From School Dropouts to Achievers: Reengagement of Student Learning in Youth College

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Qualitative case study has been adopted as the research methodology. Twelve students who had previously dropped-out from secondary schools but have become achievers whilst studying in YC have been identified as subjects. Prior to data collection, a case study protocol has been worked out. All subjects were interviewed individually, and the processes were tape-recorded. Each interview lasted for about two to three hours.

Preliminary results indicate that the students have drastic differences in their learning experiences whilst studying in YC when compared with their previous secondary schools. First, they show greater confidence in their self-competences in meeting study requirements. Second, they begin to see the value of schooling and its relevance to their future. Third, the learning processes are regarded as more enjoyable and the school curricula are more interesting. Fourth, they have more positive social relationships with teachers and fellow schoolmates which have provided further impetus to enhance their learning motivations.

The initial findings confirm the importance of adopting multi-level interventions to re-engage the school dropouts successfully. In this respect, it is suggested that careful design of the syllabi and teaching approaches to suit their interests, cultivation of a caring school culture, development of positive collaborative learning experiences among students and provision of plentiful successful achievement experiences for the students are among some of the important measures that need to be adopted to drive the changes of these students.

References:


