family problems. Among the participants, 13 of them had lived in Children's Home before they were admitted to the Youth's Home of ECH. Additionally, 7 of them had lived in Children's Home for more than six years. Participants were requested to elucidate their perceptions of general Children's Home service and influences as well as their experience of living in Home. It would be valuable to understand that to what extent the Children's Home could offer help to residents in times of difficulty from their review after a certain period of time.

4.2.9.1 *The intervention of Evangel Children's Home (ECH).*

The Youth's Home of ECH offered the important service for resident's urgent need of accommodation, especially for lack of Home service for those who aged

18 or above in Hong Kong. The Youth's Home was designed to provide accommodation and also career-related service in response to the need of developing adolescent's path-finding. All of the participants were in need of accommodation to apply for the Youth's Home. Most of them did not desire for other services while 4 of them had other expectations such as job searching, community life and so on before they lived in the Youth's Home. Particularly, two participants explained that they decided to work partly due to the rule of Youth's Home. They revealed that,

'其實我入去住都係為左間房同為左張床' (Case13)

'我冇諗咩，我只係想搵地方住' (Case17)

'想出黎學下自己獨立生活，都期望搵野做' (Case05)

(See Appendix D, Code 9.a.i)

Every resident was requested to have a job and stable income during the time of living in the Youth's Home. The Home's staffs with network would render the job-related information or job vacancy to those residents in need. Residents would also obtain help in the process of job searching such as interview preparation. For the need to gear up residents for career development, various types of lesson pertaining to work and independent living were designed for residents' learning. Some residents illustrated that it was useful to introduce job to them. However, more participants pointed out that the jobs introduced to them were useless and unsuitable, and hence they preferred to find a job by themselves. Participants indicated that the insufficient information of job nature given to them before they went for it was a barrier to them. It reflected that to some extent their personal

interest and competence were not taken into consideration to match a job with them. Participants stated that they were encouraged to choose to work rather than to study with disregard for their personal will. They longed for the coaching given to them according to their personal interest, competences, education qualification and job market rather than merely the standard information or job vacancy provided in the Youth's Home. They presented that,

> '幫我搵到工，但佢地淨係知有空缺，唔知詳細就介紹，人工會比較低，工作量多' (Case04)

> '幫我搵到工，我覺得係最幫到架囉' (Case14)

> '多左機會俾宿生接觸唔同既職業，或者搵自己興趣，但不停灌輸出黎做野好過讀書，唔應該咁樣阻礙宿生既發展，應該係青年人主導，而唔係咁樣 order 落黎' (Case13)

> '唔會講俾你聽係咩公司咩 POST，你去見可能係完全兩樣野，我地都有自己諗法，但係咁叫人出黎做野，佢地唔係第一身，唔會知道我地想要咩，淨係往往想將 D 最好比我地囉，但係佢地既最好往往唔係我地眼中既最好' (Case06)

> '唔建議讀書，叫我地去做野囉，我覺得如果住係果度，就唔會係按曬自己既意思去諗野囉，都要迎合佢地想要既野' (Case07)

> (See Appendix D, Code 9.a.ii)

Similarly, most of the participants found that the effectiveness of learning in career-related lessons was minimal to them while 2 of them claimed that they could learn from lessons. Participants agreed with the practical need in learning the knowledge and skills such as English, computer skills and so on. However,

the effectiveness of learning was subject to their needs in the current job and learning abilities. In other words, standard design of lessons for different participants with different needs and different levels of learning skill would diminish the effectiveness of lessons. Importantly, the delivery of lessons without considering their particular needs would easily fall into routine program. They illustrated that,

'冇乜特別, 學既野關於文職就有用, 自己唔做文職就冇用' (Case05)

'租屋呢類實用; 電腦班麻麻太淺, 英文班一開波都唔明講乜, 之後分高低班都係唔識' (Case11)

'搵返黎既老師其實係講得好既, 但係唔啱我地, 即係我地條件做唔到囉, 幫助唔大' (Case14)

(See Appendix D, Code 9.a.iii)

In summary, career guidance, information, relevant skill training and so on was essential to participants' career development indeed. Remarkably, participants expected that their unique difficulties and needs as well as personal will would be taken into consideration when designed and carried out service and consequently, it would benefit their career development to a great extent.

4.2.9.2   *Intervention of the general Children's Home.*

Concerning the participants' perception of general Children's Home service, more than a half of participants emphasized that they had experienced the valuable relationship with Home's staffs. Participants further explained that they were treated with cares and love at the Home. The staffs were devoted to accompany

them unconditionally and wholeheartedly that impressed participants to a great degree. The Home's staff successfully established a favorable environment for participants to experience good relationships with people. They stressed that,

'搵佢佢一定唔會唔見左人，一定唔會搵唔到果啲' (Case02)

'好夜佢地都願意坐低同我傾一陣偈，我覺得呢個係最好，反而工作 backup 唔太實際需要' (Case09)

'住過的宿舍覺得自己係一份子，每一個人都係好重要既，邊個有唔舒適唔開心都好緊張，真係好似家；但亦住過宿舍係覺得你只係一個個體，係依度暫住，就無咩感情，幾個家長關係就係你有你做，我有我做，無咩聯繫' (Case14)

'宿舍真係好關心我地，好擔心我地，都試過有宿舍職員每次叫我地傾就一定係做錯野，如果唔係平時佢地唔會同我地傾偈' (Case20)

(See Appendix D, Code 9.b.i)

On the other hand, about a half of the participants demonstrated their distant relationships with the Home's staffs. They highlighted that the staffs tended to supervise them rather than to take care of them, and importantly it made participants perceive the staffs as mean and heartless. Participants illustrated that the staffs communicated with residents without empathy, and it was even worse for staff to talk merely from their own point of view. Moreover, the staffs always rushed to impose their opinions on participants and urged participants to follow their suggestions. Participants were inclined to resist even though the staffs were correct. Accordingly, it was noted that these were detrimental to building good relationship with residents. In the absence of favorable relational environment,

participants would likely perceive the Children's or Youth's Home as merely a place for sleep and refused to get involved with the group activities. Participants revealed that,

> '有講佢經驗，即係我既困難佢好似唔會心同感受咁樣囉，你有學歷啊嘛，我都冇，好難一出黎無啦啦會有人搵你做野，冇咩用囉，唔明白我處境' (Case01)

> '會同佢地傾偈，成日都話我地唔明，佢地好多野都係企係自己個位，冇幫我地真係去諗，覺得自己咩都明，好多經驗' (Case06)

> '住過宿舍係冷淡，人情味冇咁重，每個人係返一份工，有啲人有心既有啲人無心，宿生當宿舍係酒店咁；亦試過宿舍啲姑娘好好，好關心你，幾累都好，都係好開心同宿生一齊，唔係淨係管住你地囉，我唔鍾意你，我點會想參與你既活動啦' (Case16)

> (See Appendix D, Code 9.b.i)

Remarkably, more than a half of the participants appreciated the learning and development they experienced in the time of living in Children's or Youth's Home. Participants elaborated that they had the improvements in communicating with others, expressing themselves, managing their emotional problems, building up self-confidence and so on. They were also pleased to enrich their knowledge and explore themselves. It was noted that most of the participants underwent negative impacts during the time of their developmental life stage. Regarding learning and development, the most impressed were not particular knowledge or skills but the psychological essentials which they considered as important for adolescents. Participants addressed that,

'最大幫助係心理輔導，係宿舍 build up 自信心，原來咁少既野我都可以幫到人，大家入得黎既有背景，大家要互相尊重互相關懷，好緊要' (Case03)

'開始係一個好絕望既狀態，唔講野，後尾慢慢同宿舍啲女傾多計，大家都開心既，接觸左多 d 試多 d 囉' (Case06)

'初初入宿舍時候唔適應，好似屋企人唔理我之類囉，自己社交唔係好 OK，係宿舍無形之中已經學識左架啦，始終要同人溝通，宿舍俾到我一個好好既環境，搵到真正既自己囉，我細個唔係好似依家咁成日講野，真係營造到一個家既氣氛' (Case11)

'係宿舍學既野多左，依個係真既；細個人際關係差啲，出黎住左宿舍之後，自己搵野做呢，個人獨立啲識得諗啲囉，認識多啲野，見識多啲人，人際都好啲囉' (Case17)

(See Appendix D, Code 9.b.ii)

Regarding the follow-up care of Children's or Youth's Home, some participants responded that they kept contact with the Home's staffs and sought help from the staffs when there were in need after they had left. It could be understood that participants continued to face their problems without family support. In the meantime, more participants kept distant relationships with the Children's or Youth's Home and even barely contacted the staffs afterwards. Some of them pointed out that the Children's or Youth's Home was the service-provider and residents were the service-receiver. There was no relationships and obligation between them anymore when they were discharged from the Children's or Youth's Home. They stated that,

'同感情深既宿舍仍有聯絡' (Case09)

'若有需要時會搵返宿舍, 想一齊成班人一齊傾, 究竟件事可以點解決, 但仍不會安心, 因為將來既事啊嘛.咁唔一定幫到你架嘛' (Case21)

'離開後冇再聯絡, 有困難時從來都冇諗過搵返家舍職員, 因為你已經走左啦嘛, 對方冇責任, 職員亦冇表示可以搵佢地' (Case01)

'以前宿舍感覺似家, 仲有聯絡; 宿舍就係宿舍, 始終只係一個服務黎架囉, 我住既時候有困難, 我可以搵佢地, 但係我離開左, 我已經唔係你檔案入面既人, 始終唔係親人, 我覺得親人就係果種我有困難會搵你既感覺, 但係依啲始終係外人, 佢對你好係好既, 但係始終你走左' (Case16)

(See Appendix D, Code 9.b.iii)

4.2.9.3 *Limitations of the general Children's Home service.*

The intervention of Children's Home was definitely critical to the residents' personal and career development. Accordingly, it was of concern to identify the possible impediments to the Home's playing its role. The participants who had lived in different Children's Home illustrated that it was a hindrance to building up relationship with other people as they passively switched to another Children's Home at the expiration of Home's term. They described that,

'宿舍住得太耐要離開, 冇辦法社工要搵個地方安排我, 始終宿舍係宿舍黎既, 咁你夠鐘夠時間就真係要走囉' (Case16)

'同宿舍好少留 contact，廢事自己會唔開心，對宿生又好，對 PARENTS 又好，對姑娘又好，冇咩太大既感情，點解宿舍我要 2 年就轉，唔可以去到我真係安穩既時候先走，要兩年轉一次，要再適應個新既宿舍， 我真係好怕面對一個新環境' (Case21)

(See Appendix D, Code 9.c.i)

Some participants also pinpointed that the rules and regulations of Children's Home negatively influenced their life development as well as their relationship with staffs. Participants explained that they desired freedom, space and respect against restrictions especially when they grew up as adolescents. If the Children's Home was merely left with rules and regulations for better management, participants would undoubtedly perceive the staffs as cold and rigid, and found it hard to have close relationship with the Children's Home. They mentioned that,

'管束上 over 左，有啲人係唔鍾意俾人管太多，太細微既野你都要管咁樣，我已經都算係成人' (Case03)

'住過宿舍冇咁多規矩，唔會好講原則啦，依家我覺得你冇愛心；我有能力冇野發生既點會住宿舍啊，有問題先會住宿舍架啦，都想要一個療傷既地方，但你冇人情味，感覺做既野好表面' (Case16)

'管得太嚴咩都跟曬你去做，大個左依然有咩都要問你，自己就冇左點樣處理問題能力，你要信任佢囉，可能同佢多啲溝通下，但係你都要俾啲空間佢囉' (Case17)

(See Appendix D, Code 9.c.ii)

Participants realized the difficulties in caring residents who were emotionally sensitive and fragile. Accordingly, the Children's Home staffs should be devoted to youth work. In reality, it was demanding to establish a favorable environment for the Home's staffs who were stressed to simultaneously cope with administrative work and project achievement. Overloaded work and pressing work schedule hindered the staffs to spend more time on residents and leave space for resident's development. They mentioned that,

> '同宿生有衝突，需要有足夠既導師同佢地傾偈囉，唔係純粹理佢地既生活作息啊，或者佢地處理自己啲事處理得好唔好，真係要同佢地傾心事，同埋導師一定要好容易同年青人溝通，會肯定佢，嘗試去明白佢；揀導師好緊要，導師要 EQ 好高，因為要面對我地依啲情緒大起大跌既人呢，細微既動作都可以令到我地爆發' (Case03)

> '見到佢地會負責好多野囉，又要搞 program 啦，又要 follow case，文件啊又係佢地' (Case07)

> '其實對於佢地黎講係好難架，勁多 paper work 要做，要完成計劃為左交代；宿生好多方面要去照顧，情緒有好多，好敏感，容易同職員衝突' (Case18)

> (See Appendix D, Code 9.c.iii)

4.2.10 **Social service and support.**

Apart from the intervention of Children's or Youth's Home, participants were also asked to described their perception of other social support such as the social workers, church community and mentor.

4.2.10.1 Social worker.

All participants had been helped by social workers in school or the Social Welfare Department when they were encountered with family issues and sought for Home service. However, more participants demonstrated that they seldom kept relationship with social workers. They would only ask for service help such as application for public rental flat from social workers. It was because participants perceived the social workers as merely the service agents. In the meantime, participants would prefer to ask for help from the social workers in the Children's Home when they had difficulties in daily life. They explained that,

> '學校社工見你冇�手冇咩就唔會跟，你諗下一個社工跟到幾多個 case，一定有啲內在既問題，只不過唔講出黎，佢地係有心既，但唔 係真正關心你，只不過係一份工作' (Case04)

> '我要社工就係要實際幫忙，你諗下，我依家有事發生啊，我唔開心 打俾你既時候，你可能收工囉喎，跟住打得通俾你呢，到時我件事都 冇左啦，宿舍社工比較重要啲' (Case16)

> '之前跟我社工試過呢跟左幾個月之後就換另外一個，跟左一日又換 另外一個; 其實有事要傾呢，只有搵宿舍社工就可以傾，但冇特別情 況都唔會傾架啦' (Case17)

> (See Appendix D, Code 10.a)

4.2.10.2 Church community.

Some participants expressed that they were involved in church community at present. They treasured the church's support such as financial aid when they suffered in hardship. Church community could play a significant role to allow the

participants experience communion and rapport. It reflected the positive influence of community support to participants' development. They responded that,

'教會俾到盼望，現在返教會搵到支援;俾到安慰我，唔會覺得自己好渣，有需要時在金錢上幫助渡過難關' (Case01)

'教會俾左一個之前無既安全感溫暖我' (Case20)

'有返教會，我覺得佢地對我係有正面既影響，教識我唔同既野，佢地會俾意見我，我同佢地講需要搵工，佢地會幫我搵工，我覺得係大家一班人互相幫助好似好開心咁' (Case21)

(See Appendix D, Code 10.b)

4.2.10.3 *Mentor.*

Although more participants longed for opinion and advice in their career development, it was hard for them to have mentor giving guidance for their path-finding. It entailed understanding of youth for mentor to get along with participants. Only one participant found it helpful to have a close relationship with mentor. Participants said that,

'關係好，我黎緊可能會讀番書佢係主要影響，真係同你講番而家個世道點樣' (Case11)

'對方唔了解自己困難，建議唔實際' (Case06)

'我有既，個問題就係佢好忙，我又返工，成日都夾唔到時間，好少聯絡; 佢地係好有心，可能佢地未必有經驗，唔識同我地溝通啦，跟住，我覺得冇咩幫助囉' (Case07)

(See Appendix D, Code 10.c)

4.3　Key findings of Study Two

4.3.1　Understanding residents' perception of future career.

Qualitative findings revealed that earning money was basically the consideration for residents to make occupational choice. With the hardship to live in Hong Kong, however, they were not eager to make a big money but merely expected to earn a living wage for a simple and stable living. Other than the stress for earning a living, residents also desired to optimize their competence and enhance their horizon at work. They expected their personal interest and value matching their job. In other words, residents were not satisfied by merely having a job. It would make residents feel perplexed to work day in day out without matching personal interest and value. Most of the residents had personal interests as well as career goals. However, those who found it difficult to achieve career goals were still wandering in career path-finding. In the meantime, some residents were making their effort to pursue their career goals. It reflected the difficulty for residents to develop their career in Hong Kong.

4.3.2　Strive for need to survive, desire for need to live.

Accommodation as well as sufficient income was the primary need for residents. They could do nothing in career development prior to having a living place or bearing daily living expense. Apparently, their achievements of career goals and plans were subject to the settlement of accommodation and financially independence to a great extent. However, when the basic necessities of daily life have been solved, residents would then hope to live well for the life. In respect of

work, residents expected something more valuable such as self-satisfaction and self-actualization than earning money. Concerning expectation of life, residents longed for self-exploration and personal development regarding interests and talents in addition to having a stable living place. Accordingly, residents strived to survive and yet they also desired for a better life in which they could actualize themselves.

4.3.3 Fear in downward-moving trend.

It was exhausted to develop in Hong Kong which focused on academic excellence and some mainstream industries. Even though residents had career goals and life expectations, they did not smoothly accomplish it along their path. Apparently, residents' underprivileged background such as relative lower level of education qualification hindered them to compete with other people in the society. Moreover, they also bore the negative psychological burden to cope with work and life issues. Residents realized the need to upgrade themselves in education qualification. However, they could hardly pursue further study for lack of financial support and anxiety about their incapability.

Residents possessed career goals and yet the personal burden and contextual obstacles were determinant to their further step to go upward in career path. With financial problems, psychological burden and absence of family support, residents with fear were laborious enough to deal with the necessities of living. Residents could only rely on themselves that strengthened them but also threatened them. All of the encountered problems interweaved that not only obstructed residents to

go upward in the society but also kept them behind in trend in the long-run.

4.3.4 The significant systems nurture or hinder?

Family and school are both regarded as significant systems to young people. These systems are expected to provide an advantageous environment to shelter and nurture children and adolescents in their critical developmental lifespan. Concerning the role of family, however, it not only failed to establish favorable setting for residents' development, but also made detrimental and profound influences to the residents. More residents had been suffering from negative impacts and some of them currently still needed to deal with their emotional problems. In regard to the role of school, it could provide an essential support and guidance for residents particularly when they encountered severe family problems. Residents realized that their problems were ignored by teachers because of their poor academic performance. In the meantime, residents stressed that they could be inspired by school teachers in their life development. Significantly, family and school could render deep impacts on the residents in the long term. It could be understood that residents perceived themselves as being alone to handle problems as they failed to rely on those who were close to them in the past.

4.3.5 What makes the Home's program efficient to residents?

When residents lost their family's protection and suffered in the harmful environment, it was critical for Children's or Youth's Home to provide the prompt support in their pressing need. From the residents' perspectives, the Children's or Youth's Home played a significant role to shelter the residents physically and

psychologically. Furthermore, due to limited Home vacancies especially for those who aged 18 or above in Hong Kong, the Youth's Home was particularly essential to offer help in response to adolescents' need of personal as well as career development. From the life stories of ex-residents, it could be seen that accommodation was still the most imperative need even for those who had been discharged from Youth's Home for years. The Home service played a vital role in residents' developmental lifespan.

Additionally, it was salient for Youth's Home to provide intervention to residents' career development, especially for adolescents who were in need of pursuing their career path. With abundant work experience, residents agreed with the importance of career guidance, job introduction, life skill training and so on given in Youth's Home to fulfill the basic needs of career development. Nevertheless, it was vital to consider the distinctive characteristics and needs of individual residents in program design and delivery, in order to optimize the effectiveness of service.

4.3.6   Relationship is grounded on unconditional love, patience and respect.

Due to residents' disadvantaged background and encountered difficulties, the workers in the Children's or Youth's Home were urged to direct residents to the straight road. Residents also admitted the need of restriction and discipline in Children's or Youth's Home due to their various psychological and behavioral problems. Nevertheless, efficient administration overwhelming love and care would strengthen the resident's thought that the Home staffs were outsider or employers doing a paid-job in helping them. Moreover, knowing that resident's

career path was laden with obstacles, the workers were tempted to press residents into following their advices and solutions because of worker's professional knowledge and successful experience. It was pitiful to witness residents' faults and making efforts in vain. However, even though residents realized the kindness of Home's staffs, they could not accept such controllable and superior care and guidance. According to residents' reviews on their personal development, it would take a long time for residents to grow up as a mature person and find their future path through trial and error. Residents desired opinion and advice, and yet they appreciated the trust, respect and encouragement given to them in the learning process more. To help the residents for learning and development, it entails love, respect and tolerance which are inefficient to program achievement but are far more important to build a close relationship with residents.

4.3.7 Personal and career development is rooted in developmental process.

The psychological problems derived from the earlier stage of development influenced the residents' life profoundly. They recognized their improvements in negative emotions after a long time with being related to other people. Furthermore, residents with years of work experience stressed that it was a time-consuming process to figure out their career path with self-knowledge. Work competence and interpersonal skills were acquired with guidance in workplace for a long-run. It was revealed that what the residents needed to acquire in life or in career such as psychological health, life skills, work competence and so on would be accomplished in a long period of time and in relationship with other people. In other words, the limitation of problem-based and program-oriented intervention to residents should be recognized.

4.3.8 Standard service for the need to survive, Relational community for the need to live well.

In face of the difficulty to live in Hong Kong without family's financial support, it was crucially significant to provide the necessities of daily life for residents. Offering the standard and well-designed service such as accommodation, financial support, job opportunities, career-related skills training and so forth was salient for residents to survive. The Children's or Youth's Home importantly supported residents at the primitive level to help them to start in their career path and prevent them from moving downward in trend.

In response to residents' desire for living life to its fullest other than striving to survive, building a relational community in which residents could experience love and respect was salient to allow residents taking time to make error and learn. Undoubtedly, residents in the relational environment were treated as a unique person and understood by trust, received opinion and advice with compassion and so forth. However, it was demanding and exhausted for the Home workers to serve on person-centered based with limited resources as residents observed. Making such efforts was time-consuming and long-run effective. In other words, these essentials could not be measured and proved in scheduled plan resulting in a false thought that these were relatively lower priority. Nevertheless, residents affirmed the favorable relational community to their recovery from psychological wounds and personal as well as career development in retrospect. The findings revealed that residents could not actualize themselves for better life before the necessities of life were given to them to survive. In the meantime, the standard service solving the residents' imperative problems without building a relational

community could not benefit the residents to live well.

4.3.9   From fear to hope: nurture residents in relationship.

The residents showed their fear and perplexity about the future path due to their adverse grow-up experience. Particularly, for those who were exhausted in family issues and urged to rely on nobody except themselves would find it hard to make change in adversity which caused their hopelessness to the future. It was salient to allow residents experience love and respect in relationships that they lost in the significant systems in the past. With family malfunction, residents were not willing to disclose themselves and relate to other people. They chose to cope with problems on their own in the fear of lacking family support. Particularly, residents regarded the Home's workers as outsiders to whom they could not expect unconditional help. The negative psychological influences the residents underwent in the family relationships were alleviated to a certain extent in the relationships they experienced in Children's or Youth's Home. With guidance and support, they could also learn to cope with problem to enhance their self-efficacy in work or in daily life. It was crucial to establish a relational environment for them to build up self-esteem and relate to other people. The residents who were treated by sincere care and help in interpersonal relationships had a sense of hope for the future as they knew that there was always a helpful hand in difficulty and possibility to alter the unfavorable situation.

Chapter 5 - Conclusion

The current research aimed to investigate the vocational identity of residents in Children's or Youth's Home and explore the risk as well as the favorable factors to their career development by using a mix-research study. The findings of Study one significantly revealed the influences of career-related motivational factors and environmental factors to residents' path-finding. It also supported the positive impacts of Children's home on resident's personal and career development. Study two was salient to provide the in-depth information on the influences of developmental crises and critical intervention of Children's or Youth's Home to residents' life development. The empirical findings essentially add value to the knowledge of resident's sense of hope and career development, and also contribute to the implications on the Children's or Youth's Home service in Hong Kong.

The limitation of sampling method in the present study was identified. Regarding Study one, the purposive sampling method was at disadvantage to be the representative of large population. Concerning Study two, there were a number of ex-residents who refused to take part in the study in the process of making an invitation list. There was a risk for the sample to neglect those with particular characteristics which could be important to the research. Accordingly, further studies may be needed to include the residents with different characteristics from different Children's or Youth's Home.

The residents in Children's or Youth's Home with disadvantaged background are encountered with hardship along their developmental lifespan particularly. However, they also mirror the general adolescent's anxiety and need in Hong Kong. It is worthy of understanding youth's needs and difficulties from their perspectives to offer proper support for youth's career development. Undoubtedly, the residents in Children's or Youth's Home with negative grow-up influences struggle to survive in the high-competitive society. The Home plays a salient role in their needs to survive and develop in life. The service like Youth's Home especially provides the proper assistance in response to those aged 18 or above in distress. The general social service are designed and delivered mainly on the problem-solving based or remedial mode. The Home service can definitely fill up the gap to establish a favorable environment, with tangible living place and relational community, for residents to further develop and actualize themselves with hope, not merely keep them to survive. The residents are talented indeed and able to be the essential capital in the society as they are nurtured to live life to its fullest and hopeful for their future.

Reference

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W. H. Freeman.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An Intentional Review*, *51*, 269-290.

Blustein, D. L., & Noumair, D. A. (1996). Self and identity in career development: Implications for theory and practice. *Journal of Counseling and Development, 74*, 433-441.

Breakthrough. (2014). Exploring the influences of environmental factors on secondary school students' vocational identity formation in Hong Kong. Unpublished research report.

Brown, S. D., & Lent, R. W. (1996). A social cognitive framework for career choice counseling. *The Career Development Quarterly*, *44*, 354-366.

Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, *67*, 26-48.

Census and Statistics Department (2016). Hong Kong Annual Digest of Statistics, 2016 Edition. Census and Statistics Department, Hong Kong Special Administrative Region, People's Republic of China.

Chan, B. (2013). A study of vocational identity of Hong Kong secondary students. (Thesis). University of Hong Kong, Pokfulam, Hong Kong SAR. Retrieved from http://dx.doi.org/10.5353/th_b5017918.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.

De Goede, M., Spruijt, Ed., Iedema, J., & Meeus, W. (1999). How do vocational and relationship stressors and identity formation affect adolescent mental health. *Journal of Adolescent Health*, *25*, 14-20.

Dweck, C. S. (1975). The role of expectations and attributions in the alleviation of learned helplessness. *Journal of Personality and Social Psychology*, *31*, 674-685.

Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, *41*, 1040-1048.

Erikson, E. (1971). *Identity, youth and crisis*. London: Faber.

Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. L. (1966). *Occupational Choice: An approach to a general theory*. New York: Colombia University Press.

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations (Monograph). *Journal of Counseling Psychology*, *28*, 545-579.

Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. In D. Brown & Associates (4th Ed.), *Career choice and development* (pp.85-148). San Francisco, CA: Jossey-Bass.

Gysbers, N. C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*, *5*, 96-105.

Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance program* (4th Ed). Alexandria, VA: American Counseling Association.

Gysbers, N. C., & Moore, E. J. (1975). Beyond career development – Life career development. *Personnel and Guidance Journal*, *53*, 647-652.

Hargrove, B. K., Inman, A. G., & Crane, R. L. (2005). Family interaction patterns, career planning attitudes, and vocational identity of high school adolescents. *Journal of Career Development*, *31*, 263-278.

Herr, E. L., & Cramer, S. H. (1992). *Career guidance and counseling through the life span: systematic approaches* (4th Ed). New York, NY: HarperCollins.

Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments* (2nd Ed). Englewood Cliff, NJ: Prentice-Hall.

Holland, J. L., Daiger, D. C., & Power, P. G. (1980). *My vocational situation*. Palo Alto, CA: Consulting Psychologists Press.

Hughey, K. F., & Hughey, J. K. (1999). Preparing students for the future: Making career development a priority. *Journal of Career Development*, *25*, 203-216.

International Labour Office. (2013). Global Employment Trends for Youth, May 2013. Geneva: ILO.

Johnson, P., Buboltz, W. C., & Nichols, C. N. (1999). Parental divorce, family functioning, and vocational identity of college students. *Journal of Career Development*, *26*, 137-146.

Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, *47*, 36-49.

Lent, R. W., Hackett, G., & Brown, S. D. (1999). The social cognitive view of school-to-work transition. *The Career Development Quarterly*, *47*, 297-311.

McAuley, E., Duncan, T. E., & Russell, D. W. (1992). Measuring causal attributions: The revised causal dimension scale (CDSII). *Personality and Social Psychology Bulletin*, *18*, 566-573.

Nurmi, J. E. (1991). How do adolescents see their future? A review of the development of future orientation and planning. *Developmental Review*, *11*, 1-59.

Richardson, M. S. (2002). A metaperspective for counseling practice: A response to the challenge of contextualism. *Journal of Vocational Behavior*, *61*, 407-423.

Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade. *The Career Development Quarterly*, *52*,

87-96.

Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Ed.), *Development of achievement motivation* (pp.15-31). San Diego: Academic Press.

Schwarzer, R. (1998). General perceived self-efficacy in 14 cultures. Freie Universität Berlin. Retrieved from http://userpage.fu-berlin.de/~health/world14.htm

Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: The Free Press.

Super, D. E. (1957). *The psychology of careers: An introduction to vocational development*. New York: Harper & Row.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, *16*, 282-298.

Vondracek, F. W. (2001). The developmental perspective in vocational psychology. *Journal of Vocational Behavior*, *59*, 252-261.

Watson, M., & McMahon, M. (2006). My system of career influences: Responding to challenges facing career education. *International Journal for Educational and Vocational Guidance*, *6*, 159-166.

Yuen, M., Gysbers, N. C., Chan, R. M. C., Lau, P. S. Y., & Shea, P. M. K. (2010). Talent development, work habits, and career exploration of Chinese middle-school adolescents: Development of the career and talent development self-efficacy scale. *High Ability Studies*, *21*, 47-62.

Yuen, M., Gysbers, N. C., Hui, E.K.P., Leung, T.K.M., Lau, P.S.Y., Chan, R.M.C., Shea, P.M.K., & Ke, S.S.Y. (2004). *Career Development Self-Efficacy Inventory: Users' Manual.* Life Skills Development Project, Faculty of Education, the University of Hong Kong.

Zimmer-Gembeck, M. J., & Mortimer, J. T. (2006). Adolescent work, vocational development, and education. *Review of Educational Research*, *76*, 537-566.

Appendix

A. Questionnaire of Study One (Chinese Version)

青少年職業發展問卷

播道兒童之家委託突破機構進行一項青少年職業發展調查。答案沒有對或錯，請細閱題目，選擇最能代表你想法的答案，並**請回答所有題目**。答案只作研究之用，個人資料絕對保密，請放心填寫，謝謝！

（一）請閱讀以下有關你在家舍及學校的句子，選擇最能代表你情況的選項，並在空格劃上「✓」。

	非常 不同意	不同意	同意	非常 同意
1. 除學業以外，家舍幫助我發展其他能力	○	○	○	○
2. 我在學校學習有成功感，能夠發揮個人獨特能力	○	○	○	○
3. 家舍家長或導師幫助我看見發展職業的不同出路及可能	○	○	○	○
4. 學校畢業生分享就業經驗，幫助我看見出路	○	○	○	○
5. 即使我學業成績未如理想，學校師長都欣賞肯定我其他能力	○	○	○	○
6. 家舍幫助我建立生活技能，預備我將來投身社會工作	○	○	○	○
7. 除學業成績以外，學校幫助我發展其他個人能力	○	○	○	○
8. 因為家庭需要而住宿家舍，讓我感到自己升學就業的條件較其他人差	○	○	○	○
9. 若我能力被學校其他同學比下去，便沒有升學或找理想工作的機會	○	○	○	○
10. 學校學長給予升學或就業意見，幫助我面對將來	○	○	○	○
11. 我與家舍其他宿生共同學習，彼此支持鼓勵	○	○	○	○
12. 學校師長幫助我看見發展職業的不同出路及可能	○	○	○	○
13. 家舍在我的職業發展上能夠提供支援	○	○	○	○
14. 我在學校學習總會感到挫敗，對自己能力沒有信心	○	○	○	○
15. 家舍培育我的能力與興趣，幫助我選擇未來職業	○	○	○	○
16. 學校著重學業，成績不理想的沒有升學就業的指望	○	○	○	○
17. 即使我的才能無助升學就業，家舍家長或導師都肯定我，讓我對將來感到希望	○	○	○	○
18. 學校提供適切資訊、指導，幫助我準備升學就業	○	○	○	○
19. 我與學校同學共同學習，彼此支持鼓勵	○	○	○	○
20. 家舍家長或導師分享經驗及意見，幫助我準備升學或就業	○	○	○	○
21. 學校幫助我學習裝備，能夠預備將來工作	○	○	○	○
22. 我認為住宿家舍的人，在升學就業上會較其他人面對更大的困難	○	○	○	○
23. 我與學校同學之間互相競爭，比較能力高低	○	○	○	○
24. 家舍鼓勵及支持我按個人興趣發展職業	○	○	○	○

A. Questionnaire of Study One (Chinese Version) (Continued)

（二）請閱讀以下有關<u>香港社會及工作</u>的句子，選擇最能代表你想法的選項，並在空格劃上「✓」。

	非常 不同意	不同意	同意	非常 同意
1. 社會就業機會很少，出路很窄	○	○	○	○
2. 我身處一個競爭激烈的社會，能力稍差的人會被淘汰	○	○	○	○
3. 在香港可以發展任何職業，毋需擔心找不到生計應付生活	○	○	○	○
4. 工作世界弱肉強食，我需要掙扎求存	○	○	○	○
5. 在香港，我可以掌握自己事業的前途	○	○	○	○
6. 在社會中需要不斷跟別人競爭，令我對發展職業感到沒信心	○	○	○	○
7. 香港著重經濟發展，工作種類少、職業發展狹窄	○	○	○	○
8. 我對工作世界充滿好奇，期待有想像不到的新鮮事發生	○	○	○	○
9. 在香港發展職業是沒有前景的	○	○	○	○
10. 社會資源有限，只有爭奪有利位置才有發展出路	○	○	○	○
11. 我能夠想像在香港發展職業的各種可能性	○	○	○	○
12. 我擔心自己現在所學的無法應付將來工作要求	○	○	○	○
13. 在香港只要肯努力，就可以找到理想工作	○	○	○	○
14. 我很擔心自己將來進入社會工作會被淘汰	○	○	○	○
15. 社會認同並容納不同才能的人，例如藝術、體育	○	○	○	○
16. 工作環境充滿各樣可能，可以讓我發揮自己能力	○	○	○	○
17. 即使提高學歷，在香港亦不能保障找到好工作	○	○	○	○
18. 成績不理想的人，沒有條件在社會發展理想事業	○	○	○	○
19. 社會沒有空間容許我發展非主流職業	○	○	○	○
20. 工作世界是現實的，沒有個人興趣可言	○	○	○	○
21. 對於能力高或低的人，社會都充滿工作機會	○	○	○	○
22. 社會汰弱留強，只有跑在最前的人才有發展理想職業的機會	○	○	○	○
23. 社會充滿發展各種職業的機會及可能性	○	○	○	○
24. 工作環境人事複雜，我擔心沒有能力面對	○	○	○	○
25. 我對將來能夠在社會發展事業充滿希望	○	○	○	○
26. 若找不到有前途工作，就算有獨特才能也沒有用	○	○	○	○
27. 社會著重學歷，學業成績好才有更多工作選擇	○	○	○	○
28. 在香港發展職業，只要想像得到，都可以發生	○	○	○	○
29. 工作世界是黑暗負面的，我感到憂慮	○	○	○	○
30. 在香港很難找一份待遇好、有前途的工作	○	○	○	○
31. 社會沒有條件空間讓我按個人興趣發展職業	○	○	○	○
32. 我害怕將來在工作裡會被上司責罵、壓迫	○	○	○	○
33. 即使面對困局，社會總會有創新發展	○	○	○	○
34. 在香港發展職業唯一的途徑是「升大學，找待遇好的工作」	○	○	○	○

（三）請閱讀以下是有關你<u>將來職業的句子</u>，選擇最能代表你想法的選項，並在空格劃上「✓」。

(因版權問題，此部份的問題刪除)

（四）以下是有關你個人想法的句子，請細閱描述，選擇最能代表你想法的選項，並在空格劃上「✓」。

	非常 不同意	不同意	同意	非常 同意
1.　我充滿幹勁、活力的追求自己所定的目標	○	○	○	○
2.　我能夠想出不同的方法，擺脫困難	○	○	○	○
(因版權問題，此部份只顯示兩條問題)				
3.　如果我盡力去做的話，我總是能夠解決難題的	○	○	○	○
4.　即使別人反對我，我仍有辦法取得我所 要的	○	○	○	○
5.　對我來說，堅持理想和達成目標是輕而易舉的事	○	○	○	○
6.　我自信能有效地應付任何突如其來的事情	○	○	○	○
7.　以我的能力，我知道怎樣應付無法預知的情況	○	○	○	○
8.　只要我付出一定的努力，大多數的難題我都能夠解決	○	○	○	○
9.　我能冷靜地面對困難，因為我可信賴自己處理問題的 能力	○	○	○	○
10.　面對一個難題時，我通常能找到幾個解決方法	○	○	○	○
11.　當遇上麻煩的時候，我通常能想到一些應付的方法	○	○	○	○
12.　無論甚麼事在我身上發生，我都能夠應付自如	○	○	○	○
13.　我喜歡做那些我能夠做得好的事，多於那些我做不好 的事	○	○	○	○
14.　我很重視做一些富挑戰性事情的機會	○	○	○	○
15.　我最開心做那些我確信不會有絲毫出錯的事	○	○	○	○
16.　若事情太難我無法完成，下次我會更加努力去做	○	○	○	○
17.　令我最有滿足感的是那些我做得最好　的事	○	○	○	○
18.　我較喜歡做那些要我學習新知識的事情	○	○	○	○
19.　我很重視別人對我做事的評價	○	○	○	○
20.　我很重視學習新事物的機會	○	○	○	○
21.　當我做事沒有錯失時，我會感到自己能幹	○	○	○	○
22.　面對高難度的事情，我會盡力而為	○	○	○	○
23.　我喜歡在我有足夠自信時，才會開始嘗試某工作/作業	○	○	○	○
24.　我盡力改善自己過往的表現	○	○	○	○
25.　我喜歡做那些我過往做得好的事情	○	○	○	○
26.　我很重視發展個人能力的機會	○	○	○	○
27.　當我做事比別人優勝時，我會感到自己能幹	○	○	○	○
28.　當我難以處理問題時，我喜歡嘗試不同的方法，看看 哪個最有效	○	○	○	○

（五）過去一年，你覺得自己的學業/事業成績是好 (成功) 還是差 (失敗)？(請選取一項並劃上「✓」)

成功		失敗	
☐ a.很好	☐ b.好	☐ c.很差	☐ d.差

你認為引致以上結果（學業成功或失敗）的原因是什麼？ 請根據你對這個原因的想法回答以下問題，<u>從數字 **1-9** 圈出最接近你選擇的數字</u>；例如 '1' 代表最接近右邊選項描述，'9' 代表最接近左邊選項描述，'5' 代表最中間，不傾向左邊亦不傾向右邊。

引致你學業或事業成功／失敗的原因：		
1.是你可以處理得到的	9 8 7 6 5 4 3 2 1	你無法處理得到的
2.是你可以調節控制的	9 8 7 6 5 4 3 2 1	是你無法調節控制的
3. 是在你能力範圍內的	9 8 7 6 5 4 3 2 1	是超過你能力範圍的

（六）請閱讀以下是有關職業發展技能的句子，按你掌握該技能的信心程度，選出最能代表你的選項，並在空格劃上「✓」。

	非常沒有信心	沒有信心	有信心	非常有信心
我有信心我能……（無論你是否經驗過）				
1. 在興趣和前途之間作出平衡	○	○	○	○
2. 了解自己的性別和選擇職業的關係	○	○	○	○

(因版權問題，此部份只顯示兩條問題)

個人資料

性別：☐ 男　　　☐ 女　　　　年齡：_____歲　　　　班級：_____

已居住家舍多少年？_____年 (包括曾住其他宿舍)

~ 問卷完，謝謝你的參與! ~

Appendix B

Percentage of responses of various scale variables in Study One

Table B1. *Vocational identity*

(The actual items are omitted due to copyright issues)

Items	Totally disagree	% Disagree	Agree	Totally agree
v1.	6.5	21.6	56.9	15.1
v2.	6.5	24.1	56.5	12.9
v3.	8.6	23.3	51.7	16.4
v4.	12.1	37.5	34.9	15.5
v5.	6.0	19.8	53.9	20.3
v6.	9.2	33.6	43.7	13.5
v7.	12.5	35.8	38.8	12.9
v8.	12.9	31.5	40.5	15.1
v9.	11.6	33.2	41.4	13.8
v10.	8.6	24.6	52.6	14.2
v11.	7.3	19.4	60.8	12.5
v12.	16.5	44.8	30.4	8.3
v13.	16.8	34.9	38.4	9.9
v14.	7.8	31.0	47.4	13.8
v15.	9.1	27.2	47.4	16.4
v16.	7.8	24.1	50.4	17.7
v17.	13.4	35.9	35.9	14.7
v18.	12.5	37.9	31.9	17.7

Table B2. *Hope*

Items	Totally disagree	% Disagree	Agree	Totally agree
Hope agency				
h1. I energetically pursue my goals	3.4	39.7	47.8	9.1
h2. I meet the goals that I set for myself	3.9	37.9	49.6	8.6
h3. My past experiences have prepared me well for my future	2.2	26.0	58.4	13.4
h4. I've been pretty successful in life	15.5	50.9	29.3	4.3
Hope pathways				
h5. I can think of many ways to get out of a jam	2.6	33.6	55.6	8.2
h6. There are lots of ways around any problem	4.7	42.2	45.3	7.8
h7. I can think of many ways to get the things in life that are most important to me	3.0	26.7	56.5	13.8
h8. Even when others get discouraged, I know I can find a way to solve the problem	2.2	30.3	57.1	10.4

