

PEOPLE, CULTURE, AND SOCIETY:

**A Researcher's Guide to Psychological
Studies in Hong Kong**



**This book is published as part of the 25th Anniversary of
The University of Hong Kong's Department of Psychology.**

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by

John A. Spinks and David Y. F. Ho

with

Emma Hill and Mary Wong

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To lovers of psychological research

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PREFACE

This book was first contemplated some ten years ago, when the authors were bemoaning the lack of an integrated knowledge-base on the psychological research that had been carried out on psychology in Hong Kong. Its preparation and publication, despite early encouragement and offers of funding from the main professional society, the Hong Kong Psychological Society, has been retarded as the enormity of the task became more apparent, and as the publication of a sister book, that on psychological and psychiatric research on Chinese culture and individuals (Ho, Spinks & Yeung, 1989 [see Chapter 2]) took over in terms of priority and resources. It was thought that the task of compiling the present knowledge-base of research in Hong Kong would prove to be reasonably self-limiting, but this was not the case. Not only were there difficult decisions to be made about which articles should be included (and even more difficult decisions about which ones should be excluded), but the task of compiling, indexing, checking and summarizing took more time than was ever envisaged.

The book is intended primarily as a reference source for researchers interested in previous and current work on psychology in Hong Kong, or on the psychology of Hong Kong culture or people. It is only secondarily intended as a summary of the research which has been carried out. Because of space, time and resourcing considerations, these summaries are brief, and offer only limited commentaries on relevant work. Clearly, it is not possible to present in a book of this type a detailed account of any of the areas of enquiry

covered by the 1,067 references cited here. However, because the abstracts of articles were not included (for copyright reasons), some description of major findings, and occasional comments on the research where appropriate, has been made.

It is hoped and anticipated that the book will prove to be invaluable to both students and professional researchers alike. Clearly, it provides a reference to most of the published research on Hong Kong psychology, as well as a less complete coverage of allied areas, such as psychiatry, other medical fields, education, social work, sociology and philosophy. Since there are numerous articles in this data-base which are not cited on the international data-bases, the book is a unique resource for current and future researchers, both those within the discipline of psychology, as well as those from related disciplines who wish to find easy access to the psychological literature.

It should be mentioned that purchasers of this book are entitled to receive, at no extra cost, a computer disk which contains the data-base of this book, together with a data-base management system for easy and quick searching of records. Access to the references of this data-base is considerably facilitated by this disk, and researchers are highly recommended to use it. In this respect, we would like to acknowledge the help of Business Simulations Ltd., 30, St. James's Street, London SW1A 1HB, who provided the excellent data-base management system, "Cardbox-Plus", and who have allowed for its distribution on disk to authorized users. Details of how to obtain a copy are enclosed in this book.

We would also like to acknowledge the American Psychological Association (APA), since much of the indexing within this book is based on the thesaurus which they have developed. It was considered desirable to keep to this thesaurus, since many researchers are familiar with the terms employed there, and the thesaurus itself is readily available from libraries. Thus, searching through the indices of this book, particularly the subject index, can be facilitated by a prior knowledge of which terms are in this thesaurus. Many of the articles cited here have been checked against the APA's records where there has been any doubt, although any errors which remain should be regarded as the responsibility, of course, of the authors themselves.

Hong Kong, and we hope that this book can play some small part in helping this work.

As might be expected from a project of this magnitude, where searching and indexing of articles has been painstaking and laborious, the authors have to thank many individuals who have been engaged in this work over the years. Among these are Lee Wai-Man, Chou Mei-Ling, Chloe Hopkin-Fisher, Andrea Ng Wai-Yee, Charise Ho Tze-Chiao, Cecilia Yeung Siu-Hing, Annie Ho Nim-Chee and the many others, particularly those in the Department of Psychology at the University of Hong Kong, under the Headship of Henry Kao, who have provided help and assistance at various stages. We are also grateful to, and would like to acknowledge the assistance of, the Committee on research and Conference Grants of The University of Hong Kong, for their financial help, without which this project would never have been completed.

We hope that this book lives up to the expectations of the authors, and that researchers will find it a valuable foundation on which future research may be built. We look forward to seeing a continuation of the excitement and motivation which is apparent in current psychological research in

**JACKET ILLUSTRATION:
Shan-Shan Sheng, Calligraphy
Forest (1992). Oil and mixed
media on canvas.**

Reproduced with the permission
of the artist.

Shan-Shan Sheng was born in Shanghai in 1957. She was educated in China and the United States, being Artist-in-Residence at Harvard University from 1987 to 1989. Jeffrey Hantover, in "Shan-Shan Sheng", published in 1992 by East West Art Press, Palo Alto, CA, writes as follows about her work.

"Her recent work, though abstract, continues to pay spiritual homage to her native culture. Sheng is both a daughter of her times and the past, of China and of the world".

PEOPLE, CULTURE, AND SOCIETY:

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Chapter 1

INTRODUCTION

This reference book aims to cover the published (and some of the more relevant unpublished) psychological studies in and about Hong Kong by both local and overseas authors. We have not sought to limit the inclusion of articles to those that fall strictly within limited definitions of academic psychology, but have tried to include relevant articles from closely allied disciplines, such as medicine, education, social work and sociology, particularly when psychological perspectives form an integral part of the cross-disciplinary research. The articles describe and develop theories and test hypotheses about many aspects of Hong Kong life, culture and people. They cover an enormous range of areas of psychological enquiry, as well as methods by which such enquiries are made. However, the book is also a commentary on psychological researchers themselves, since it was considered pertinent to also include a selection of articles by Hong Kong researchers on matters which are not limited to Hong Kong culture or people -- work on the biological bases of behaviour would come into this category. There is also a chapter summarizing current re-

search activities and project at the tertiary institutions in Hong Kong, so that investigators on potential research projects can quickly locate current researchers in similar areas.

Clearly, this book is intended very much as a resource guide for current and future researchers, rather than as a comprehensive summary of past research. Its value to students in particular will be obvious, since their knowledge of previous work will only be developing. However, many of the articles found in the authors' searches through the literature have been surprising to researchers with considerably more experience of Hong Kong psychology, while, like the predecessor of this book, that on Chinese psychology by Ho, Spinks & Yeung (1989 [see Chapter 2]), many of the articles in this data-base do not appear on the international data-bases. Searches have been made through many of the local journals, particularly those of allied professions, while a number of unpublished papers, some presented at international conferences, some being doctoral or Masters postgraduate dissertations, have

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Classification	Number of Publications						ALL
	Pre-66	66-70	71-75	76-80	81-85	86-90	
General Psychology	0	1	0	4	8	13	27
Psychometrics	2	4	1	1	10	42	60
Experimental Psychology	1	0	2	6	25	30	64
Biological Psychology	0	0	1	0	13	18	32
Communication Systems	0	2	0	12	26	18	58
Developmental Psychology	2	5	7	19	29	57	119
Social Processes and Social Issues	5	24	24	39	47	73	212
Social Processes	2	1	4	3	14	27	51
Personality	2	2	1	10	5	22	42
Physical and Psychological Disorders	10	3	10	23	66	82	194
Treatment and Prevention	2	2	8	19	48	72	148
Professional Issues	0	1	2	1	20	19	44
Educational Psychology	3	12	8	19	32	73	147
Applied and Sport Psychology	0	0	0	9	16	45	70
TOTAL	29	55	68	165	359	591	1067

Table 1. Breakdown of number of articles in entire data-base.

also been included. This book is thus a unique reference source of material related to the local culture. With such a book, it would have been sensible and advantageous to have included the abstracts of the articles cited. Unfortunately, copyright law may prohibit this type of inclusion, and it was not possible, within the time and resourcing constraints of this project, to pursue copyright permission from the copyright holders of each of the 1067 references. Where possible and appropriate, therefore, comments on some of the more important findings of research publications appear in the summaries at the beginning of each chapter.

The organization of the chapters is based on the classification scheme developed by the American Psychological Association

(APA), with a few necessary amendments. That is, each chapter covers an accepted area of psychological enquiry, such as *Developmental Psychology* (APA classification code 2800+), or *Personality* (APA classification code 3100+), the references appearing in each chapter being those which are primarily located within this area. Other references secondarily investigating the area may be found at the end of each chapter. Three chapters have combined APA classification code categories, because of the paucity of articles published. Chapter 4 (**Experimental Psychology**) covers both *Experimental Psychology (Human)* and *Experimental Psychology (Animal)* (APA categories 2300+ and 2400+), Chapter 5 (**Biological Psychology**) covers *Physiological Psychology* and *Physiological Intervention* (APA categories

2500 + and 2600 +), while Chapter 36 (**Applied Psychology**) covers *Applied Psychology* and *Sport Psychology* (APA categories 3600 + and 3700 +). Table 1 gives a breakdown of the citations in this chapter, according to the APA sub-category to which they have been assigned.

The indexing thesaurus is similarly based upon the APA thesaurus, since this is most familiar to researchers in psychology and provides a well researched corpus of terms which are accepted within the psychological research community. The fact that there are other terms which might be relevant in Hong Kong but are not included in the APA thesaurus has been ignored in favour of uniformity.

