ABSTRACTS

Ji Young Choi, Dou Young Lee, Soo-Hyun Lee and Hyun-Joo Jung, “Are Special-Purpose High School Students Under Too Much Stress?”

A large scale research has been provided by scholars on the stress among Korean high school students. In particular, the levels are expected to be higher among students who attend special purpose high school. Although the special purpose high schools enroll a small percentage of the nation's high school students, many of them are considered as top elite schools. These schools have increasingly come under special attention for gaining higher possibility of admission into the nation’s top universities. Therefore, elementary and middle school students are forced to enroll in private education in order to go to the special-purpose high schools. The competition and study-related stress among students among special-purpose schools are well known to be enormous. This research has led to the development of studies to measure their stress. In this study, a modified ICSRLE scale was used to measure stress factors among high school students enrolled in special-purpose students. For comparison, the stress factors of students at general high schools are examined, as well. The results of this study suggest that students at many of special-purpose high schools are in limited danger of developing stress-related illnesses. Yet, there is no significant difference of stress levels between students at special-purpose high schools and general high schools.

Liu Dian, “Habitus, bullying addressing and Confucius heritage culture --- The bullying addressing strategies of middle school teachers in Wuhan and Hong Kong”

The worldwide prevalence of school bullying has highlighted school bullying a global concern, and bullying addressing an urgent issue. Numerous addressing strategies, such as the whole-school approach, restorative approach, are applied in various contexts to both prevent and resolve the bullying situation at school. These addressing strategies and prevention programs have been repeatedly conducted, reaching different effects. A gap in current literature, however, is that the influence of cultural norms, as well as the contextual social and cultural differences have been largely ignored, thus limited cultural analysis has appeared to support a cultural-difference comparison.

This study examines the role of CHC in mediating Chinese middle school teachers’ manners of bullying addressing, based on the interview data with 21 middle school teachers in both Hong Kong and Wuhan. Borrowing Bourdieu’s idea of Habitus, this article demonstrated four characters related to Confucius cultural codes.
in conflict handling in a school context, i.e., protecting the dignity, empathizing social hierarchy, maintaining uncertainty, and attaching long-term orientation. This article also reveals that teachers’ bullying addressing practices are guided by the said strategies accordingly on campus. This study offers a China example in relation to the analysis of cultural difference between CHC and non-CHC contexts, and calls for more empirical research in this perspective.

Joseph Wu, Hoi Yan Cheung and Veronica Lai, “Having a romantic relationship in your university life? To be or not to be?”

University students are undergoing an important stage of psychosocial development: seeking and establishing intimate relationships. Satisfying romantic relationships can facilitate successful identity formation. However, being engaged in a romantic relationship may not necessarily bring good to everyone. “Backfire” from a dissatisfying romantic relationship may bring harms to some students who are already being too busy in their university lives. Undesirable interactions between partners can trigger some negative emotions (such as feelings of guilt and regret on having such a relationship) among partners which may lead to a deteriorated psychological wellbeing. So, a dilemma is: Should university students be encouraged (or discouraged) from having (or developing, for those not yet having) romantic relationships in their university lives? With a sample of university students from Macau, students having a romantic relationship at the time of data collection reported higher levels of overall life satisfaction than those who did not having such a relationship. Among those who reported having a romantic relationship, higher levels of relationship satisfaction associated with higher levels of life satisfaction. With respect to the negative emotions arising from a dissatisfying romantic relationship, feelings of guilt and regret were shown to be two influential factors. To conclude, our findings suggested that university students could benefit from having a romantic relationship, provided that the relationship were satisfying and no negative emotions came into the relationships.