Table B3. *Self-efficacy*

| Items | | % | | |
	Totally disagree	Disagree	Agree	Totally agree
s1. I can always manage to solve difficult problems if I try hard enough	3.0	18.2	62.3	16.5
s2. If someone opposes me, I can find means and ways to get what I want	3.0	25.4	58.6	12.9
s3. It is easy for me to stick to my aims and accomplish my goals	9.1	47.0	36.6	7.3
s4. I am confident that I could deal efficiently with unexpected events	6.9	37.5	47.4	8.2
s5. Thanks to my resourcefulness, I know how to handle unforeseen situations	3.4	39.7	51.3	5.6
s6. I can solve most problems if I invest the necessary effort	3.9	23.3	59.9	12.9
s7. I can remain calm when facing difficulties because I can rely on my coping abilities	4.3	27.6	58.6	9.5
s8. When I am confronted with a problem, I can usually find several solutions	4.7	34.1	52.6	8.6
s9. If I am in trouble, I can usually think of something to do	4.3	21.6	65.8	8.2
s10. No matter what comes my way, I'm usually able to handle it	7.3	49.1	37.9	5.6

Table B4. *Goal orientation*

| Items | | % | | |
	Totally disagree	Disagree	Agree	Totally agree
Performance goal orientation				
g1. I prefer to do things that I can do well rather than things that I do poorly	3.4	9.9	62.1	24.6
g2. I'm happiest at work when I perform tasks on which I know that I won't make any errors	2.2	16.4	54.3	27.2
g3. The things I enjoy the most are the things I do the best	1.7	10.8	60.8	26.7
g4. The opinions others have about how well I can do certain things are important to me	1.7	8.7	59.3	30.3
g5. I feel smart when I can do something without making any mistakes	1.3	15.1	59.1	24.6
g6. I like to be fairly confident that I can successfully perform a task before I attempt it	1.3	17.3	60.6	20.8
g7. I like to work on tasks that I have done well on in the past	2.2	9.9	63.8	24.1
g8. I feel smart when I can do something better than most people	2.2	13.8	59.5	24.6

Table B4. *Goal orientation* (Continued)

Items	% Totally disagree	Disagree	Agree	Totally agree
Learning goal orientation				
g9. The opportunity to do challenging work is important to me	2.6	25.0	57.8	14.7
g10. When I fail to complete a difficult task, I plan to try harder the next time I work on it	3.0	22.8	62.1	12.1
g11. I prefer to work on tasks that force me to learn new things	2.2	18.2	62.3	17.3
g12. The opportunity to learn new things is important to me	1.3	13.5	60.7	24.5
g13. I do my best when I'm working on a fairly difficult task	3.0	12.6	66.2	18.2
g14. I try hard to improve my past performance	1.7	10.0	69.1	19.1
g15. The opportunity to extend the range of my abilities is important to me	0.4	12.9	61.2	25.4
g16. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work	2.6	22.0	60.8	14.7

Table B5. *Revised causal dimension*

Items	% Very bad	Bad	Good	Very good
In the past year, do you perceive your overall academic or work performance as good (successful) or bad (fail)?	21.9	24.9	48.9	4.3

Personal control	Point 1-3	Point 4-6	Point 7-9
The cause is something:			
1. Manageable by you	13.4	58.2	28.4
2. You can regulate	18.5	55.6	25.9
3. Over which you have power	15.0	54.1	30.9

Table B6. Supportive Factors

Items	%			
	Totally disagree	Disagree	Agree	Totally agree
School Support				
1. 學校畢業生分享就業經驗，幫助我看見出路	9.6	30.4	54.8	5.2
2. 學校學長給予升學或就業意見，幫助我面對將來	8.3	24.9	61.6	5.2
3. 學校師長幫助我看見發展職業的不同出路及可能	5.6	14.7	71.0	8.7
4. 學校提供適切資訊、指導，幫助我準備升學就業	3.0	15.9	67.7	13.4
5. 學校幫助我學習裝備，能夠預備將來工作	4.3	17.3	69.3	9.1
Ability Affirmation				
1. 我在學校學習有成功感，能夠發揮個人獨特能力	5.2	25.9	60.3	8.6
2. 即使我學業成績未如理想，學校師長都欣賞肯定我其他能力	3.9	19.5	64.9	11.7
3. 除學業成績以外，學校幫助我發展其他個人能力	3.9	20.3	64.7	11.2
School Defeat				
1. 若我能力被學校其他同學比下去，便沒有升學或找理想工作的機會	19.5	38.1	33.3	9.1
2. 我在學校學習總會感到挫敗，對自己能力沒有信心	15.9	40.8	32.6	10.7
3. 學校著重學業，成績不理想的沒有升學就業的指望	12.6	40.7	35.9	10.8
Children's Home Support				
1. 除學業以外，家舍幫助我發展其他能力	3.5	7.8	74.9	13.9
2. 家舍家長或導師幫助我看見發展職業的不同出路及可能	4.3	22.5	62.8	10.4
3. 家舍幫助我建立生活技能，預備我將來投身社會工作	3.0	16.8	63.4	16.8
4. 我與家舍其他宿生共同學習，彼此支持鼓勵	8.2	23.3	53.0	15.5
5. 家舍在我的職業發展上能夠提供支援	6.1	26.8	58.0	9.1
6. 家舍培育我的能力與興趣，幫助我選擇未來職業	6.9	32.0	49.8	11.3
7. 即使我的才能無助升學就業，家舍家長或導師都肯定我，讓我對將來感到希望	5.6	23.8	59.7	10.8
8. 家舍家長或導師分享經驗及意見，幫助我準備升學或就業	3.5	22.1	64.5	10.0
9. 家舍鼓勵及支持我按個人興趣發展職業	3.9	12.1	66.4	17.7
Other items				
1. 我與學校同學共同學習，彼此支持鼓勵	4.7	19.0	64.2	12.1
2. 我與學校同學之間互相競爭，比較能力高低	9.5	28.9	50.9	10.8
3. 因為家庭需要而住宿家舍，讓我感到自己升學就業的條件較其他人差	18.2	46.8	27.7	7.4
4. 我認為住宿家舍的人，在升學就業上會較其他人面對更大的困難	15.5	44.4	31.9	8.2

Table B7. Environmental Factors

Items	%			
	Totally disagree	Disagree	Agree	Totally agree
Spacious Development				
1. 在香港可以發展任何職業，毋需擔心找不到生計應付生活	12.0	44.2	37.8	6.0
2. 我能夠想像在香港發展職業的各種可能性	2.6	36.9	51.5	9.0
3. 社會認同並容納不同才能的人，例如藝術、體育	6.9	21.9	57.9	13.3
4. 工作環境充滿各樣可能，可以讓我發揮自己能力	4.7	31.0	52.6	11.6
5. 對於能力高或低的人，社會都充滿工作機會	4.7	28.3	56.7	10.3
6. 社會充滿發展各種職業的機會及可能性	4.3	25.3	60.1	10.3
7. 在香港發展職業，只要想像得到，都可以發生	10.3	39.5	42.9	7.3
8. 即使面對困局，社會總會有創新發展	3.9	30.5	56.7	9.0
Competitive environment				
1. 我身處一個競爭激烈的社會，能力稍差的人會被淘汰	4.7	13.7	52.4	29.2
2. 工作世界弱肉強食，我需要掙扎求存	2.6	15.0	61.8	20.6
3. 社會資源有限，只有爭奪有利位置才有發展出路	3.9	20.6	58.4	17.2
4. 社會汰弱留強，只有跑在最前的人才有發展理想職業的機會	5.2	26.4	48.1	20.3
5. 社會著重學歷，學業成績好才有更多工作選擇	1.7	14.2	53.9	30.2

Table B7. Environmental Factors (Continued)

Items	%			
	Totally disagree	Disagree	Agree	Totally agree
Mono-Path				
1. 社會就業機會很少，出路很窄	10.7	41.6	37.8	9.9
2. 香港著重經濟發展，工作種類少、職業發展狹窄	6.4	31.3	48.5	13.7
3. 在香港發展職業是沒有前景的	10.4	52.8	29.4	7.4
4. 成績不理想的人，沒有條件在社會發展理想事業	12.9	31.5	38.4	17.2
5. 社會沒有空間容許我發展非主流職業	8.2	37.9	40.1	13.8
6. 工作世界是現實的，沒有個人興趣可言	7.3	35.6	44.2	12.9
7. 社會沒有條件空間讓我按個人興趣發展職業	4.7	32.2	48.5	14.6
Stress in workplace				
1. 我擔心自己現在所學的無法應付將來工作要求	7.7	21.0	52.8	18.5
2. 我很擔心自己將來進入社會工作會被淘汰	5.6	34.5	43.5	16.4
3. 工作環境人事複雜，我擔心沒有能力面對	7.8	27.2	50.9	14.2
4. 工作世界是黑暗負面的，我感到憂慮	8.6	35.8	44.8	10.8
5. 我害怕將來在工作裡會被上司責罵、壓迫	9.0	26.6	46.4	18.0
Other items				
1.在香港，我可以掌握自己事業的前途	9.5	45.7	37.1	7.8
2.在社會中需要不斷跟別人競爭，令我對發展職業感到沒信心	5.6	40.5	43.1	10.8
3.我對工作世界充滿好奇，期待有想像不到的新鮮事發生	4.7	27.5	49.8	18.0
4.在香港只要肯努力，就可以找到理想工作	10.3	30.6	43.1	15.9
5.即使提高學歷，在香港亦不能保障找到好工作	4.3	22.0	55.6	18.1
6.我對將來能夠在社會發展事業充滿希望	7.8	39.6	42.2	10.4
7.若找不到有前途工作，就算有獨特才能也沒有用	11.6	32.3	42.2	13.8
8.在香港很難找一份待遇好、有前途的工作	6.1	25.1	52.8	16.0
9.在香港發展職業唯一的途徑是「升大學，找待遇好的工作」	7.7	35.2	35.2	21.9

Table B8. Career development self-efficacy

Items	Totally disagree	% Disagree	Agree	Totally agree
I am confident that I can……				
Career Planning				
1. strike a balance between interest and future prospects.	2.6	31.8	57.5	8.2
2. explore different careers within areas of my interest.	2.6	15.9	71.6	9.9
3. understand my abilities so as to help myself choose a career.	2.2	19.0	67.7	11.2
4. choose tertiary courses wisely to prepare myself for my future career.	3.9	22.4	61.2	12.5
Gender Issues in Career				
1.understand the relationship between my gender and choosing a career.	0.9	18.0	65.2	15.9
2. get along well with the opposite sex at work.	2.2	15.9	60.8	21.1
3. make use of the good points of being a male/female at work.	2.2	16.8	65.5	15.5
4. handle other's objection, criticism and opposing views when I choose a career which is mostly performed by the opposite sex.	4.3	27.7	56.3	11.7
Vocational Training Selection				
1. understand a vocational training program before I enroll in it.	2.2	15.9	69.0	12.9
2. collect information such as admission criteria and course selection procedure of vocational training schools.	1.3	18.2	66.7	13.9
3. think over the relationship between my choice of subject and career prospects.	3.0	17.2	65.5	14.2
4. select and enroll in some suitable courses to prepare myself for different economic situations and labor demand.	2.2	20.7	66.4	10.8
Job Hunt Preparation				
1. master general interview techniques (e.g. appearance, ways of speaking, etc.)	3.0	21.5	59.7	15.9
2. fill in job application forms accurately.	3.9	21.1	61.2	13.8
3. produce a resume for myself.	6.0	29.3	53.9	10.8
4. produce a job application letter for myself.	5.2	26.8	59.3	8.7
Job Hunting				
1. maintain the stamina to look for different job opportunities even when there are difficulties in job hunting.	1.7	22.5	65.4	10.4
2. look for suitable jobs according to my interest and ability.	4.7	17.7	64.2	13.4
3. get help from some institutions and connections to help me find a job.	3.0	22.8	64.7	9.5
4. find a suitable job successfully.	4.3	26.3	59.9	9.5
Career Goals Setting				
1. assess and modify my career goals according to changes in external situation.	2.6	23.3	64.7	9.5
2. solve the problems I encounter in the process of achieving my career goals.	2.2	23.3	63.4	11.2
3. master the strategy to achieve my career goals.	1.7	25.3	67.2	5.7
4. constantly improve my study and career plan to work toward my career goals.	2.2	20.3	63.6	13.9

Interview guide for Study Two

I.   入住播道青年宿舍情況
     當下面對的困難及需要？期望？
     有哪些訓練、支援

II. 離開宿舍後及現在工作／生活
     就業狀況及工作情況；
     居住或整體生活情況

III. 青少年職業發展
     如何理解職業／工作？有計劃嗎？
     對將來的看法

IV. 面對的困難／處境
     離院後搵工／工作的情況如何？需要及困難是什麼？
     工作上最需要面對／應付的是什麼？
     整體困難／可預計的困難是什麼？如何面對？

V.   面對未來的動機／希望感
     有信心面對將來？什麼最影響／幫助你面對將來？

VI. 家舍或其他支援
     1. 畢業或離開宿舍後，是否有需要支援？什麼支援？
     2. 自己有什麼資源？有否支援？
     3. 整體宿舍的幫助如何？服務內容適切需要嗎？

Appendix D   Code scheme developed from qualitative data of individual interviews

Code	Sub-code	Examples
1. Career Development	a. Perceptions of career development	case01: 自己既興趣重要, 技能都重要, 要應付到; case02: 中學就好有理想, 想做自己鍾意既工作, 可以一展抱負, 但係依家就係做到老細滿意就得; case03: 除左賺錢, 工作係為左有更好既生活, 搵到成功感, 可以發展興趣, 搵到長處, 果下係好開心; case04: 只不過想搵錢, 但係做做下就會開始迷茫; 每個人都有佢既才能, 都應該要諗諗點樣發揮才能; case13: 真係好想幫人囉, 做樣自己想做既野都幾重要, 可以用我既一技之長幫到人就幫囉; case08: 我會用返自己學既野套落返工作度; case10: 如果你做份工好討厭既就唔好, 需要有啲鍾意份工作; case11: 唔會話搵一份自己唔鍾意既工, 咁樣會令到自己日日受苦囉, 份工要自己應付到; case14: 唔係一定要搵好多錢, 生活到就得, 如果可能既話唔使憂住屋問題, 就算賺得好多錢都換唔返你個生命喜悅; case17: 只要維持到生活就 ok 架, 如果學唔到野, 冇意思呢, 我就會轉工架啦, 興趣都要有少少; case18: 接觸到好多唔同範疇既人, 幫到我建立自己, 要有助人應有價值觀; case20: 有機會出去幫下人, 都可以搵到樂趣囉, 唔係淨係返工為賺錢, 之前人工都幾高既, 但係好冇意義囉, 淨係睇住啲錢坐左係度好迷茫; case21: 其實錢係其次都重要, 但我希望搵到一份啱我興趣, 跟同事相處到既工作, 我唔希望我自己返果份工係唔開心既; case07: 我究竟係搵一份工啊, 定係搵自己鍾意做既野, 即係, 有時呢好矛盾; case09: 我覺得份工一萬蚊就 ok 架啦, 份工作又好好既, 舒服既, 咁我覺得 ok 既; case15: 職業係可以搵到錢, 令到自己可以享受生活囉, 同埋得到其他人既欣賞, 有成就感; case22: 希望有得升職.