Psychology is a young discipline in Hong Kong, and, in many ways, is still immature in comparison with other established professions here in Hong Kong, or with psychology as a profession in other Western countries. Table 1 presents a quantitative breakdown of entries in the entire data-base. It should be remembered that the data-base includes entries by overseas authors, consequently, the quantitative breakdown reflects only approximately publication trends in Hong Kong. There is not much to describe before the 1960s, the major developments in creating psychology as an independent profession taking place in the late 1960s. It was then that the Hong Kong Psychological Society was formed, and the first independent Department of Psychology was created. Research on psychological issues was, however, slow to follow these leads, despite the research-oriented perspective of the first professor of Psychology in Hong Kong, John Binnie-Dawson. As can be seen from Table 1, research articles started to proliferate in the late 1970s or early 1980s. There are now enthusiastic research centres at the tertiary institutions, buoyed perhaps by the Government's recent moves towards more serious and substantial funding for re-

search activities in the universities, polytechnics and colleges, as well as by the directions that individual institutions are taking towards both human and equipment investment in research efforts. In addition, there are individuals and groups in various sectors of psychological practice around the territory who engage in research, either towards higher degrees, or out of intrinsic interest, perhaps partly in relation to their careers, or, less often, as part of their job specifications. While it is difficult to generalize about the nature of this research, it is probably true that more group research goes on here than in many of the Western countries, and possibly more interdisciplinary research, the latter perhaps because of the emphasis towards applied research at the tertiary institutions, perhaps because of the small size of the psychological research community here. This trend towards interdisciplinary research (for example, with social work, medical or educational professionals) puts Hong Kong in an advantageous position with respect to other countries. It is also true that many researchers collaborate with colleagues in other parts of the world, to try to ensure international standards, or pursue cross-cultural comparison research. The main reason for such collaboration, however, is that many specific research interests cannot be realistically pursued with colleagues in Hong Kong, since the size of the psychological research community in the territory does not allow for much overlap of areas of specialization. The advantages of such collaborative research, however, are numerous, perhaps as much to the other party as to the Hong Kong researcher, given the relative ease with which research funds may be obtained.

Apart from the advantages accruing from interdisciplinary research outlined above, there are other reasons why psychological research in Hong Kong could be seen as being in a better position than more estab-

lished research communities. The primary one is that Hong Kong is a live, cross-cultural laboratory, with a mix of races and cultures that would excite any cross-cultural psychologist. Furthermore, it is cross-cultural in another sense, in that there is a pervasive influence of modern, "Western" values and attitudes overlaying the traditional Chinese culture. It is little wonder, then, that such psychology features prominently in this book. The largest (by number of publications in Hong Kong) of the APA major classification areas is that of "Social Processes and Social Issues", while the sub-category of "Culture, Ethnology and Religion" includes 72 publications out of the total of 1067, the largest such sub-category. Cross-cultural psychology, it should be added, also is a natural progression of research when so much of the established knowledge-base in psychology emanates from Western laboratories. This statement does not imply that the present authors feel that this is a desirable development for the discipline here, merely that it is a understandable that researchers should want to continually compare their findings with those in the "international" (i.e. American and, occasionally, European) journals.

The summaries of the research at the beginning of each chapter of this book will also show that applied psychology, and, in particular, clinical psychology, is the focus of a disproportionate number of research articles. The reasons for this will be discussed later, but essentially are based on the numbers of practising psychologists in the community here, and the emphasis of this data-base. The postgraduate course in clinical psychology at The University of Hong Kong is the oldest of the professionally oriented training courses in psychology in Hong Kong, and it is therefore no surprise that clinical psychologists (not necessarily as a result) make up the largest and most experienced section of the professional community. The Hong Kong

community, however, sees the tertiary institutions as being places for training students for careers, rather than providing a more general broad education, and approves strongly of close town-gown relationships. Even the main funding body for tertiary level research, the Universities and Polytechnics Grants Committee (UPGC), started a new research incentive a few years ago by concentrating on the concept of "strategic research", which meant research of applied value to the community of Hong Kong. Despite these comments, it should also be noted that there is a dearth of studies in the industrial/organizational field, an area in which there is still no full-time postgraduate course at the universities here.

The UPGC has recently set up a Research Grants Committee (RGC), which oversees Government funding of some of the larger research projects in the tertiary institutions here. There is perhaps not the same emphasis on applied research now that there was in the early days of the "strategic research" incentive. However, figures show that the funding allocated to the humanities and social sciences lags some way behind that to the harder sciences, including engineering sciences. This is not surprising bearing in mind the cost of such research in the different areas -- what is more surprising, however, is that the difference in allocation is not always tied to either applications (in terms of Hong Kong dollars) or to the standards of the proposals (as determined by external, international assessors). Psychology, as well as many of the related professions, has much to do to convince this particular community of the value of its research. Ironically, the major companies in Hong Kong seem to be happier about the benefits of applied psychological research, if contract work (much of which is not listed here, because of the few publications which result) is any index.

It might also be mentioned at this point that there are other bodies which provide substantial sums of money for research. These include the Royal Hong Kong Jockey Club, the Community Chest, the Croucher Foundation, as well as numerous other charitable foundations that promote such activities, international research organizations, and private benefactors who sponsor independent research projects. The result of this funding is reasonably well-equipped laboratories catering for the interests of the individual researchers who apply for grants. Of course, the facilities here cannot compare with those of the better laboratories of the United States (US), and the recurrent expenditure and equipment psychology departments here fall way short of funding in American (or even British) universities. Part of the reason for this is the unwillingness of the universities here to classify Psychology as a science, as it is in the United Kingdom (UK), for example.

Whether this is a result, or a cause, of the general tendency towards non-experimental research is difficult to say. It might be noted from Table 1 that the categories of what is traditionally thought of as experimental psychology (including the virtually non-existent category of experimental animal studies) are considerably under-represented -- in fact, there are only 82 publications altogether in the combined categories of human and animal experimental studies and biological psychology, out of a total data-base size of 1067 articles. Attitudinal research, with paper-and-pencil tests, make up a typical research project here, particularly those run by undergraduate students as their honours thesis in psychology. It was noted by Spinks (1990a [see Chapter 2]) that racial attitudes, religious attitudes, dogmatism, sexual attitudes and the development of attitudes are examples of published research areas in Hong Kong.

Much of this research has involved, if not a comparison by actually collecting data from samples from Hong Kong and a Western country, at least a consideration of how the local data compares with Western research, or of what implications the local data has for theories developed in the West. More recently, however, researchers have been able to focus more specifically on the Hong Kong (or Chinese) culture, pursuing the development of our understanding of more indigenous psychological concepts or ples of published research areas in Hong Kong. Much of this research has involved, if not a comparison by actually collecting data from samples from Hong Kong and a Western country, at least a consideration of how the local data compares with Western research, or of what implications the local data has for theories developed in the West. More recently, however, researchers have been able to focus more specifically on the Hong Kong (or Chinese) culture, pursuing the development of our understanding of more indigenous psychological concepts or constructs, such as traditionalism- modernism, collectivism-individualism, face and shame. The constructs of conformity and authoritarianism can similarly be investigated without necessary reference to Western research or theories. There are some comments later in this book about the potential for Hong Kong to develop its own indigenous form of psychology, although, as will be readily appreciated, it is not possible to deal with any issues here in as much detail as may be found in the articles summarized.

While the attempt to focus on an indigenous psychology, and the current trends towards more interdisciplinary research might be seen as possible future developments for psychological research in Hong Kong, a number of other areas that are likely to see a surge of research interest over the next decade may be identified.

One, of course, is research related to the major political and socio-economic changes that will occur as Hong Kong reverts to part of the PRC. There are indications of swings of uncertainty and anxiety on the part of Hong Kong people as the PRC and the UK exchange views about the present and future state of the territory, while the mass exodus of people from Hong Kong, seeking new passports elsewhere, splitting families, setting up in new cultures and locations, moving back to Hong Kong once the passport is ensured, and the resultant gaps in the workforce and rapid promotion for those staying, would all prove fascinating topics for research. Industrial and organizational psychology in Hong Kong is minimally researched, and it would not be difficult to see a change for the better here. Psychological research on language and speech is similarly scarce, and, given the importance of such issues in a community that is often bilingual, and an educational system that certainly is, despite the resultant problems, it is to be expected that research in these areas would increase, particularly given the opening of a new Department of Speech and Hearing Sciences at The University of Hong Kong. The new Physical Education and Sports Science Unit within the same University may lead to more research on sport psychology (there is only one study in this data-base currently classified as a Sports Psychology publication). Another area in which there is a rapidly developing interest is that of Cognitive Science, with a number of institutions, and many departments within these institutions (e.g. philosophy, physiology, psychology, education, language and computer science departments) looking enthusiastically at the prospect of putting on such a challenging course, either at the undergraduate or the postgraduate level. Unfortunately, despite the interest within the institutions and the interest from Government sectors involved with technological development, various

bureaucratic bodies have seen fit to block initiatives in this direction at present.