Code	Sub-code	Examples
1. Career Development	b.　Career goals	case01: 考完 DSE 都唔知想做咩, 依家都唔知; 我幾想搵到自己鍾意既工作, 但又唔知自己有咩興趣; case03: 我有諗過會唔會有時間自己搵返啲興趣俾自己, 始終我覺得一個人要有啲興趣; case05: 我唔知自己將來會做啲咩, 其實我淨係知依家一直做落去之嘛; case22: 有少少錢, 咪想學下野, 日日做啦, 返工放工, 日日都係咁啦; case16: 我已經冇鍾意既野架啦, 我依家直情愈來愈唔知自己鍾意啲咩野, 我冇興趣架; case07: 唔知可以做咩工, 本身有興趣, 但無辦法發展職業, 都好多諗法既, 話實質去做就覺得冇可能囉; case08: 我細個鍾意畫野, 真係幾難搵工, 試過, 但完全唔係我想要既野, 同埋難入行及成功, 所以放棄; case09: 有鍾意既野, 但唔會發展成職業, 唔知自己想做咩工, 依家仍摸索緊方向; case10: 有鍾意做既行業, 試過, 但有咩用啫, 都搵唔到食; 搵到咪試, 搵唔到咪唔試, 唔知自己想做咩; case20: 一直好明確想做幼師, 但係我知自己成績唔得囉; case02: 理想做教育, 但理想與現實工作環境有落差; case21: 我有想做既職業, 如果真係做唔到, 都要俾條後路我自己, 咁我就走去讀其他科囉, 但都係自己興趣; case11: 初中已知道自己讀書差, 對某行業有興趣, 打算入行, 但要讀返書, 未諗到咁遠喎; case04: 中學完全冇諗過自己想做咩, 依家諗緊係邊一行發展, 有想讀既科目, 好有興趣, 但讀唔讀到係一回事囉; case06: 話讀書, 我又每樣都有興趣, 唔知讀 d 咩好, 將來或者可能讀; case12: 知道自己將來想做社福, 依家預備讀書; case13: 中學時期唔知想做咩, 但依家條路好清晰, 好開心, 會繼續發展; case14: 鍾意做社福, 打算繼續發展; case15: 自小喜歡砌野, 所以長大後揀與工程相關科目; 希望將來考取專業; case19: 其實由細到大我都決定左自己大個做咩架啦, 依家已經入左行.

Code	Sub-code	Examples
1. Career Development	c. Job searching	case04: 現時搵工不會諗發展, 只是搵錢; case06: 考慮人工, 生活到; case08: 考慮人工, 自己做過有經驗, 唔需要重新捱起; case19: 考慮人事; case01: 能夠應付到工作要求; case07: 要自己能力足夠應付; case10: 自己做開能夠應付到; case09: 應付唔到挫敗感好大, 做自己最有經驗能夠有進步的; case16: 要身體應付到, 但亦好驚工作游手好閒, 唔知坐係度做咩, 我會好辛苦; case22: 係為左錢, 但有錢之後都想搵興趣; case13: 啱價錢就做, 但都要睇學唔學到野, 係咪接觸到唔同類型既人; case14: 最主要係啱我做, 我做得到; 我自己冇乜經驗驚做唔好, 最想可以攞多啲經驗學到野; case15: 搵同自己專業有關的工作, 讓自己眼界寬啲; case17: 覺得學到好多野, 咁我就去; 人要上進啲既, 唔可以一直係依個位; case18: 能夠學一啲我以前未接觸過, 總知係我唔識既野; case03: 搵更加適合更加有興趣既工, 真係學野既; case05: 依家睇高人工做, 但若冇左自己生活, 人工高都唔做; case11: 搵自己擅長的工作, 讓生活有時間進修; case20: 啱自己性情, 學到野, 工作時間穩定可以進修; case21: 搵適合自己既工作; case12: 考慮工作文化及同事工作價值觀.

Code	Sub-code	Examples
1. Career Development	d. Education qualification	case03: 上司係唔會理你做成點樣架, 佢只會睇你學歷; case04: 雖然好戇居但係睇學歷, 冇學歷就連工都冇, 但有學歷亦只不過係令你生活輕鬆少少; case11: 工作後發覺自己學歷唔夠, 有需要讀返書; case17: 工作至少有個文憑會好啲; case21: 學歷係重要; case22: 冇學歷會俾人睇低; case13: 學歷好重要; case09: 我覺得出到黎社會, 學歷唔係代表一切; case20: 學歷都重要, 但我唔信係唯一出路, 我比較趨向經驗多啲.
	e. Career development in Hong Kong	case01: 係香港發展唔理想, 唯有係增加學歷, 或者向興趣果方面發展囉; case04: 點會有出路; 你係唔會死, 但亦唔會過得輕鬆; 有興趣冇用架, 始終空間細, 係功利社會啊; case08: 好似好多路俾人發展, 其實亦都有好多路係發展唔到, 都唔會餓得死囉; case07: 係香港好多工作都係同錢有關, 即係金融, 好似冇啲咩創意工業果類; case10: 工種好少, 香港搵工係冇興趣可言, 真係搵唔到食囉; case20: 自己想做的工作係香港難行, 競爭好大; case05: 我覺得香港只要你肯做, 實會有野做; case16: 只要唔係太差, 一定有工比你做, 你唔嫌棄既話; csae15: 自己做果行跟建築有關, 所以有前景; case17: 香港好多機會都係睇你想做咩工, 自己想做的工作在香港都算大路.

Code	Sub-code	Examples
1. Career Development	f. Work experience: *i. for exploring career path*	case01: 都幾好, 認識多啲, 知道個方向就係, 自己唔適合接觸人; case04: 做做下工就會發覺你自己係咪真係想做呢份工; case05: 唔知自己想做咩, 但工作後清楚左少少; case07: 你要做過先搵到自己要咩工作, 原來我唔係好擅長對人既, 咁我就睇下有冇啲唔對人既工啦; case10: 一定要有工作經驗, 你先會發掘到你鍾意做啲咩, 唔鍾意做啲咩喎; case11: 好多野都係我係工作上成長, 一路探索知既, 出左黎做野先會話啲諗法有啲改變啊, 多左好多諗法; case14: 要嘗試, 然之後搵返真係啱你, 多一啲唔同既機會, 唔同既地方去嘗試, 搵返真正既目標; case17: 有左工作經驗之後, 先決定搵工方向; case16: 工作以黎, 自認係整理文件方面都唔錯; case18: 始終工作見過, 會了解左好多野.
	ii. for learning	case03: 學處理與同事上司的關係, 學處理工作 skill, 有啲野係讀書讀唔到, 返工先至學到; case04: 學識社交技巧, 係工作上逼出黎; case09: 工作經驗多了, 應付到, 學左唔少野, 係呢行得到大大既幫助, 職業既溝通相處, 要係工作上學; case10: 知道自己唔應該鬧客, 已經慢慢進步; case11: 工作難應付, 但慢慢學習改進; case15: 工作上學到點同人應付啲野, 因為工作需要, 自己摸索電腦 skill, 之後掌握左好多; case16: 我所有野都係依間公司學返黎; case17: 係工作中改變, 會主動同人傾偈; case19: 工作上嘗試過, 會多啲機會; case18: 工作困難可以幫我成長見識; case21: 工作令我更加清楚自己有咩方面唔好要改善, 慢慢摸索點樣同人相處.

Code	Sub-code	Examples
1. Career Development	g. Encountering difficulties at work *i. beginning at work*	case04: 同事唔夾, 一開始應付唔到架, 跟住後尾越黎越熟囉; case09: 挫敗感好大, 冇人幫, 靠自己, 後黎有能力經驗就應付到; case11: 自己能力跟同事有 D 差別, 成日做錯野; 都有人教, 大半年之後上手; case18: 老闆不斷叫你做野, 咁我又唔係好識表達, 覺得好多野做, 缺乏經驗, 唔識界定; case15: 第一個禮拜唔慣返工囉, 做下做下就慣; case17: 一開始都有啲擔心, 同人地相處唔到, 但係其實好快我都適應到;. case19: 工作環境太過陌生, 乜都唔識, 我個人比較怕事既, 難應付, 盡量做; case20: 最大困難係唔夠膽面對人, 係自信心問題; case21: 要適應唔同既人, 出面既人可能好有心計, 我自己唔識唔知道人地講既係點解; case22: 難適應, 唔識應付.
	ii. currently at work	case01: 依家工作應付唔到架.比如英文需要查字典, 會盡量克服; case03: 轉左好多工, 最難既地方係點樣可以好好善用到自己既長處係份工上面, 跟住發展得更加 好; case10: 我做親啲工都係好散, 自己條件唔夠; case15: 比較專業, 難應付, 解決方法就係問人地, 問上司, 問啲有經驗既人; case17: 擔心既就係我自己達唔到人地既要求.
	h. Perceiving requirements of work *i. work ability*	case01: 能夠完成左一件事冇做錯; case03: 要識得搵自己有咩缺點; case07: 咩都試囉, 真係真係要試; case09: 需要能夠應付到, 要你有一定既經驗; case10: 好新既, 你未試過既, 咁你就要學啊; case17: 要學多些技能; case20: 要掌握學習的能力, 認識自己長短處.

Code	Sub-code	Examples
1. Career Development	h. Perceiving requirements of work *ii. psychological essentials*	case01: 最重要緊係態度啦, 要有責任感, 唔好返工等放工; 又肯去學, 肯聽人地講我覺得會唔同哟; case03: 能夠受壓識得舒緩情緒, 要肯做, 唔係你就學少左野; case07: 耐性, 唔係好認真咁做野, 咁佢都會炒你啦 case08: 係要忍囉; 總會遇到 D 明明唔關自己事, 但係又變左關你事; case11: 做野有守則囉, 抱住做好每一份 JOB 既心態去做; case12: 唔好厭棄先囉, 盡量做; case13: 要有熱情, 了解自己同埋了解現實係好重要架; 要 open mind, 不論係發展興趣定係搵工啊, 定係做其他野, 攞經驗囉, 我覺得唔好怕蝕底; case15: 有正面心態, 如果你態度差, 人地有技能都唔會肯教你架, 要謙虛哟, 有好學哟既態度; case18: 有足夠自信, 控制到自己情緒; case20: 唔可以話覺得自己做唔到就做唔到囉, 你起碼要有肯學既心, 同埋要識得尊重.
	iii. interpersonal skills	case03: 識點樣處理跟同事及上司既關係; case04: 社交技巧; case06: 表達, 溝通; 最少人地 FEEL 到你有 HEART, 你有俾心機做; case09: 點樣面對同你唔夾既人, 點樣相處; case10: 學習待人接物; case11: 同人相處好重要, 我身邊啲同事有好多因為依方面處理得唔好, 而俾人排擠囉; case16: 要學點樣同啲人相處.

Code	Sub-code	Examples
1. Career Development	h. Perceiving requirements of work *iv. guidance at work*	case01: 現時上司好有耐心咁教我野; case03: 好彩遇到好既同事, 好既上司, 會話俾你聽你有咩問題囉; case10: 有人教你點樣做; case11: 老闆俾好多機會我去試之類啊; case14: 俾我慢慢去適應, 慢慢去教我; case15: 循序咁慢慢開始俾啲野我做; case16: 我上司會俾我自己去摸囉, 佢見你 ok, 就會再俾啲野你; case18: 有同事教左我好多野, 照顧左我好多野; case19: 最緊要係有人肯教囉, 遇著好既人教; case21: 差唔多年紀既人會話俾我聽, 教識我下次要點樣做啊.
2. Facing the future	a. A sense of hope for the future *i. hopeful future*	case03: 我會盡力地走, 走到唔得既時候咪搵人幫囉, 我覺得冇絕路既, 從來都冇絕路, 可能我試過咩都冇; case20: 有信心, 最重要係相信自己一定得, 唔係得一條路囉, 我相信依條唔得一定有第二條, 只係自己點樣去創一條路出黎; case12: 自己想做的行業一定可以發展到; case13: 自己想走既工作方向正正係冇人去做, 所以你就諗下點樣做到用一己之力改變, 唔可以淨係依家咁單一囉, 唔可以順應個社會, 接受左依家咁樣既情況囉; case15: 自己工作的行業發展有前景, 對未來感安心, 因為自己發展行業係主流, 唔擔心.

Code	Sub-code	Examples
2. Facing the future	a. A sense of hope for the future *ii. hopeless future*	case01: 希望唔係話冇既, 唔係好多, 自己可以發展機會好微, 我自己鍾意做啲咩我都唔知道, 即係我係唔知道, 到我真係搵到既時候, 其他人已經全部都好高學歷啦; case02: 前途迷茫; case04: 係有諗過將來, 只不過係無力囉, 我而家後生仲頂到, 但真係會將你嘅意志全部消磨晒; case05: 好迷茫, 唔知自己想做咩工作; case11: 對於未來進修好大機會唔得, 冇咁既信心, 仲係好迷茫, 有目標但點樣去實踐呢; case10: 冇乜信心, 見步行步算架啦; case16: 行到咩就咩架啦, 已經冇諗, 諗咁多都冇用; case21: 我唔知道我之後條路係點, 其實都迷茫, 我對將來冇安全感, 其實我自己都好擔心冇地方住; case22: 淨係做野, 冇乜前途架啦.