This negative attitude is untypical of Hong Kong, where universities and polytechnics can be planned, built and take in students within just a few years, where the institutions themselves are flexible enough to cater for changing interests and demands, and where researchers turn to topical areas as they arise in the local community (for example, the recent rise in armed shop robberies, or the Vietnamese refugee crisis). With funding available at reasonably short notice to look into these issues, we can look forward to a continuation of the present increase in relevant research publications in psychology. It is hoped and anticipated that this book would help researchers to provide a complete and systematic foundation for their work, by summarizing and facilitating access to the present knowledge-base on Hong Kong psychology.

Finally, all the articles cited in this book have been indexed, using the APA Thesaurus terms. The normal subject index for this book, which has been derived from these terms, provides an easy reference to the citations. The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 50 are not shown.

Adolescence, 68
Adulthood, 202
Age, 78
Attitudes, 134
Childhood, 59
Children, 114
Cognitive, 61
Cross-cultural differences, 190
Cultural, 195

Culture, 53
Development, 105
Disorders, 122
Education, 111
Family, 65
Learning, 55
Mental health, 51
Perception, 68
Personality, 107
Professional, 60
School age children, 55
Services, 60
Sex/gender, 68
Sociocultural factors, 80

This list gives some indication of the trends in Hong Kong psychology, since the predominance of index terms such as "culture" and "cross-cultural differences" indicates one typical Hong Kong paradigm, while the concentration on applied psychology is also apparent. These emphases, as well as omissions, in the Hong Kong literature, will be further discussed at the beginning of each chapter.



Chapter 2

GENERAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2100: General Psychology	14
2120: Parapsychology	0
2140: History, philosophies and theories	9
2160: Research methods and apparatus	4
TOTAL	27

Table 2. Breakdown of number of articles by APA classification code.

At the beginning of each chapter of this book is a list giving the index terms most frequently used by the citations in that chapter, together with the number of articles in this chapter to which they are assigned. However, as index terms with a frequency of less than 10 have been ex-

cluded from these lists, and as the number of citations of this chapter is low, there is, in fact, only one term for this chapter, viz. *Education*, with 11 citations.

Published articles within this section on general psychology, although small in

number, provide a useful overview of psychology in Hong Kong for those unfamiliar with the territory. Some substantive papers reviewing the history of the development of psychology as a profession are those by Blowers and Turtle (1987) and Spinks (1990a), while earlier papers include those by Dawson (1970b) and the relevant chapter on Hong Kong in Wolman (1979). There are shorter reviews by Blowers (1981 [Chapter 13]) and Ho (1978a, 1986c).

The history of psychology in Hong Kong, while not, of course, as dramatic as that of the motherland, is especially interesting, in that it has taken as its base Western psychology, but is now beginning to reveal independent and indigenous strategies for research and practice. As in any profession and location, the emergence of the discipline has been shaped by a variety of political, cultural, sociological and educational factors. The influence of the People's Republic of China (PRC), and the predominant schools of thought there (for example, the Russian and especially Pavlovian influence before 1948), does not seem to have pervaded Hong Kong psychology to any significant extent. This is hardly surprising, given the political history of Hong Kong.

The close liaison with the United Kingdom (UK) may be seen in at least three areas -- the professional liaisons with the British Psychological Society (BPS), the current system for accrediting or overseeing courses at tertiary education institutions in Hong Kong (by often using British external examiners), and the nature of the educational system generally.

In terms of the latter, English language is still used as the primary teaching and examining language in some schools and at The University of Hong Kong. This has meant that students at this University study psychology from Western texts, read

Western research articles, and learn within a conceptual system which has been developed from Western cultures (Spinks, 1990b [Chapter 15]). The extent to which this conceptual system is divorced from the traditional ideas about behaviour, personality, social relationships, developmental factors and mind-body interactions that a child is taught to accept through family, cultural and educational influences, and the advantages and disadvantages in doing so, is the subject of some debate. Ho (1985a [Chapter 13]) has discussed this issue as it relates specifically to clinical psychology in Hong Kong. Here, he argues, the result is that two rather separate ways of viewing the world are developed, and the gulf between traditional, intuitive ideas, and tested, theoretical notions is problematical, to say the least. Of course, to explore the relationships between two very different sets of concepts, values, attitudes, and terms requires research techniques that are considerably different from the accepted techniques of contemporary Western psychology. Kvan (1981; see also Blowers & Wong, 1983-1984) has prompted scholars to address these problems, but the discipline has yet to respond in an acceptably appropriate manner.

As an example, there are severe problems in using self-report techniques, where there is response bias which will be dealt with in more detail in the next chapter. This problem has prompted many researchers to search for more objective methods of data-gathering, of which one, personal construct theory based methods in personality research, has proved to be particularly popular in Hong Kong (see work by McCoy, Harding and Blowers referenced in other chapters).

It remains a matter of some speculation, of course (Gow, 1990) whether and how this will change in the future years, as Hong Kong's political and, no doubt, social pat-

terns change. The links to the British Psychological Society, seen throughout the professional (Hong Kong Psychological Society) and academic spheres (see Spinks, 1990a), will inevitably fade away, although, in the run-up to 1997 at least, it seems likely that links to international organizations and societies will continue to be valued. There are a number of reasons for this, which include factors related to the geographical isolation of Hong Kong, its small size and the keenness of many of its inhabitants to pursue careers abroad.

When the first Department of Psychology in Hong Kong was formed at The University of Hong Kong in 1967, Professor John Dawson took up the first chair of psychology. His quasi-experimental approach to social and cross-cultural psychology had some impact on the direction of psychology over the next decade.

Dawson was the main force behind getting a professional society -- the Hong Kong Psychological Society (HKPS) started in the year following his appointment, while he also helped found the International Association for Cross-Cultural Psychology (IACCP) in 1972.

This latter event provided the impetus for the first of a number of major conferences in Hong Kong. The first IACCP International Conference was held at The University of Hong Kong in 1972, and, in that decade, Hong Kong played host to the Second Asian Conference-Workshop in Guidance and Counselling of the Association of Psychological and Educational Counsellors of Asia (1978), and the First IACCP Asian Regional Conference (1979).

Kvan's influence has been less marked in terms of overt achievement, but his respected scholarship has influenced many hundreds of students at The University of Hong Kong over the years. Some insight

into his thoughts about practicing and researching psychology may be found in Blowers & Wong (1983-1984) and Kvan (1981), but his influence on professional matters through the Hong Kong Psychological Society remains largely undocumented.

More recently, the present incumbent of the Chair of Psychology at The University of Hong Kong, Professor Henry Kao, has organized international symposia on psychological aspects of the Chinese language (1981, 1984, 1987), and a Symposium on Neural and Cognitive Processes in Chinese and English Languages (1982). Hong Kong continues to host a number of workshops. These gatherings are beginning to put Hong Kong on the map as a centre of psychological research and practice. Kao has pursued research on calligraphy and what is now known as the field of graphonomics, and a number of books and chapters have resulted from this work. A fuller list of current research projects in Hong Kong may be found in Chapter 16, which summarizes current research projects at the universities and polytechnics in Hong Kong.

The academic side of the discipline has made great strides in the last twenty years, besides the hosting of international conferences.

We can now see the emergence of interest in the psychology of Chinese individuals and society. There are two notable books here. One is the acclaimed "The Psychology of the Chinese People", edited by Bond (1986), which contains excellent chapters reviewing the literature in the areas of socialization, perception, cognition, personality, psychopathology, social psychology and organizational behaviour. The other is a bibliography of over 3500 articles (Ho, Spinks & Yeung, 1989), pertaining to the psychological study of Chinese individuals or Chinese society. Many of the

articles referenced in this sourcebook are not indexed on the major international databases, so it provides a much wider coverage of the work on what has been termed by some "Chinese Psychology" than would be apparent from a standard literature search.

There are a number of other bibliographies which would be of value to any researcher. One is that published by the Mental Health Association of Hong Kong (1983), while Cheung and Pun (1987 [Chapter 8]) have published summaries of numerous articles relating to Women's Studies, which include a number of psychological issues. Researchers new to this area would also find the Chinese University's Chinese Translation of Psychological Terms (1982) a valuable resource.

The need for an "indigenous" psychology which is specifically Chinese culture-based has been emphasized by a number of local researchers (e.g. Ho, 1978a; 1982). The term "indigenous psychology" is one that has been used rather freely like the term "paradigm" to describe a set of methods, or perhaps just an orientation of research subject areas, which is unique to the local situation.

In the latter sense, there is perhaps a psychology typical of Hong Kong research. Following Dawson's approach, it could be broadly described as "cross-cultural" psychology, since it has often involved an investigation of the applicability of Western theories to Hong Kong, and an investigation of the differences along dimensions of interest between Hong Kong individuals and Westerners. Hong Kong is a natural laboratory for this type of work, with its mixture of traditional Chinese and modern values, and its expatriate populations. In one sense, this is valuable, because it enables researchers to use the vast literature from abroad as a

framework (whether it be an empirical or a theoretical framework) within (or alongside) which the local data may be seen, or ideas developed.

In a somewhat narrower sense, there are particular dimensions and concepts of especial interest to researchers here. Modernity/traditionalism, collectivism/individualism, the concepts of shame and face, and the different socialization processes seen in childhood development, are all examples of these. Data on these issues is intrinsically very interesting. The "cross-cultural" label is not so appropriate here, and, although Hong Kong could hardly claim a prerogative for such research, this approach to study comes closer to what we might understand as a properly "indigenous" psychology (Spinks, 1990a).