Code	Sub-code	Examples
2. Facing the future	b. Expectation of the future life	case01: 希望可以做到我依家職位既要求就 OK, 我都搵緊我既興趣係邊度; case03: 希望有獨立既經濟能力, 搵地方住, 如果工作生活穩定, 我想學一啲我唔識既野; case04: 有諗過進修, 只不過係想學野; case06: 健康, 我可以做到自己想做既野已經 OK, 我唔需要太多物質化既生活; case07: 我份人比較簡單, 唔係要求要好多錢, 只要應付到我依家既生活囉; case10: 有穩定工作, 有錢可以租到樓搬出去; case11: 好想識多啲唔同既人和事, 諗住賺到錢, 想之後既生活好啲; case16: 我期望就係我有錢用, 我已經沒咩所謂, 我已經冇鍾意既野架啦, 我依家直情愈來愈唔知自己鍾意啲咩野, 我冇興趣架; case17: 盼望有一份好穩定既工, 穩定既地方, 即係我只需要平平凡凡就得啦; case18: 夠食夠住, 有剩少少錢就夠架啦; case21: 希望唔好再靠人地幫我, 可以堅強咁行之後既路, 希望有啲成就感, 有屋住啦,好想生活安定落黎; case05: 依家生活冇咩感覺; 冇乜壓力幾好啊; case08: 我想過得休閒 d 囉, 我想做 d 野係好不設實際, 即係我唔係圍繞工作, 或者人生目標; case09: 能夠做自己想做的事就開心.

Code	Sub-code	Examples
2. Facing the future	c. Future Plan	case01: 需要學歷, 黎緊想進修, 最大既困難其實就係錢囉, 冇錢邊有得讀書呢; case02: 搞掂自己生活又用左好多精力, 半工讀真係好難應付, 收入同埋讀書都要考慮; case04: 現在生活真係冇時間讀書, 好多問題要諗, 就係學費要點樣俾, 生活費之後係點樣; case06: 先清還債務, 到時我鍾意做咩工都得拉; case07: 我都冇任何 support, 都係自己養自己啦, 讀書都唔會考慮; case11: 已報左上堂, 但太忙, 所以條路都幾漫長, 再讀書辛苦, 有壓力; case12: 都係借錢讀書, 點都係讀完之後筆數要還; case17: 在自己行業要進修才有發展, 無論經濟及學習能力都感困難; case18: 現階段要儲錢先至讀書; case20: 要有足夠既生活費, 之後先至讀書.
3. Personal grow-up experience	a. Negative impacts	case01: 好細個已經俾阿爸阿媽傷害, 形成自己好自卑成日好睇小自己; 童年真係影響到我依家好深, 令我以前對任何課外活動完全冇興趣; case03: 你經歷有啲野你會否定左自己, 永遠都係一個人, 我都慣, 係屋企我冇得為自己作主, 所以變左大個就覺得我好需要自主; case04: 係我依個環境出世, 每日至少有 3 次想死; case06: 我灰過, 因為壓力影響健康, 唔想同人講野; case14: 好多野可能係自細開始承受, 所以慢慢積累左, 自己難受既時候未必講得出難受啲咩; case16: 壓力影響身體健康, 自小為生活一直只為錢, 冇自己鍾意既野, 好少同人講野, 而家好啲; case17: 以前我自信心好低, 依家先開始慢慢建立得好啲; 想同人傾計, 但唔識得點樣去講, 因為細個無咩人會同我傾偈啊; case18: 好大壓力迷失方向, 好多情緒後遺症出左黎, 覺得真正既自己係不被接納, 覺得自己好冇用好冇安全感, 唔知到底應該相信啲乜野, 收埋自己好 depress, 真係迫死自己; case20: 果時成日都想自殺, 份人好負面, 好少講野, 只會應一兩個字, 因為我好驚答錯; case21: 成長背景影響我, 怕面對新環境, 我會情緒波動發脾氣, 因為自己 background 唔好, 我唔希望俾人覺得我做唔到野, 冇咩信心, 始終一直都係一個人.

Code	Sub-code	Examples
3. Personal grow-up experience	b. Personal development *i. being mature*	case01: 本身已經係一個好獨立既人, 環境迫住獨立; case03: 自己搞掂所有野, 我好細個已經買餸煮飯; case06: 人都要經歷架嘛, 我曾經可能都有咁差, 會自己開解自己, 了解愈多依個世界, 你覺得每會人都有困難; case08: 我覺得係一種經歷, 如果唔係有依 D 經歷, 可能我跟同齡既人一樣唔識照顧自己, 唔識溝通; case11: 獨立, 因為父母唔會理我任何野, 都係自己照顧自己; case15: 我份人本身樂觀囉, 可能之前俾阿爸打得多掛, 開心又係咁過, 唔開心又係咁過; case16: 我慣左自己一個人, 自己照顧自己, 係學校所有野都係自己搞掂, 未住宿舍之前我都成日搬, 對我黎講就係, 船到橋頭自然直囉; case17: 以前我成日轉地方住, 我好快就適應到, 係屋企咩都要我做, 可能咁樣迫我先可以獨立, 離開屋企開始做野, 個人係見識多左, 見識多啲人, 試唔同既野, 有自信左, 變得講多啲野囉冇咁怕醜; case19: 住既地方轉黎轉去, 搬黎搬去要適應, 可能搬得多, 叫做見得人多, 我都比較適應依啲啦; case20: 其實我都可以做到我自己想做既野, 唔一定跟住父母果套先有出路囉; case21: 細個已經好獨立, 自己照顧自己, 係肯接受自己唔係有一個好既人生, 接受到自己既缺點, 改善自己缺點, 讀書係無收入咁我返 part time, 條路我自己揀, 選擇左讀書, 咁幾辛苦都係我自己攞黎; case10: 一直都識照顧自己; case18: 我都幾照顧到自己; case22: 自己好獨立.
	ii. care for others	case18: 唔開心我都唔會亂發脾氣, 讓無辜既人去承受, 唔可以再讓啲情緒咁樣擴展出去; case04: （留意關心社會）問題就係, 唉, 係咪抗壓力低呢（指自殺率增加）; case08: （留意社會發生既事, 對公平公義有要求）容易為其他人的不幸感觸, 自己有助養兒童; case12: 做義工有一樣野係好, 你見到人地開心呢, 唔知點解你又會開心呢架喎; case20: 會出去幫下人, 可能出香港以外既地方幫下人, 有時唔賺錢, 但係自己付出會好開心囉.

Code	Sub-code	Examples
4. Barriers in life	a. Encountering barriers *i. accommodation*	case01: 離院後感無助; case04: 離院後有半年時間居無定所, 經常轉換地方, 最緊要係冇安全感; case06: 係宿舍初初搬左出黎之後, 冇地方瞓, 係商場度瞓左成 4 個月; case11: 逼於無奈要番屋企, 冇其他選擇; case14: 真係自己住呢, 係一件好困難既事; case16: 離開宿舍後急需找地方住, 最大困難永遠都係住; case17: 現時最大既困難係住; case18: 最大既困難係搵地方住; case19: 果陣時個轉介社工唔肯同我申請公屋呢, 我就真係頭痕, 因為果時呢我冇屋企可以靠啊嘛; case20: 住係好大問題, 成日都好唔開心囉, 因為我覺得一個穩定既屋企好重要, 即係點解我冇; case21: 擔心, 一定擔心生活; case22: 好擔心離開宿舍後住既問題, 最緊要有地方住.
	ii. financial strain	case02: 有借政府錢讀書, 未來要還; case06: 有大筆債務要還; case12: 已借錢讀書, 將要還債, 仍要再借完成課程, 到最後咪又係我自己一個人還囉; case01: 現時收入低, 要死慳; case09: 最大壓力係搵錢能力, 我好驚冇工返, 冇錢; case16: 生活困難, 我期望係有錢用; case17: 借 3 萬幾讀書開始要還, 我最擔心係錢, 依家份人工比較低; case20: 每個月一定俾家用, 仲要還學費, 跟住自己既生活費, 其實都大壓力; case21: 要搵錢交學費照顧自己生活, 亦要儲定錢傍身因為冇 backup, 好辛苦都要繼續; case03: 又要搵到錢, 照顧到自己黎, 又要 upgrade 又要生活, 點樣可以 balance 令自己生命平衡啲; case13: 要平衡讀書及工作; 驚工作影響成績, 讀到書呢我就真係唔使咁擔心住; case20: 要返工又要照顧家人, 我身體比較差同埋放左工去返學呢, 冇咩時間.

Code	Sub-code	Examples
4. Barriers in life	a. Encountering barriers *iii. obstacles in career path*	case01: 成績差, 咁你好難向上游架, 覺得自己係香港發展困難, 依個社會又要迫到你一定要讀, 大家都咁高學歷 但係如果我要讀返, 錢同時間係問題啦; case03: 出黎最大困難就係學歷, 你要一路讀落去, 依家大學生愈來愈多, 係啊, 變左自己就好似愈來愈貶值, 之後挑戰就係錢囉; case07: 最難係搵到自己想做既工, 我搵唔到自己想做既野; case10: 學歷唔夠人叻囉, 條件唔夠人好囉, 改變唔到, 就算學歷短時間內都追唔到; case12: 要讀到書, 有左成績就搵到工, 最慘就係要我讀書, 好辛苦; case09: 住宿舍時始終細個, 工作成日轉轉轉, 壓力重啲; case17: 如果要在社福繼續發展, 要進修, 不過就好困難, 對於我依家黎講錢同能力都係問題, 我想讀上去, 如果我 full-time 做野 part time 讀, 我驚自己比較難維持囉; case05: 仲未知自己想做咩工作; case22: 學歷低唔知自己有咩可以選擇.
	b. Overcoming barriers *i. anxiety*	case01: 當你冇左份工之後, 就會好大困難, 驚冇工作, 只有自己解決, 搵到錢咪生活冇壓力; case09: 我係一個好冇安全感既人, 轉工我會好冇安全感; case16: 其實我真係好擔心突然間冇左份糧咁點算, 冇人照顧我㖞; case21: 要靠自己啊, 我今個月用曬啲錢, 下個月就冇錢用, 我要儲多啲錢囉, 舊錢愈大舊安全感愈多, 你有咩事都有筆錢傍身嘛, 你知道自己唔會有 backup; case07: 覺得依家係生存, 唔係生活囉, 我覺得如果無左份工無收入, 可以咩都冧曬囉.
	ii. thought of facing barriers	case04: 我唯有寄望一個唔存在嘅將來, 即係可能未來會好嘅呢, 攞人地嘅不幸黎證明自己嘅幸福, 冇人會想了解你嘅悲傷, 人地好難代入你嘅問題, 尤其你個問題咁特別; case08: 船到橋頭自然直; 遇到問題, 有 d 野做唔到, 但無啦啦好似個天就會打開另一個窗俾你; case13: 有好多唔同既 connection, 你出到黎都唔使驚死, 我覺得總會有人幫到你; case16: 你改變唔到既話, 聽日都要繼續做架, 我覺得過左之後都要繼續面對; case20: 不停同自己講加油, 唔係得一條路, 只不過依家難行啲.

Code	Sub-code	Examples
4. Barriers in life	b. Overcoming barriers *iii. cope with difficulty alone*	case01: 一直都覺得要靠自己, 有事係自己諗, 唔會主動同人傾, 因為我覺得講出黎都冇用; case02: 頂硬上就好似一仆一碌咁樣都做到啦, 真係自己生活要自己搞掂, 無人照顧; case04: 邊有人幫我解決, 朋友實質幫助就一定冇架啦, 慣左自己一個解決, 搵人講完之後對件事無幫助, 可能仲衰添, 既然冇幫助, 甚至係講完都係要自己面對, 咁點解同人講呢; case05: 有問題我會自己諗辦法解決; case06: 我唔會特登搵人傾囉, 咁因為人地都忙; case07: 盡量自己解決; case08: 盡量靠自己啦; case09: 我覺得自己可以應付; case10: 自己先可以幫到自己; case11: 幫到我都有限啦, 人地都有屋企, 驚騷擾到人嘛, 有問題都係自己解決; case16: 我好細個已經慣左靠自己, 咁你話我有冇人幫, 其實冇架; case17: 屋企都冇野俾我靠, 要靠自己; case18: 有困難冇同任何人講, 包括我朋友都冇啊, 會自己搵方法, 搵舒服既位; case20: 要自力更新, 就算幾辛苦都好都唔會同屋企人講, 若有困難自己解決, 會同好朋友講, 但我唔會奢望幫到我啲咩; case21: 我好少同人地講咁多, 由細到大我都唔習慣將我自己心底裡或者唔開心既野同人講, 一啲好少既事我自己可以解決到, 就通常都唔會同人講, 因為冇用架嘛; case22: 自己解決到既咪唔會問人, 有事自己收埋.
	iv. seek for help	case03: 有困難我唔一定解決到, 自己唔得咪搵人囉, 即係唔好格硬黎, 要自己搞掂, 我以前都係; case14: 覺得我一路都幾幸運下, 有唔同既人幫; case11: 真係有事我會搵服務; case16: 有困難(例如經濟困難)會搵社署或社會服務頂住, 唔會搵教會或朋友.

Code	Sub-code	Examples
5. Personal needs	a. Need for accommodation	case04: 首要一定係搵到地方住, 搵唔搵到工遲啲搵都 OK, 搵到地方最緊要; case07: 現實係最需要係住屋問題囉; case13: 冇住既地方我條路都係難行, 如果住方面解決少左個擔心已經好好多, 就有空間搵自己方向; case16: 咁我搵到地方, 即係我起碼有地方住唔會趕我走既; case18: 需要搵左地方住先, 然後搵工; case20: 住都冇地方唔使諗其他架啦; case21: 住係容身之所嘛, 你冇地方住你咩都做唔到, 冇地方住, 仲諗讀書?; case22: 俾個地方我住就話幫到我啫, 唔係都冇咩用架.
	b. Financial need	case01: (居住已解決)對我黎講呢, 有收入就已經 ok, 否則好大困難, 咁你都要食架; case06: 依家最頭痛要解決既都係錢囉; case16: 我始終冇屋企既人, 宿舍唔係俾你住一世架嘛, 我依家搵既工, 除左要照顧我自己之外, 仲要儲錢預備之後住屋使費, 全部都係錢; case20: 申請讀書最大困難就係冇錢囉, 冇人資助, 基本上冇屋企人資助既話, 就算你有方向, 知道讀邊間都好, 你無錢都係讀唔到.
	c. Opinion seeking	case01: 想有實際幫忙, 亦想有人傾, 聽意見, 即係關於前途; case02: 想有人俾意見, 朋友問唔到意見; case07: 想有導師傾, 佢識既野一定俾你多, 咁自己又唔係咩都識架; case09: 遇到困難好需要聆聽, 我會聽人經驗先囉, 再去諗去決定, 好需要人地 support 我; case12: 係自己想發展既行業或學業, 好需要人地既意見; case17: 我一定要問人意見, 睇人地會講咩; case18: 大人果啲經驗啊, 我就好鍾意聽; case19: 好需要聽意見; case20: 冇人幫會好迷茫, 我想搵人教我點做, 好需要一啲具體既建議點樣去做.