D.Y.F. Ho has discussed many conceptual and philosophical issues relating to an indigenous psychology, as seen, for example, in his review (Ho, 1982) of six key concepts from a study of Asian cultures. He argues that these concepts could constitute powerful tools for a study of psychology in Chinese societies. This paper is noteworthy because of its year of publication, since it considerably predates the large amount of informal discussion that has taken place since, concerning the appropriate philosophical and methodological orientations for such a Chinese Psychology, although this matter has yet to be raised substantively in the published literature. However, it is probably fair to say that this will be a central issue in much future psychological research in Hong Kong, particularly in the social, personality and applied fields. The influence of Western psychology, and its sometimes wholesale adoption in Hong Kong, particularly by tertiary level students, has been the subject of critical review (e.g. Bond, 1986b; Ho, 1978a, 1982). The difficulties in using Western tests, as a relatively straight-forward example, are clear to anyone who has

lived in this culture for a time. J. Chan (1987b) usefully reviews a number of the problems here (see Chapter 3).

The major area of professional psychology in Hong Kong is clinical psychology. There have been a number of commentaries on professional issues (e.g. Ho, 1986c; Tsoi & Pryde, 1985) in this field, and all the reviews of the development of psychology in Hong Kong include generous reference to this area. A fuller discussion of these may be found in Chapter 13 (Professional Issues).

One of the American Psychological Association subcategories within the general subject heading of General Psychology is that of Parapsychology. It is of some interest to note that the authors could find no reference to any such studies in Hong Kong, despite the fact that there is considerable interest in paranormal phenomena in the PRC.

Finally, the dearth of studies in another subcategory -- that of Research Methods and Apparatus (only Kong, Tsoi & Chu, 1983 and Spinks, Dow & Leung, 1983 could be found) -- suggests that the import of Western methods and techniques is still rampant. Despite the interest in developing a more indigenous psychology, this is hardly surprising, since the number of psychologists in Hong Kong is small (there are less than 200 members of the professional society). There are psychometric tests which have been developed in Hong Kong (notably versions of the WISC and MMPI), and many tests which have been translated (with greater or lesser amendments), but these are more fully covered in Chapter 3 (Psychometrics).



GENERAL PSYCHOLOGY

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Blowers, G. H. (1990a). The future of psychology in Hong Kong. *Bulletin of the Hong Kong Psychological Society*, 24-25, 84-87.
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Blowers, G., & Wong, T. (1983-1984). Questions of psychology [Interviews with Erik Kvan]. *Bulletin of the Hong Kong Psychological Society*, 11-12.
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Bond, M. (1980). Presidential address 1980. *Bulletin of the Hong Kong Psychological Society*, 5, 45-48.
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Bond, M. H. (Ed.). (1986). *The psychology of the Chinese people*. Hong Kong: Oxford University Press.
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Gow, L. (1990). The Hong Kong Psychological Society in the transitional period. *Bulletin of the Hong Kong Psychological Society*, 24-25, 88-91.
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Ho, D. Y. F. (1978a). Reflections on the development of psychology in Hong Kong society: Students, teachers, and academic institutions. In M. Akita (Ed.), *Proceedings of the 1st Planning Committee for a Pan-Asian Conference of Psychology* (pp. 75-89), Kyoto, Japan. (Republished in *Philippine Journal of Psychology*, 1980, 13, 34-39.)
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Ho, D. Y. F. (1982). Asian concepts in behavioral science. *Psychologia: An International Journal of Psychology in the Orient*, 25, 228-235. (Republished in *Bulletin of the Hong Kong Psychological Society*, 1983, 10, 41-49.)

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Ho, D. Y. F. (1986c). *Psychology in Hong Kong. International Journal of Psychology, 21, 213-223.*
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Ho, D. Y. F., Spinks, J. A., & Yeung, C. S. Y. (Eds.). (1989). *Chinese patterns of behavior: A sourcebook of psychological and psychiatric studies.* New York: Praeger.
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Kao, H. S. R., & Yang, C. F. (Eds.). (1990). *[Chinese psychology (Vol. 1): Indigenous and traditional perspectives].* Taipei: Yuen Liu Book Company. (In Chinese.)
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Kong, K. L., Tsoi, T. S., & Chu, S. M. (1983). [A syllable recognition system based on peak and latency measures]. *Acta Psychologica Taiwanica, 25, 49-60.* (In Chinese.)
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Kvan, E. (1981). *Doing psychology in Hong Kong. Bulletin of the Hong Kong Psychological Society, 6, 23-31.*
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Lam, D. J. (1990). *Giving psychology away in Hong Kong. Bulletin of the Hong Kong Psychological Society, 24/25, 80-83.*
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Mental Health Association of Hong Kong. (1983). *Index of published articles, up to and including December, 1982.* Hong Kong: Author.
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Spinks, J. A. (1990a). *Hong Kong: Brief history of the discipline in Hong Kong.* In G. Shouksmith & E. A. Shouksmith (Eds.), *Psychology in Asia and the Pacific* (pp. 395-420). Bangkok: Unesco.
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Spinks, J. A., Dow, R., & Leung, J. W. C. (1983). *A microcomputer package for real-time skin conductance analysis. Behavior Research Methods and Instrumentation, 15, 591-593.*
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Tsoi, M. M., & Pryde, N. A. (1985). *Clinical psychology services in Hong Kong. In Special Issue: Clinical Psychology Abroad. Newsletter of Division of Clinical Psychology, British Psychological Society, 49, 13-15.*
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Wolman, B. B. (1979). *International directory of psychology: A guide to people, places, and policies.* New York: Plenum.
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Yang, C. F. (1988a). *Book review: M. H. Bond (Ed.), The psychology of the Chinese people. Bulletin of Hong Kong Psychological Society, 19/20, 104-110.*

The following references are also relevant to this chapter: Citation numbers 311, 331, 858, 862, 1060.

Chapter 3

PSYCHOMETRICS

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2200: Psychometrics	20
2220: Test Construction	35
2240: Statistics and mathematics	5
TOTAL	60

Table 3. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word

appears.) Index terms with a frequency of less than 10 are not shown.

Adolescence, 11
Adulthood, 22
Age, 11
Attitudes, 10
Childhood, 11

Children, 11
Cross cultural differences, 12
Factor analysis/structure, 14
Foreign language translation, 13
Language, 17
Measurement, 13
Measures, 14
Personality, 21
Rating, 11
School, 13
School age children, 11
Test, 40
Test construction/validation, 18
Test reliability, 14
Test validity, 13
Translation, 13
Validation, 18

Historically, the Chinese Empire has more experience of formal achievement testing than any other culture. Its "civil service" examinations may be traced back more than four thousand years. Examinations as early as 1115 B.C. covered the areas of music, archery, horsemanship, penmanship and arithmetic. Some authors have claimed that many psychometric principles were established in the history of civil service examining in China, such as the need for uniformity in examining conditions, and the emphasis on objectivity, by concealing candidates' names and employing a bureau of copyists to copy examination materials before grading.

In Hong Kong, the educational system is dominated by achievement tests throughout the schooling years. Such is Hong Kong's preoccupation with testing and educational achievement that schools, until recently, at least, set examinations to select students for Primary 1 classes. Some of the more sought-after kindergartens even conducted interviews and tests for their applicants (aged three years), in some cases in the second-language of English! Goodnow, Young and Kvan (1976 [Chapter 7]) quote an advertisement from a Hong Kong newspaper reading as follows:

"English-speaking lady wanted to tutor 4-year-old for 2 hours each evening for primary entrance examination!"

Despite this historical background and current practice, psychometrics, generally, is a problem area for the practice of psychology in Hong Kong because of cultural considerations and, of course, language, when much of the source material is from English-language Western cultures. Discussion of issues relating to culture-fair testing, to cross-cultural testing and to culture-specific testing may be found in many texts, as well as locally produced papers (e.g. Chan, 1987b; Spinks & Ho, 1986 [Chapter 14]). Chiu & Yang (1987) discuss the more general methodological and conceptual problems in using self-report measures, and argue that there are sources of systematic error which make inferences to be drawn from rating scales and questionnaires extremely hazardous, unless researchers take into account details of Chinese personality and culture. This paper is an important one, since the indiscriminate use of self-report measures is almost pandemic to undergraduate students at the universities.

Because research investment has been, until recently, extremely low in absolute terms, it is hardly surprising that there is a paucity of test material which has been locally developed. In contrast particularly to Taiwan, where testing has been the focus of some attention, it is somewhat unusual to find tests which have been translated and validated in Hong Kong. The Hong Kong versions of the WISC (e.g. D. Chan, 1984a) and MMPI (e.g. Cheung, 1985a) are two of the few examples available here of tests which have received repeated and systematic attention. Research in psychometrics is similarly rare, given the actual number of researchers here.

In addition to the MMPI, there are other personality inventories which have been

revised, albeit to a lesser extent (EPQ; J. Chan, 1978; Eysenck & Chan, 1982).

It is clear to most researchers in the area that the import and translation of Western tests is very dangerous when no checks are made on the standardization, reliability and validity of such translations. The examples described in this section have each carried out at least some of these checks. Nevertheless, researchers should certainly beware of the dangers of using tests based on constructs developed in the West, and be aware of the criticism that has rightly been leveled at research based on such usage, particularly in the areas of personality and social psychology. See articles by Briers (1981), F.M.C. Cheung (1981) and Kwong (1981), all referenced in chapter 12, for further discussion of these problems.

Very few tests have been constructed from first principles in Hong Kong. One example of a test which has been is the Sex-Role Inventory (Keyes, 1984), which was developed using the same procedures as the well-known Bem inventory. It is unfortunate that there has been little follow-up to the original study.

The research in this Chapter has been carried out conceptually at one or more of four levels.

The first, and perhaps most important from a psychometric perspective, group of studies compares the "factor structure" of test domains across cultures. For example, factor structures have been compared for the HK-WISC and WISC-R (Chan, 1984a; Lee & Lam, 1988), Conner's Teacher Rating Scale (Leung, Luk & Lee, 1989; Luk, Leung & Lee, 1988; Yao, Solanto & Wender, 1988 [Chapter 11]), General Health Questionnaire (Shek, 1987), State-Trait Anxiety Inventory (Shek, 1988c), Rotter's Internal-External Locus of Control (D.W. Chan, 1989), as well as some

other less extensively employed tests. Tsoi and Tam (1983) reported on the factor analysis of visual analog mood scales, suggesting that such techniques could be used as alternatives to verbally-based questionnaires or tests, particularly in psychophysiological studies of arousal and pain. Whilst some of the above studies have employed confirmatory factor-analytic techniques, this methodology is discussed at a more conceptual level by Watkins (1989). It is perhaps surprising that this technique has not been employed more by cross-cultural researchers in Hong Kong, since it provides, like the personal construct theory methods discussed in Chapter 2, a valuable insight into conceptual structures and organization. Other forms of validity have been reported in connection with the Zung Self-rating Depression Scale (Lee, 1990), Silver Test of cognitive function in the elderly (Woo, Yee, Wong & Lee, 1989), the Rutter Parent and Teacher Scales (Wong, 1988a; 1988b) and the Hamilton Depression Rating Scale (Zheng, Zhao, Phillips, Liu, Cai, Sun & Huang, 1988).

The second level provides cross-cultural comparisons of the psychometric profiles or scores of different groups. Major examples of this are studies reporting a comparison of mathematics achievement (Brimer & Griffin [Chapter 14]) and the studies on creativity initiated by Ripple (Jaquish, 1985; Jaquish & Ripple, 1984 [both Chapter 7]; Dunn, Zhang & Ripple, 1988 [Chapter 4]). Other comparisons have used Langner's test of psychiatric symptom expression (Nishimoto, 1988), locus of control (e.g. Kelley, Cheung, Roriguez-Carrillo & Singh, 1986), self-destructiveness (Kelley et al., 1986), and Rorschach tests (Knudsen, Gorham & Moseley, 1966).

The third area of research looks at the factors affecting test scores in Hong Kong students. These studies are reviewed in

more detail in other chapters of this book, but cover areas such as English-language skills (Ho, 1979b [Chapter 14]; Ho & Spinks, 1984 [Chapter 14]; 1985 [Chapter 14], K.K. Ho, 1987 [Chapter 14]; Spinks & Ho, 1983 [Chapter 14]; 1984 [Chapter 14]; Spinks & Ho, 1986 [Chapter 14]), family (especially parent-child) relationships (Au & Harackiewicz, 1986 [Chapter 14]; Chan, 1977 [Chapter 14]; 1980 [Chapter 14]; 1989 [Chapter 14]; Ho, 1979e [Chapter 7]; Lo, 1982 [Chapter 14]), motivation (Leung, Ray & Lew [Chapter 7]); self-concept (Lo, 1989 [Chapter 9]), anxiety (Cheung & Lee, 1984 [Chapter 14]), and other student personality and attitude measures (Ho & Spinks, 1984 [Chapter 14]; 1985 [Chapter 14], Lo, 1982 [Chapter 14], Spinks & Ho, 1986 [Chapter 14]). There are also studies examining the individual changes which occur as a result of different levels of (particularly academic) achievement, for example, in-group favouritism (Chiu, 1990b [Chapter 9]), self-perception (Cheung, 1986 [Chapter 14]); Choi, 1979 [Chapter 14]) and attribution effects (Hau & Salili, 1989 [Chapter 14]; 1990 [Chapter 14]; Salili & Hau, 1989 [Chapter 14]; Salili & Tse-Mak, 1988 [Chapter 14]).

A fourth area has reported on tests which have been used without modification. Tests such as the Torrance tests of creativity, and Raven's Standard Progressive Matrices have been employed locally, the latter test having been used in many studies, because of its culture-fair claim (e.g. Chan, 1984). It is assumed that researchers provide, at minimum, data on the reliability of tests for which no validity data in this culture is immediately available, as exemplified by Lau's use of the Rokeach Value Survey (Lau, 1988).

Some papers (to be reviewed later in this book) have looked at the important issue of test anxiety. Chinese students are likely to suffer more severe stress as a consequence of taking examinations for a num-

ber of reasons, such as the attitude within Chinese culture towards education, parental pressures and expectations, and a child's respect for his/her parents, particularly the father's wishes (Spinks & Ho, 1986 [Chapter 14]). Failure in examinations is very damaging to the self-esteem of the student. As Ho (1970 [Chapter 14]) has pointed out, the sense of failure in examinations aggravates the emotional difficulties of the student, which, in turn, make it more difficult for the student to do well in school. Social (peer and family) relationships are strained, as examination failure is seen as an indication of inadequacy within society. More specifically, pressure, particularly from parents, on Chinese children to succeed has been commented upon by several authors (e.g. Law, 1979 [Chapter 11]; Singer, 1976 [Chapter 11]). Even more specifically, given the enormous stress placed on a student at examination time, it is important to examine the few studies specifically looking at examination anxiety within a Chinese culture. In Hong Kong, Li (1974 [Chapter 7]) reported that test anxious boys had parents who were more strict, and more demanding of obedience, than those of boys who were less test-anxious. The latter approved of comradeship, co-operation and more open communication. For girls, however, the findings were almost the opposite -- low anxious girls had parents who were more dominant and harsh in attitude. Of course, as Li (1974) points out, boys are accorded higher status, and more is expected of them educationally, than girls in a traditional Chinese family. Cheung and Lee (1984 [Chapter 14]) reported Taylor Manifest Anxiety scores just after examinations which were much higher than those reported in the United States (US). They also produced evidence to support their view that the anxiety produced a more debilitating effect on examination performance than was found in the US, although the nature of the relationship was far from a simple linear one. It was also clear from

this study, and from an earlier one by Law (1978 [Chapter 11]) that examination anxiety affects males more than females, a consequence of the different expectations of academic attainment for boys and girls in traditional Chinese families.

The concern expressed in the literature is more over the health consequences of such anxiety than over the possible impairment of academic performance, a point developed by Law (1978), who showed that General Health Questionnaire scores were markedly raised in Hong Kong students weeks before students took an important public examination. This line of enquiry has been pursued in a series of more recent psychoneuroimmunological studies by Spinks and colleagues (e.g. Spinks, Chan, Lai & Jones, 1987 [Chapter 5]). They have been able to show a marked reduction in immunological parameters around the time of examinations in school and college students, and are now beginning to unravel the predictors that are linked to this reduction. Some of these are related to factors reported above. Chan (1987) reported immunoglobulin levels to be correlated with subjective reports of parental pressure, whilst more recent studies have shown that the effects may be mediated by the autonomic nervous system (Spinks, Chan, Lai & Jones, 1990). More will be said about these studies in Chapter 5.

It is somewhat surprising, given the background, to find so little work on test anxiety in Chinese students. Work on the development of test anxiety, and factors which influence this development are called for, as are more comprehensive studies of the physical health correlates. This culture offers psychological and medical researchers an ideal natural laboratory for the study of severe stress, and it is hoped that the studies which have been reported so far would be complemented by research into

effective therapies for such severely debilitating states.



PSYCHOMETRICS

23

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Shek, D. T., & Cheung, C. K. (1990). Occupational trust in ex-mental patients in a sample of Chinese secondary school students. *Journal of Community Psychology, 18*, 120-129.

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Shek, D. T., & Cheung, C. K. (1990). Locus of coping in a sample of Chinese working parents: Reliance on self or seeking help from others. *Social Behavior & Personality, 18*, 327-345.

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Shek, D. T., Hong, E. W., & Cheung, M. Y. (1987). The Purpose In Life Questionnaire in a Chinese context. *Journal of Psychology, 121*, 77-83.

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Simpson, R. F. (1963). I.Q. in Hong Kong: Some views on intelligence and its measurement in Hong Kong. *Journal of Education (University of Hong Kong)*, 21, 22-30.

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Tsoi, M. M., & Tam, W. Y. K. (1983). A Chinese visual analogue mood scale for rating subjective feelings. *Acta Psychologica Taiwanica, 25*, 67-74.

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Wong, C. K. (1988a). The Rutter Parent Scale A2 and Teacher Scale B2 in Chinese: I. Translation study. *Acta Psychiatrica Scandinavica, 77*, 724-728.