Code	Sub-code	Examples
5. Personal needs	d. Psychological health	case01: 信仰影響到你既睇法, 唔會覺得自己好渣, 相信可以改變; case03: 建立信心, 無信心既時候做咩都唔成功; case20: 心靈上支援一定需要, 要提升自信心; case06: 健康囉; case13: 好大壓力架, 又要讀書, 又要返工搵錢; case02: 有事想搵人傾, 想有 mentor; case12: 有問題時候好想有人去聽我講; case14: 需要有個社工開解我, 都驚驚地自己解決唔到, 驚我自己負荷唔到心理既野; case17: 自由一定要有, 學點樣處理問題, 你要信任佢囉, 多啲溝通下, 俾啲空間佢囉; case18: 想有人了解, 大人未必識得尊重我地選擇, 覺得我地冇乜所謂, 就夾硬迫我地做某啲野, 要俾基本既尊嚴或者少少既關心同埋愛, 我地已經覺得係甘露黎架.
	e. Broadening personal horizon	case13: 要開下眼界, 讀書唔單只係職業導向, 仲係培養另一個思維模式, 知識比錢重要, 不論係發展興趣定係搵工做其他野, 攞經驗囉, 我覺得唔好怕蝕底; case16: 我成日返工返學或者去玩, 可能咩都冇得著架嘛, 如果係去教會聽下啲道理就會學識點樣做人處事啊; case17: 需要有視野, 而家香港都要啦; case21: 學到其他野我覺得係好好, 住得係宿舍既人其實佢地真係冇咩機會出去見識下世界, 出去其他國家我覺得應該係大部份人渴望既一件事; case08: 學習跟貼社會時事啊, 人與人之間溝通.

Code	Sub-code	Examples
6. Influences of family	a. Negative influences	case01: 自己好自卑成日好睇小自己, 影響情緒, 無法發展興趣; case03: 佢唔了解我, 無擺時間了解我啦, 我冇咩特別興趣, 好細個既時候, 我媽已經剝削左我好多興趣, 冇得為自己作主; case06: 細個要自己照顧自己, 仲要理埋屋企, 我已經冇左童年, 因為母親既情緒, 我好折磨架; case07: 屋企人係精神上虐待緊我, 唔俾自由; case11: 有代溝, 傾兩三句就嘈起黎; case13: 屋企都唔係好俾到我適合既成長環境; case16: 無人關心我身體, 我身子好弱架, 但係我咩都夾硬黎架, 因為冇人關心我; case17: 母親都唔信任我, 係完全唔信; case18: 接受好多負面思想, 覺得依個世界唔會接納真正既我, 我會有好多恐懼; case20: 冇自主, 原本可能有少少興趣既, 搞到完全冇曬興趣, 即係厭惡.
	b. Current relationship with family	case03: 會掛住我媽咪, 但係又好驚佢, 好矛頭囉, 佢始終都係我啊媽, 依家好平穩, 可以出黎食飯行街啊; case06: 間唔中食下飯, 有需要間唔中經濟上幫家人; case07: 諗住照顧家人; case13: 開始搵返多地媽咪, 始終都要照顧, 等佢地老左, 又有經濟能力既話, 都可能照顧, 現時間唔中食下飯; case14: 同我媽既關係相對係好左好多既, 我都覺得我媽係變左既; case20: 冇辦法可以一齊住, 間唔中返去住一晚, 關係好左好多, 想照顧親人, 我覺得都要孝順; case17: 唔溝通架同阿媽, 最多都係佢自己主動同我講野, 我好驚我阿媽會突然間唔夠錢問我攞好多錢咁樣; case21: 有 keep 住聯絡既, 見面食飯囉; case19: 同家人相處冷淡; case15: 仍有聯絡家人, 同我媽好啲, 阿爸就難相處, 同屋企關係好左; case12: 仍然保持鬧交就鬧交, 依家基本上電話聯絡; case11: 返去住之後冇一次係真係放左工返屋企既, 精神上有困擾; case18: 冇聯絡啊, 仲未去到依個地步; case04: 沒有聯絡; case16: 冇再聯絡, 好多年無聯絡; case22: 冇聯絡.

Code	Sub-code	Examples
7. Influences of school	a. Help in adversity	case01: 老師唔會關注我地既需要, 老師淨係想你讀好書之嘛, 幫唔到我; case03: 有搵過學校社工但係都幫唔到手, 係學校受欺凌, 老師覺得唔係同學既問題; case04: 老師會同你講每個人都會有困難, 你自己解決啦; case13: 學校社工都冇咩幫到我, 我最需要搬出黎住佢又幫我唔到; case18: 我唔覺得有咩用, 其實學校社工係唔識做啲咩; case20: 學校社工唔會明白我, 我喊都扮聽唔到, 好似冇一個老師明白我, 只係鬧我點解咁唔乖; case21: 班主住會知道你既情況, 可能佢會關心下你, 點解你有時上堂咁唔專心啊; case22: 完全冇幫自己; case11: 是學校社工在中一發現有家暴, 轉介至宿舍; case12: 小學社工發現家庭問題, 同啲老師冇咩傾喎, 啲老師好似好忙咁喎; case17: 學校社工清楚啲家庭問題, 但係我班主住就唔係好清楚, 其實班主任唔係好熟悉架咋.
	b. Nurturing role	case01: 有果啲職業培訓既, 我淨係知道我就黎要返工, 成績比較差, 所以選擇唔係好多, 冇用架, 我讀唔到書; case04: 總之你有少少唔正常, 一定會有人排斥你, 同學會排斥你, 老師會, 學校唔會發展興趣, 只係著重學業, 興趣對個社會冇幫助, 覺得你唔會做一個有用嘅人; case05: 學校啲老師都係叫我讀書, 但我讀唔到, 升學果邊講囉, 就業果邊唔講架; case07: 根本冇話俾你聽, 其實讀書係為咩野, 講升學方向, 好少講話依家啲實際工作有啲咩野啦; case09: 我覺得學校既知識帶唔到入社會囉; case11: 學校唔會教求職技巧; case12: 空間會縮窄得更加細啊, 一開學就派本手冊俾你, 然後就係校規黎; case14: 我覺得學校俾你果啲呢, 係好過時; case15: 學校主要關心最 top 果幾個考成點樣, 有教你點樣可以有出路, 讀書囉, 唔會話你將來做乜野, 唔算有空間發展興趣; case16: 學校有教文書技巧, 但唔夠用; case17: 好似冇乜野培育職業發展; case03: 轉校後參加好多課外活動, 做領導, 我係果下有成功感, 有老師既肯定讚賞, 你就會開始有信心去做, 好緊要; case13: 中學教既野對我黎講唔係好重要, 但撞到一個啱傾同埋肯教書既老師, 我諗啟蒙到我依家; case21: 學校教你既好多都係書本上既唔實用, 好少教你職場既野, 課外活動有機會認識自己既, 通識教你對時事既 sense, 辨識咩係啱咩係錯, 有咩睇法有咩主見, 呢樣野係好需要; case22: 學既野冇用.

Code	Sub-code	Examples
8. Peer group		case03: 教會朋友啦, 以前做野識落既朋友啦; case05: 有事會搵 friend, 鍾意相約中學時認識既朋友; case06: 必要時都有1,2個朋友幫到我, 咁有咪夠囉, 唔需要太多, 我要傾偈好多人可以傾偈; case08: 好多都係宿舍識, 我有好多唔同既朋友, 朋友好重要; case16: 有 Keep 左好耐既朋友, 我覺得真係好滿足, 朋友唔使多; case01: 普通朋友, 好少傾自己野; case22: 有急事都有朋友可幫, 冇咩朋友, 有冇都冇所謂; case15: 有問題都想搵人傾架, 但係如果同 friend 就少講囉, 唔慣; case04: 有時會約出黎.但係少囉, 知道我處境, 大部分都知, 即係我熟果啲都知既; case11: 少聯絡, 因為大家忙, 自己好怕大班人活動.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	a. The intervention of Evangel Children's Home (ECH) *i. expectation*	case01: 因為我有地方架嘛, 入青年宿舍純粹有個地方, 係放寬入住; case03: 咁係有個地方住, 覺得有個地方俾我住已經好開心; case07: 離開屋企, 冇屋企住啦; case08: 係為住架咋其實; case11: 居住可以話係當時最需要, 冇期望職業方面服務; case12: 總之佢有地方俾你住; case13: 其實我入去住都係為左間房同為左張床; case15: 我留意既係有冇得住, 冇留意有關職業服務; case16: 需要有地方住; case17: 我冇諗咩, 我只係想搵地方住; case18: 求其係有個地方瞓架; case19: 叫做搵地方落腳; case20: 淨係諗有地方住; case21: 我真係需要一個地方住; case22: 自己冇地方住; case06: d 租平就過黎, network 大 d 囉; case04: 只不過搵個地方住啦, 可能幫我搵工; case05: 想出黎學下自己獨立生活, 都期望搵野做; case10: 獨立出去住, 同埋想有啲團體生活; case12: 總之佢有地方俾你住, 原先係諗住讀書既, 入住果度一定要做野吖嘛, 跟住然後, 唉算啦咁做住野先囉; case17: 只係想脫離個屋企搵地方住, 當時未有做野或讀書諗法, 因為要求就算讀緊書都一定要有野做, 讀上去又要錢, 所以做野.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	a. The intervention of Evangel Children's Home (ECH) *ii. career guidance*	case03: 最大幫助唔係搵工, 係關於情緒既需要, 幫我分析, 年青人知道好多野, 但係知道左點樣去揀呢, 真係需要有人同佢傾一齊分析; case04: 幫我搵到工, 但佢地淨係知有空缺, 唔知詳細就介紹, 人工會比較低, 工作量多; case05: 教我搵野做既方法啦, 俾我試好多唔同既工; case09: 工作挫敗後, 宿舍幫左好多既, 教我點見工準備, 不過介紹工作對我黎講冇用唔實際, 所有工都係自己搵; case14: 幫我搵到工, 我覺得係最幫到架囉; case11: 都知道自己想做咩, 所以評估對我都冇咩幫助, 工作是自己搵, 但有宿舍教路; case12: 返工唔識會問宿舍導師, 有導師分享自己過去工作經驗, 可以參考; case13: 多左機會俾宿生接觸唔同既職業, 或者搵自己興趣, 但不停灌輸出黎做野好過讀書, 唔應該咁樣阻礙宿生既發展, 應該係青年人主導, 而唔係咁樣 order 落黎; case10: 有介紹工作, 但冇咩野俾我做, 之後自己搵工; case01: 宿舍好鼓勵我地出黎做野, 即係唔係好鼓勵讀書囉, 職業評估技巧等有用既, 但唔夠實際, 我成績唔好, 知道都冇用, 有介紹工作, 但想知有咩選擇, 入行門階, 要成績點樣果啲會實際啲囉, 家舍介紹工作會較照顧, 唔係真係體驗工作環境; case06: 唔會講俾你聽係咩公司咩 POST, 你去見可能係完全兩樣野, 我地都有自己諗法, 但係咁叫人出黎做野, 佢地唔係第一身, 唔會知道我地想要咩, 淨係往往想將 D 最好比我地囉, 但係佢地既最好往往唔係我地眼中既最好; case07: 唔建議讀書, 叫我地做野囉, 我覺得如果住係果度, 就唔會係按曬自己既意思去諗野囉, 都要迎合佢地想要既野; case19: 介紹的工作與期望工種有差別, 人工苛刻, 之後自己搵; case20: 有鼓勵, 之後既路想搵人教我點做, 但係佢地有時會話唔係下下都要我地提, 要我地話俾你聽; 其實我地都係好迷茫, 好多野都係自己探出黎, 話個職業唔適合, 我覺得適合啊, 咪即管去試下囉, 佢建議我做既職業我唔鍾意; case21: 有提供過搵工既, 但係我未需要到佢地幫我搵工囉; case18: 介紹工作話老闆好好, 但始終未去到真實未睇到果啲環境, 個真實結果好令人驚訝.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	a. The intervention of Evangel Children's Home (ECH) *iii. career-related lessons*	case01: 大家能力都唔一樣, 未必兼顧到你既能力, 效力唔係咁大既; case18: 果啲我覺得相對係淺啲, 每個人既程度或者點樣都會唔一樣; case04: 對我有用呀, 冇興趣, 硬性要上未必鍾意; 英文要學嘅, 問題係一個禮拜一堂學唔到; case05: 冇乜特別, 學既野關於文職就有用, 自己唔做文職就冇用; case07: 問題我地個個能力都唔同, 能力係有高啲低啲喎; case10: 上上下我都要返工, 都冇上囉; case11: 租屋呢類實用; 電腦班麻麻太淺, 英文班一開波都唔明講乜, 之後分高低班都係唔識; case13: 語文對我黎講唔需要, 大家程度唔同; 寫求職信那些不符合宿生搵既工作; case14: 搵返黎既老師其實係講得好既, 但係唔啱我地, 即係我地條件做唔到囉, 幫助唔大; case15: 對我黎講用處唔大, 已經識; case16: 英文堂 1 個月先上果 1,2 次有咩用, 我啲英文底唔好; 要交數嘛, 都要有啲野俾人睇架嘛; case19: 已識, 太淺; 要求有個出席率, 要交數嘛, 如果唔係佢點開返依啲堂; case20: 租屋資料有幫助, 課程多數關於文職, 唔啱自己; case21: 唔可以完全 meet 到每個人既需要, 亦視乎老師教得好唔好, 應該要教實用切合我地需要, 用啲錢帶我地去體驗其他國家既生活更好, 開闊眼界; case22: 冇咩用, 最有用語言; case03: 課堂內容是需要的, outing 活動可以令大家認識到更加多; case12: 電腦有用, 因為我本身電腦好差.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	b. Intervention of the general Children's Home *i. building up relationship*	case02: 搵佢佢一定唔會唔見左人, 一定唔會搵唔到果啲; case03: 真係當啲宿生係仔女咁樣; case05: 導師佢地都幾好; case09: 好夜佢地都願意坐低同我傾一陣偈, 我覺得呢個係最好, 反而工作 backup 唔太實際需要; case11: 因為悶, 所以成日搵宿舍導師傾計, 工作上有咩問題, 第一時間搵宿舍家長傾計; case12: 同某導師熟略, 有事會搵佢傾計幫忙, 以前宿舍關係都好好; case14: 住過的宿舍覺得自己係一份子, 每一個人都係好重要既, 邊個有唔舒適唔開心都好緊張, 真係好似家; 但亦住過宿舍係覺得你只係一個個體, 係依度暫住, 就無咩感情, 幾個家長關係就係你有你做, 我有我做, 無咩聯繫; case18: 導師既關係都好, 果個互相既關係係好好; case19: 有需要就會搵導師傾, 會同佢地傾偈, 發洩下情緒囉; case20: 宿舍真係好關心我地, 好擔心我地, 都試過有宿舍職員每次叫我地傾就一定係做錯野, 如果唔係平時佢地唔會同我地傾偈; case21: 可能宿舍啲人影響我, 我細個成日聽: 你大個要識得保護自己, 要係邊方面發展, 即係一直都有社工同我講依啲說話, 我大個既時候會諗返, 宿舍家長佢地好好, 好關心我, 我覺得其實仲有人關心我架喎, 我唔係自己一個架喎, 依個都係一個幾 warm 既事; case22: 有需要都會搵宿舍幫; case01: 有講佢經驗, 即係我既困難佢好似唔會心同感受咁樣囉, 你有學歷啊嘛, 我都冇, 好難一出黎無啦啦會有人搵你做野, 冇咩用囉, 唔明白我處境;