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Wong, C. K. (1988b). The Rutter Parent Scale A2 and Teacher Scale B2 in Chinese: II. Clinical validity among Chinese children. *Acta Psychiatrica Scandinavica, 78*, 11-17.

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Woo, J., Yee, K. C., Wong, G., & Lee, G. (1989). The validity of the Silver Test as a measure of cognitive function in elderly Chinese. *Research Communications in Psychology, Psychiatry and Behavior, 14*, 237-251.

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Yang, C. F., & Chiu, C. C. (1988). [The significance of frequency words in MMPI Lie Test]. In I. M. Liu, H. C. Chen & M. J. Chen (Eds.), *Cognitive aspects of the Chinese language, (Vol. 1) (pp. 69-79)*. Hong Kong: Asian Research Service. (In Chinese.)

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Zhang, H. C., & Wang, X. P. (1989). Standardization research on Raven's Standard Progressive Matrices in China. *Acta Psychologica Sinica*, 21, 113-121.
(In Chinese.)

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Zheng, Y. P., Zhao, J. P., Phillips, M., Liu, J. B., Cai, M. F., Sun, S. Q., & Huang, M. F. (1988). Validity and reliability of the Chinese Hamilton Depression Rating Scale. *British Journal of Psychiatry*, 152, 660-664.

The following references are also relevant to this chapter: Citation numbers 112, 132, 133, 196, 251, 534, 606, 881, 906, 910, 926, 956, 989, 993.



Chapter 4

EXPERIMENTAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2300: Human Experimental Psychology	14
2320: Perception and motor processes	18
2323: Visual perception	5
2326: Auditory and speech perception	1
2340: Cognitive processes	20
2343: Learning and memory	4
2360: Motivation and emotion	1
2380: Attention and consciousness states	10
2400: Animal Experimental and Comparative Psychology	1
2420: Learning and motivation	0
2440: Social and instinctive behaviour	0
TOTAL	74

Table 4. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 11
Autonomic nervous system, 14
Cognitive, 25
Conditioning, 12
Galvanic skin response, 14
Handwriting, 11
Language, 16
Learning, 10
Motor, 13
Motor performance, 12
Orienting reflex, 14
Performance, 13
Processes, 21

In many Western countries, it would be expected that the research and publications in human and animal experimental psychology would be at least as important, in terms of the amount of research done and quantity of publications, as any of the other A.P.A. classification areas. In Hong Kong, this is just not the case. The total number of publications in this area (which, it should be remembered, excludes experimental social psychology, as well as experimental studies in applied areas) is only just over 50. There are virtually no animal studies, and none which have been included in this data-base. This bias is further seen in the fact that none of the psychology departments or units in the tertiary institutions have any animal facilities associated with them. There is animal research which is related to aspects of psychology, particularly in the neuroscience laboratories within the medical schools, but there have been few publications which have been closely enough related to the focus of this book to warrant

inclusion. Part of the reason for this is that one of the goals of this book is to review the work done on Hong Kong people and society, and, clearly, animal work has little to say in this respect. The other argument against inclusion of these studies is that they are not the product of any individual psychologist or psychological research unit, and, in this sense also, may be seen as rather peripheral to the goals of this book.

As might perhaps be expected from a culture where language issues (bilingualism, education in a second language, unique characteristics of processing of written and spoken Chinese) are so important, basic experimental research in such areas predominate this chapter. Somewhat surprisingly, however, there were very few experimental psychological articles devoted to bilingualism, although a number of experiments were based on a sample of bilingual subjects. Johnson and Newport (1989) looked at critical periods in second language acquisition, while Hoosain and Shiu (1989) reported a study investigating the lateralization of Chinese-English bilingual functions. Weist and Crawford (1972) also looked at memory representations of bilingual subjects (see later), as did Keatley (1987 [Chapter 6]). It should be noted that there are many other studies on bilingualism elsewhere in this book (see index terms "Bilingualism" and "Bilingual Education").

In the area of perceptual processes, in particular, reading processes, there have been studies on the effect of display conditions, using a computer VDU (H.C. Chen, 1985), and others on interference effects in word recognition (Chen & Tsoi, 1990). Another study on interference effects (Courtney & Chan, 1986) will be mentioned later. A further study by K. Chan (1981b) has investigated Hong Kong children's reading ability in relation to parenting styles. Kong, Tsio and Chu's (1983 [Chapter 2]) article reports on the state of their research

at that time into a computer speech recognition system, which they claimed had particular advantages for Chinese language systems -- the recognition (hit) rates were impressively high for work at that time.

There have been other studies on perception, but not necessarily linked to language perception. One cross-cultural study has looked at the affective connotations of colour (Adams & Osgood, 1973) (a related study on taste perception by Kvan, 1989 appears in Chapter 6), while Binnie-Dawson and Choi (1982) investigated perceptual and cultural cues and semiotics in Chinese and Western paintings. One of the findings in the latter study was that Chinese paintings were seen as more culturally meaningful to Chinese subjects than were Western paintings. Differences in scanning behaviour were also noted, in relation to trait differences in field-dependence. More experimental studies on target-distractor displays, and the correlation between performance and visual field areas and visual lobe dimensions have been reported by Courtney (Courtney, 1989; Courtney & Chan, 1986). Hoosain's (1986) review of perceptual processes of Chinese individuals is a source reference for work in this area, covering issues such as perceptual development, acuity, colour perception, cognitive style, socialization, laterality effects and reading disorders.

The largest section in terms of the number of papers, within the area of experimental psychology, is that on writing and graphonomics. The prolific work of Kao may be seen in his 14 publications in this area (Chau, Kao & Shek, 1986; Kao, 1976; 1977a; 1979b; 1981a; 1981b; 1983; 1984b; Kao, Mak & Lam, 1986; Kao, Shek & Lee, 1983; 1984; Kao & Wong, 1988; Kao, Wong & Chiu, 1978; Shek, Kao & Chau, 1986). The earlier papers report work on hand-writing instruments, motor control, ergonomics, including work with motor-handicapped individuals. Later-

papers have investigated hand-writing variability in relation to, *inter alia*, types of control modes and task complexity. The related work on graphonomics and psychophysiological correlates is referenced in Chapter 5.

There are also papers on speech, two being by Hoosain (Hoosain & Osgood, 1983; Hoosain & Salili, 1987). The latter study investigated pronunciation speed in relation to working memory capacity, and, in this respect, might be linked to Weist and Crawford's (1972) study on phonological representations of words, rehearsal and memory in bilingual and non-bilingual subjects.

The number of papers on other traditional aspects of cognitive psychology (attention and memory, for example) are surprisingly limited. Although the psychophysiological studies of Spinks are reviewed in Chapter 5, the remainder number less than ten. Two of these are devoted to aspects of recall, one having been mentioned already (Weist & Crawford, 1972). The other (Liu & Lee, 1990) looked at retrieval routes for words and non-words in a series of five experiments.

Boey (1978) reported studies on cognitive complexity and rigidity, while Liu (1985) looked at reasoning processes in Chinese individuals. The amount of work on learning is minimal, exceptions being the applied behaviourism studies of Leung (J.P. Leung, 1989; Leung & Li, 1990) and the work on transfer effects in learning within an educational environment by Gow (Gow, Butterfield & Balla, 1988).

Ripple's brief stay in Hong Kong resulted in a number of publications, the relevant ones of which are some on divergent thinking (Dunn, Zhang & Ripple, 1988; Jaquish & Ripple, 1984 [Chapter 7]) and another including these studies in more general accounts of psychological research in Hong

Kong (Ripple, 1983; see also the reply by Kvan, 1983).

At an even broader level, Ward (1982) has discussed the psychological study of consciousness, writing on cross-cultural altered states of consciousness (mystical traditions, folk religions, trance and possession).

There is one methodological paper, on visual analogue scales, by Aun, Lam & Collett (1986). This paper evaluated the use of such scales for fair assessment in Chinese patients.

A review of cognitive psychology in Chinese individuals was presented by Liu (1986). In this chapter in "The Psychology of the Chinese People", cognitive processes, verbal fluency, cognitive development, memory, learning and concept attainment were all reviewed in depth, and interested readers are recommended to read this chapter for a detailed overview of the field.

Finally, there has been much debate recently on which institutions in Hong Kong should be first in developing courses in cognitive science. While the value of such education to individuals and the community, as well as an assessment of why Hong Kong lags so far behind the Western world in this area, is beyond the scope of this chapter, it is worth making reference to two articles which debate the merits of cognitive science and artificial intelligence -- Goldstein (1990) and Kong (1988).

EXPERIMENTAL PSYCHOLOGY

69

Adams, F. M., & Osgood, C. E. (1973). A cross-cultural study of the affective meanings of color. *Journal of Cross-Cultural Psychology*, 4, 135-156.

70

Aun, C., Lam, Y. M., & Collett, B. (1986). Evaluation of the use of visual analogue scale in Chinese patients. *Pain*, 25, 215-221.

71

Binnie-Dawson, J. L., & Choi, P. P. (1982). A study of perceptual and cultural cues in Chinese and Western paintings. *Psychologia: An International Journal of Psychology in the Orient*, 25, 18-31.

72

Boey, K. W. (1978). Cognitive complexity and rigidity measured under task-oriented and ego-involved conditions. *Journal of Sociology & Psychology* (A joint publication of Singapore Sociology Society and Nanyang University Sociology and Psychology Society), 1, 9-17.

73

Chan, K. (1981b). Parenting styles and children's reading abilities: A Hong Kong study. *Journal of Reading*, 24, 667-675.

74

Chau, A. W. L., Kao, H. S. R., & Shek, D. T. L. (1986). [Writing time of double-character Chinese words: Effects of interrupting writing responses]. In H. S. R. Kao, G. P. van Galen & R. Hoosain (Eds.), *Graphonomics: Contemporary research in handwriting* (pp. 273-288). Amsterdam: North-Holland.

75

Chen, H. C. (1985). Reading Chinese text in sequential display format: Effects of display size. *Perceptual & Motor Skills*, 61, 595-598.

76

Chen, H. C., & Tsoi, K. C. (1990). Symbol-word interference in Chinese and English. *Acta Psychologica*, 75, 123-138.

77

Courtney, A. J. (1989). Continuation of visual-field mapping for a target embedded in a regular background. *Perceptual and Motor Skills*, 69, 843-849.

78

Courtney, A. J., & Chan, H. S. (1986). Visual lobe dimensions and search performance for targets on a competing homogeneous background. *Perception and Psychophysics*, 40, 39-44.

79

Dunn, J. A., Zhang, X.-Y., & Ripple, R. E. (1988). A comparative study of Chinese and American performance on divergent thinking tasks. *New Horizons*, 29, 7-20.

80

Goldstein, L. (1990). A cognitive science approach to meaning acquisition. *Bulletin of the Hong Kong Psychological Society*, 24-25, 42-52.

81

Gow, L., Butterfield, E., & Balla, J. (1988). The problem of transfer: are we close to a solution? *Bulletin of Hong Kong Psychological Society*, 21, 37-48.

82

Hoosain, R. (1986). Perceptual processes of the Chinese. In M. H. Bond (Ed.), *The psychology of the Chinese people* (pp. 38-72). Hong Kong: Oxford University Press.

83

Hoosain, R., & Osgood, C. E. (1983). Processing times for English and Chinese words. *Perception & Psychophysics*, 34, 573-577.

84

Hoosain, R., & Salili, F. (1987). Language differences in pronunciation speed for numbers, digit span, and mathematical ability. *Psychologia: An International Journal of Psychology in the Orient*, 30, 34-38.

85

Hoosain, R., & Shiu, L. P. (1989). Cerebral lateralization of Chinese-English bilingual functions. *Neuropsychologia*, 27, 705-712.

86

Johnson, J. S., Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognition and Psychology*, 21, 60-99.

87

Kao, H. S. R. (1976). An analysis of user preference towards handwriting instruments. *Perceptual and Motor Skills*, 43, 522.

88

Kao, H. S. R. (1977a). The effects of hand-finger exercise on human handwriting performance. *Ergonomics*, 16, 171-175.

89

Kao, H. S. R. (1979b). Handwriting ergonomics. *Visible Language*, Winter, XIII, 331-339.

90

Kao, H. S. R. (1981a). [Hand motion variability: A comparison of normal and athetoidic subjects]. *Acta Psychologica Taiwanica*, 23, 75-80. (In Chinese.)

91

Kao, H. S. R. (1981b). [Hand motion variability: A comparison of normal and spastic subjects]. *Acta Psychologica Taiwanica*, 23, 17-22. (In Chinese.)

92

Kao, H. S. R. (1983). Progressive motion variability in handwriting tasks. *Acta Psychologica*, 54, 149-159.

93

Kao, H. S. R. (1984b). Progressive motion variability in handwriting tasks. In A. J. W. M. Thomassen, P. J. G. Keuss & G. P. van Galen (Eds.), *Motor aspects of handwriting* (pp. 149-160). Amsterdam: North-Holland.

94

Kao, H. S. R., Mak, P. H., & Lam, P. W. (1986). Handwriting pressure: Effects of task complexity, control mode and orthographic differences. In H. S. R. Kao, G. P. van Galen & R. Hoosain (Eds.), *Graphonomics: Contemporary research in handwriting* (pp. 47-66). Amsterdam: North-Holland.

95

Kao, H. S. R., Shek, D. T. L., & Lee, E. S. P. (1984). Control modes and task complexity in tracing and handwriting tasks. In A. J. W. M. Thomassen, P. J. G. Keuss, & G. P. van Galen (Eds.), *Motor aspects of handwriting* (pp. 69-78). Amsterdam: North-Holland.

96

Kao, H. S. R., Shek, D. T., & Lee, E. S. P. (1983). Control modes and task complexity in tracing and handwriting performance. *Acta Psychologica*, 54, 69-77.

97

Kao, H. S. R., & Wong, C. M. (1988). Pen pressure in Chinese handwriting. *Perceptual and Motor Skills*, 67, 778.

98

Kao, H. S. R., Wong, S., & Chiu, J. (1977). Effects of differential bodily exhaustive exercises on fine motor control tasks. *Psychologia*, 11-15.

99

Kong, K. L. (1988). Can intelligence be artificial? *Bulletin of Hong Kong Psychological Society*, 21, 49-53.

100

Kvan, E. (1983). Reflections on doing psychological research in Hong Kong: A reply to Ripple. *Bulletin of the Hong Kong Psychological Society*, 10, 24-27.

101

Leung, J. P. (1989). Psychological distance to reward: A human replication. *Journal of the Experimental Analysis of Behavior*, 51, 343-352.

102

Leung, K., & Li, W. K. (1990). Psychological mechanisms of process-control effects. *Journal of Applied Psychology*, 75, 613-620.

103

Liu, F., & Kong, W. Y. (1959). [An analysis of relationship between the practice in productive labor and the acquisition of theoretical knowledge in middle school students]. *Acta Psychologica Sinica*, No. 5, 279-292. (In Chinese.)

104

Liu, I. M. (1986). Chinese cognition. In M. H. Bond (Ed.), *The psychology of the Chinese people* (pp. 73-105). Hong Kong: Oxford University Press.

105

Liu, I. M., & Lee, Y. S. (1990). Memorial consequences of generating words and non-words. *Quarterly Journal of Experimental Psychology: Human Experimental Psychology*, 42, 255-278.

106

Liu, L. G. (1985). Reasoning counterfactually in Chinese: Are there any obstacles? *Cognition*, 21, 239-270.

107

Ripple, R. (1983). Reflections on doing psychological research in Hong Kong. *Bulletin of the Hong Kong Psychological Society*, 10, 7-23.

108

Shek, D. T. L., Kao, H. S. R., & Chau, A. W. L. (1986). Attentional resources allocation process in different modes of handwriting control. In H. S. R. Kao, G. P. van Galen & R. Hoosain (Eds.), *Graphonomics: Contemporary research in handwriting* (pp. 289-303). Amsterdam: North-Holland.

109

Ward, C. (1982). The psychological study of consciousness: Pitfalls and limitations. *Bulletin of the Hong Kong Psychological Society*, 8, 37-45.

110

Weist, R. M., & Crawford, C. (1972). Phonological and semantic representations of words, compartments of memory, and rehearsal. *Psychonomic Science*, 28, 106-108.

The following references are also relevant to this chapter: Citation numbers 13, 111, 122, 123, 124, 125, 126, 127, 128, 129, 130, 134, 135, 136, 150, 159, 162, 232, 233, 389, 550, 919.

Chapter 5

BIOLOGICAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2500: Physiological psychology	0
2520: Neurology and electrophysiology	3
2560: Psychophysiology	26
2600: Physiological Intervention	0
2630: Electrical stimulation	0
2640: Drug stimulation and psychopharmacology	0
2660: Physiological intervention	2
TOTAL	32

Table 5. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are as-

signed. (The frequency of single-word index terms includes those of compound-word index terms in which the single wor-

dappears.) Index terms with a frequency of less than 10 are not shown.

Autonomic nervous system, 20
Cognitive processes, 14
Galvanic skin response, 15
Orienting reflex, 14
Psychophysiology, 14
Reflex, 14

This chapter encompasses the work on biological psychology, including both physiological psychology and psychophysiological approaches to our understanding of the basis of behaviour.

The articles referred to here were intended to comprise those classified by the authors as being within A.S.A. classification code 2500+ (*Physiological Psychology* incorporating *Neurology, Electrophysiology, Physiological Processes, and Psychophysiology*) and those within code 2600+ (*Physiological Intervention, incorporating Electrical Stimulation, Lesions and Drug Stimulation and Psychopharmacology*). However, no articles were found within the latter category. Although there are studies on, for example, aspects of drug addiction, those cited here are epidemiological studies or studies of attitudes, usage, law enforcement, education, policy and services and programmes, or related issues. Publications on the pharmacological action of drugs have not generally been included; two exceptions however, are Sue and Fung's (1986 [Chapter 11]) study on, *inter alia*, the physiological effects or correlates of alcohol consumption in Chinese individuals, and Mendelson and Mello's (1975 [Chapter 8]) publication on their study of testosterone levels in Hong Kong heroin addicts.