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	b. Intervention of the general Children's Home *i. building up relationship(continued)*	case04: 見到咪講兩句, 冇乜點講自己野, 經驗話我知搵人傾, 情況冇好過, 可能仲衰啲添喎; case06: 會同佢地傾偈, 成日都話我地唔明, 佢地好多野都係企係自己個位, 冇幫我地真係去諗, 覺得自己咩都明, 好多經驗; case07: 成日話之後條路點, 係咪搵屋住定係返屋企, 果陣我已經係煩緊搵屋住果啲野; case10: 見到你就話唔好成日留係裡面, 出去行下啦, 出去行下唔使錢啊, 俾既建議有啲不切實際, 唔理解啲人囉, 咁你要睇需要; 佢地係好人既, 只係講既野唔啱聽; case13: 都知佢地係為我地好, 但係想法太強, 唔合宜; case15: 試過有宿舍話定期有職員同你傾計, 但一直都冇人傾過, 佢話你冇咩野傾啫, 你又冇咩犯規, 乜事都冇好穩定囉; 理想中既同行就係, 我有咩問題果陣, 佢可以幫我解決, 佢有咩問題, 佢可以同我講野, 咁我又可以幫佢解決 咁就最好, 一齊分享; case16: 住過宿舍係冷淡, 人情味冇咁重, 每個人係返一份工, 有啲人有心既有啲人無心, 宿生當宿舍係酒店咁; 亦試過宿舍啲姑娘好好, 好關心你, 幾累都好, 都係好開心同宿生一齊, 唔係淨係管住你地囉, 我唔鍾意你, 我點會想參與你既活動啦; case08: 入宿舍時咁啱我 daddy 過左身, 佢地總係覺得我有負面情緒, 需要開導, 咁我唔需要, 佢地覺得我包拗頸, 人人都唔同既, 要本住自己既過去去教人, 本住自己過去既經驗去開解我地, 我覺得唔應該係咁樣, 應該要隨住我地想要既野去幫助發展囉.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	b. Intervention of the general Children's Home *ii. learning and development*	case21: 成熟左, 聽多左野, 識多左野; case03: 最大幫助係心理輔導, 係宿舍 build up 自信心, 原來咁少既野我都可以幫到人, 大家入得黎既有背景, 大家要互相尊重互相關懷, 好緊要; case04: 跟住得耐既宿舍同宿生感情好啲; case06: 開始係一個好絕望既狀態, 唔講野, 後尾慢慢同宿舍啲女傾多計, 大家都開心既, 接觸左多 d 試多 d 囉; case08: 入宿舍時反叛, 幾偏激既, 後尾見同房女仔唔知點解好冇自信心, 咁我咪同佢傾下偈; case09: 學識打理自己既能力, 去迫你成長, 有啲表演活動增加自信心, 同宿舍及宿生關係很好, 係美好回憶; case10: 果時真係冇咩朋友啊, 唔會同人講野, 後黎都會傾下計; case11: 初初入宿舍時候唔適應, 好似屋企人唔理我之類囉, 自己社交唔係好 OK, 係宿舍無形之中已經學識左架啦, 始終要同人溝通, 宿舍俾到我一個好好既環境, 搵到真正既自己囉, 我細個唔係好似依家咁成日講野, 真係營造到一個家既氣氛; case13: 見多左唔同既人, 學識點樣同人相處; 入宿舍前冇一個溫室俾我做自己想做既野, 跟住係宿舍變左個 shelter 俾我可以靜返落黎, 慢慢搵自己方向啊; 多左啲朋友, 不停咁傾偈, share 大家既諗法, 好重要囉, 之前淨係諗解決自己既生活; case16: 我啱啱搬入去宿舍既時候脾氣好燥, 但係我好少會發脾氣既, 到最尾咁樣唔得架喎, 真係自己反省返, 跟住慢慢改左依樣野; case17: 係宿舍學既野多左, 依個係真既; 細個人際關係差啲, 出黎住左宿舍之後, 自己搵野做呢, 個人獨立啲識得諗啲囉, 認識多啲野, 見識多啲人, 人際都好啲囉; case18: 每個月都規定我儲錢, 即係點講呢, 你有時唔叫我做, 可能我使多左, 呢啲其實都好幫到既; case20: 一入去果陣時覺得佢地咩都管住囉, 好似我媽咪咁樣, 好煩鬧返佢地, 但係慢慢覺得佢地真係為我好, 有反省佢地鬧既野, 我之前唔開心呢, 自己收埋唔會講出黎, 學識左表達自己; 開頭唔識照顧自己, 一塌糊塗, 佢地一路放手俾你, 一路建議你應該點做, 咁我就慢慢開始自理.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	b. Intervention of the general Children's Home *iii. follow-up care*	case03: 宿舍職員都有問我情緒上點樣，我其實一有唔開心就會打俾佢; case04: 離開後仍有聯絡了解我基本需要，協助租屋及找到一份較不辛苦工作; case06: 仲有聯絡 tea; case08: 間唔中有資料想問會聯絡; case09: 同感情深既宿舍仍有聯絡; case10: 有需要搵佢地都會答既，問有冇工介紹，咁佢都會既; case12: 現在仍有跟某導師聯絡，唔掂既時候即刻 call 佢囉; case13: 現在間唔中有聯絡; case15: 冇乜主動聯絡，但宿舍導師有時會聯絡食飯; case19: 我耐唔耐都會返去探下啲小朋友啊，買啲禮物俾佢地開心下; case21: 若有需要時會搵返宿舍，想一齊成班人一齊傾，究竟件事可以點解決，但仍不會安心，因為將來既事啊嘛，咁唔一定幫到你架嘛; case01: 離開後冇再聯絡，有困難時從來都冇諗過搵返家舍職員，因為你已經走左啦嘛，對方冇責任，職員亦冇表示可以搵佢地; case05: 好少聯絡; case11: 都已經 close file，有時間得閒會傾幾句; case16: 以前宿舍感覺似家，仲有聯絡; 宿舍就係宿舍，始終只係一個服務黎架囉，我住既時候有困難，我可以搵佢地，但係我離開左，我已經唔係你檔案入面既人，始終唔係親人，我覺得親人就係果種我有困難會搵你既感覺，但係依啲始終係外人，佢對你好係好既，但係始終你走左; case20: 大家陌生人住埋一齊，有時會覺得好唔舒服，但一直係宿舍冇家既感覺，依家宿舍大家成班朋友住埋一齊，但都唔可以話係屋企人，唔可以話有屋企既感覺.

Code	Sub-code	Examples
9. The role of Children's or Youth's Home	c. Limitations of the general Children's Home service *i. switch of Children's Home*	case16: 宿舍住得太耐要離開, 冇辦法社工要搵個地方安排我, 始終宿舍係宿舍黎既, 咁你夠鐘夠時間就真係要走囉; case21: 同宿舍好少留 contact, 廢事自己會唔開心, 對宿生又好, 對 PARENTS 又好, 對姑娘又好, 冇咩太大既感情, 點解宿舍我要 2 年就轉, 唔可以去到我真係安穩既時候先走, 要兩年轉一次, 要再適應個新既宿舍, 我真係好怕面對一個新環境.
	ii. rules and regulations	case03: 管束上 over 左, 有啲人係唔鍾意俾人管太多, 太細微既野你都要管咁樣, 我已經都算係成人; case09: 好多規範, 真係冇辦法接受到咁既生活, 無奈要接受; 有個社工同我傾偈好似朋友方式, 我鍾意囉; case16: 住過宿舍冇咁多規矩, 唔會好講原則, 依家我覺得你冇愛心; 我有能力冇野發生既點會住宿舍啊, 有問題先會住宿舍架啦, 都想要一個療傷既地方, 但你冇人情味, 感覺做既野好表面; case17: 管得太嚴咩都跟曬你去做, 大個左依然有咩都要問你, 自己就冇左點樣處理問題能力, 你要信任佢囉, 可能同佢多啲溝通下, 但係你都要俾啲空間佢囉; case18: 返到去係依然要有好多規矩; case21: 10 點半佢就叫你俾個電話佢架啦, 12 點鐘就要你關燈瞓覺架啦, 無論你 16 歲好, 22 歲好都要交電話, 要求你按照佢個規矩去搵工, 無可能按個人意願; case19: 有機會可以拍拖, 但局限於個宿舍生活規則, 冇左拍拖機會.
	iii. difficulties	case03: 同宿生有衝突, 需要有足夠既導師同佢地傾偈囉, 唔係純粹理佢地既生活作息啊, 或者佢地處理自己啲事處理得好唔好, 真係要同佢地傾心事, 同埋導師一定要好容易同年青人溝通, 會肯定佢, 嘗試去明白佢; 揀導師好緊要, 導師要 EQ 好高, 因為要面對我地依啲情緒大起大跌既人呢, 細微既動作都可以令到我地爆發; case04: 見過社工流失率大; case07: 見到佢地會負責好多野囉, 又要搞 program 啦, 又要 follow case, 文件啊又係佢地; case14: 香港個個人都好忙, 尤其係服務界, 佢地可能忙到陪屋企人既時間都少, 好多人係 chur 住佢地需要佢地幫助, 所以你話想搵一個完全可以幫到我既希望唔大, 除非果個係真係你既家人; case16: 住宿舍既人未必係佢地想既, 都會有啲心理問題, 嚴重啲既要睇醫生食藥, 但係有啲係未必會俾你知道佢有心理問題既, 我都係情緒大既人黎既; case18: 其實對於佢地黎講係好難架, 勁多 paper work 要做, 要完成計劃為左交代; 宿生好多方面要去照顧, 情緒有好多, 好敏感, 容易同職員衝突, 要擔心有人會無啦啦走黎鬧你, 面對好多有情緒的人, 壓力同情緒係會傳染.

Code	Sub-code	Examples
10. Social service and support	a. Social worker	case04: 學校社工見你冇剒手冇咩就唔會跟, 你諗下一個社工跟到幾多個 case, 一定有啲內在既問題, 只不過唔講出黎, 佢地係有心既, 但唔係真正關心你, 只不過係一份工作; case07: 其實你話社署社工既作用, 幫你去達到目的架啫, 達到左目的之後, 其實佢係冇野做架啦, 咁佢就 close file; case11: 真係睇你際遇遇到邊啲社工, 社署個社工對我黎講都係零支援, 只會係工作時間 support, 真係好有限, 依啲要講心, 俾既建議唔係話真係係我處境去睇成件事; case16: 我要社工就係要實際幫忙, 你諗下, 我依家有事發生啊, 我唔開心打俾你既時候, 你可能收工囉喎, 跟住打得通俾你呢, 到時我件事都冇左啦, 宿舍社工比較重要啲; case17: 之前跟我社工試過呢跟左幾個月之後就換另外一個, 跟左一日又換另外一個; 其實有事要傾呢, 只有搵宿舍社工就可以傾, 但冇特別情況都唔會傾架啦; case21: wardcase 社工冇咩事之後都唔會見到, 唔會特登黎 follow 我.
	b. Church community	case01: 教會俾到盼望, 現在返教會搵到支援;俾到安慰我, 唔會覺得自己好渣, 有需要時在金錢上幫助渡過難關; case03: 在離家後教會協助提供暫宿, 現時有返教會; case06: 現時有返教會, 佢地係肯 SUPPORT; case15: 現時有返教會, 牧師有同行既感覺; case16: 現有返教會, 少講自己野; case17: 依家少左返, 其實我覺得返教會都幾好, 都會好舒服聽佢地講野, 有啲人都 ok; case18: 教會有導師; case20: 教會俾左一個之前無既安全感溫暖我; case21: 有返教會, 我覺得佢地對我係有正面既影響, 教識我唔同既野, 佢地會俾意見我, 我同佢地講需要搵工, 佢地會幫我搵工, 我覺得係大家一班人互相幫助好似好開心咁.
	c. Mentor	case01: 好難識到, 純粹係打招呼; case06: 對方唔了解自己困難, 建議唔實際; case07: 我有既, 個問題就係佢好忙, 我又返工, 成日都夾唔到時間, 好少聯絡; 佢地係好有心, 可能佢地未必有經驗, 唔識同我地溝通啦, 跟住, 我覺得冇咩幫助囉; case08: 有, 得閒約下, 佢都幾好人; case11: 關係好, 我黎緊可能會讀番書佢係主要影響, 真係同你講番而家個世道點樣.