Since this book is intended to cover psychological studies of Hong Kong people and society, the authors faced a dilemma within this chapter. Most of the studies on biological psychology do not

claim any culturally-specific findings for Hong Kong (or Chinese) individuals (Sue and Fung's study is an exception in this regard as well), while, clearly, any animal studies are hardly likely to merit inclusion on such grounds! However, it is also a goal of this book to review the psychological research carried out in Hong Kong (as opposed to on Hong Kong), and, with this in mind, a selection of articles reporting research on biological psychology has been included. This selection may have been somewhat biased by the present authors' own perspectives and research interests!

Kao's work on ergonomics, graphonomics, and, in particular, calligraphy has been mentioned elsewhere in this book. Complementing these articles, however, are a set of studies looking at psychophysiological correlates of doing calligraphy (Kao, 1982; Kao, Lam, Robinson & Yen, 1989; Kao, Lam & Shek, 1985; Kao, Robinson & Zhang, 1988; Kao & Shek, 1986; Kao, Shek, Chau & Lam, 1986). These studies show that calligraphy can have a marked effect on the writer's autonomic nervous system, in terms of a reduction of sympathetic activity, as well as changes in background EEG activity. There are also articles in this series reporting the results of psychophysiological investigations into different forms of writing and writing instruments.

The second set of studies are those by Spinks. These may be conveniently subdivided into two categories -- those adopting a psychophysiological approach to understanding aspects of attention, orienting and information processing, and those investigating psychological, autonomic and immune system relationships in people under stress. The first group (Blowers, Spinks & Shek, 1985; Shek & Spinks, 1982; 1985; 1986; Siddle & Spinks, 1990; Spinks, 1984; 1987; 1989; Spinks, Blowers & Shek, 1985; Spinks, Chan & Chan, 1985; Spinks & Shek, 1982; Yip &

Spinks, 1988) are autonomic studies (usually skin conductance response measures) of theoretically important aspects of attention, where the main explanatory concept is that of the orienting response. Related concepts and processes investigated include pre-attentive processing, sensory discrimination and motor performance, distraction, attentional switching, anticipation and preparation. A final study in this group (Spinks, Dow & Leung, 1983 [Chapter 2]) gives details of a hardware and software package for psychophysiological measurement and analysis of electrodermal activity. The second group of studies, with Chan and Jones, are in the psychoneuroimmunology (PNI) area, where the immune system has been the focus of attention (C.C. Chan, 1987; Spinks, Chan, Jones & Tang, 1987; Spinks & Chan, 1989; Spinks, Chan, Lai & Jones, 1990). These interdisciplinary studies have involved a number of researchers from different areas (experimental psychology and psychophysiology, immunology, clinical psychology, physical education), researching the psychological factors that are most important in causing the drop in antibody production that has been shown at times of severe stress. More recent work has revealed that autonomic parameters of the individual may be much better predictors of this drop than purely psychological measures obtained by traditional psychometric instruments.

There have also been two studies by Hoosain on laterality effects in the Chinese (Ho & Hoosain, 1989; Hoosain, 1990b), one by Courtney (1984) on visual lobe size and its relation to visual search task performance, and, finally, one by Yu, Lau, Woo, Wong & Tse (1988), on infections of the nervous system.



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111

Blowers, G. H., Spinks, J. A., & Shek, D. T. L. (1986). P300 and the anticipation of information within an orienting response paradigm. *Acta Psychologica*, 61, 91-103.

112

Chan, C. C. (1987). *Examination anxiety and immunocompetence in Hong Kong tertiary students*. Unpublished Masters thesis, University of Hong Kong.

113

Courtney, A. J. (1984). A search task to assess visual lobe size. *Human Factors*, 26, 289-298.

114

Ho, S. K., & Hoosain, R. (1989). Right hemisphere advantage in lexical decision with two-character Chinese words. *Brain and Language*, 37, 606-615.

115

Hoosain, R. (1990b). Left handedness and handedness switch amongst the Chinese. *Cortex*, 26, 451-454.

116

Kao, H. S. R. (1982). [Psychophysiological responses in Chinese calligraphy]. In H. S. R. Kao & C. M. Cheng (Eds.), *Psychological aspects of the Chinese language* (pp. 257-294). Taipei: Wenhe Publishing Company. (In Chinese.)

117

Kao, H. S. R., Lam, P. W., Robinson, L., & Yen, N. S. (1989). [Psychophysiological changes associated with Chinese calligraphy]. In P. Plamondon, C. U. Suen & M. L. Simner (Eds.), *Computer recognition and human production of handwriting* (pp. 349-381). Singapore: World Scientific Publishing Co. (In Chinese.)

118

Kao, H. S. R., Lam, P. W., & Shek, D. T. L. (1985). [Different modes of handwriting control: Some physiological evidence]. *Chinese Journal of Psychology*, 27, 49-63. (In Chinese.)

119

Kao, H. S. R., Robinson, L., & Zhang, J. T. (1988). [Psychophysiological changes associated with language experiences, writing instruments, and writing forms]. In I. M. Liu, H. C. Chen & M. J. Chen (Eds.), *Cognitive aspects of the Chinese language (Vol. 1)*. Hong Kong: Asian Research Service. (In Chinese.)

120

Kao, H. S. R., & Shek, D. T. L. (1986). [Modes of handwriting controls in Chinese calligraphy: Some psychophysiological explorations]. In H. S. R. Kao & R. Hoosain (Eds.) *Psychology, linguistics and the Chinese language* (pp. 317-333). Hong Kong: Centre of Asian Studies, University of Hong Kong. (In Chinese.)

121

Kao, H. S. R., Shek, D. T. L., Chau, A. W. L., & Lam, P. W. (1986). An exploratory study of the EEG activities accompanying Chinese calligraphy writing. In H. S. R. Kao & R. Hoosain (Eds.), *Linguistics, psychology and the Chinese language* (pp. 223-244). Hong Kong: University of Hong Kong.

122

Shek, D. T. L. (1983). *The attentional nature of the orienting and defensive responses*. Unpublished doctoral dissertation, University of Hong Kong.

123

Shek, D. T. L., & Spinks, J. A. (1982). The effect of the orienting response on the encoding aspect of the effector span of attention. *Psychophysiology*, 19, 585.

124

Shek, D. T. L., & Spinks, J. A. (1985). The effect of the orienting response on sensory discriminability. *Perceptual and Motor Skills*, 61, 987-1003.

125

Shek, D. T. L., & Spinks, J. A. (1986). A study of the attentional changes accompanying orienting to different types of change stimuli. *Acta Psychologica*, 61, 153-166.

126

Siddle, D. A. T. & Spinks, J. A. (1990). Orienting, habituation, and the allocation of processing resources. Paper presented to the Langfeld Lecture Series Conference on *Comparative and developmental analyses of sensory information processing*, Princeton, 1990.

127

Spinks, J. A. (1984). The effects of different types of distractors on visual search performance: the role of the orienting response. *Psychophysiology*, 21, 599-600.

128

Spinks, J. A. (1987). Switching of attentional resources: ERP correlates. *Psychophysiology*, 24, 613.

129

Spinks, J. A. (1989). The orienting response and anticipation of information processing demands. In N. W. Bond, & D. A. T. Siddle (Eds.), *Psychobiology: Issues and applications* (pp. 149-161). Amsterdam: North Holland.

130

Spinks, J. A., Blowers, G. H., & Shek, D. T. L. (1985). The role of the orienting response in the anticipation of information: a skin conductance response study. *Psychophysiology*, 22, 385-394.

131

Spinks, J. A., & Chan, C. C. (1989). Psychoneuroimmunological research into examination anxiety in adolescent students in Hong Kong. *Education Papers, University of Hong Kong*, 4, 48-65.

132

Spinks, J. A., Chan, C. C., Lai, J. C. L., & Jones, B. M., (1990). Examination anxiety in Hong Kong students: Gender and psychological influences on longitudinal changes in salivary immunoglobulin A. *Psychophysiology*, 27(4A), S7-S8. Paper presented at a symposium on "Psychoneuroimmunology: Anxiety, arousal and autonomic reactivity" (Chair: J. A. Spinks & S. E. Locke), 30th Annual Meeting of the Society for Psychophysiological Research, Boston.

133

Spinks, J. A., Chan, C., Jones, B. M., & Tang, J. C. L. (1987). A study of examination anxiety: Covariation between psychological variables and an immunological parameter. *Psychophysiology*, 24, 613.

134

Spinks, J. A., Chan, T. C., & Chan, K. K. (1985). Orienting and anticipation in a two-stimulus, dual-task paradigm. *Psychophysiology*, 22, 614.

135

Spinks, J. A., & Shek, D. T. L. (1982). The effect of orienting activity following a warning stimulus on subsequent information processing. *Psychophysiology*, 19, 589.

136

Yip, S. P., & Spinks, J. A. (1988). A skin conductance response study of preattentive processing of backwardly-masked stimuli. *Psychophysiology*, 25, 491-492.

137

Yu, Y. L., Lau, Y. N., Woo, E., Wong, K. L., & Tse, B. (1988). Cryptococcal infection of the nervous system. *Journal of Medicine*, 66, 87-96.

The following references are also relevant to this chapter: Citation numbers 19, 158, 396, 550, 677.



Chapter 6

COMMUNICATION SYSTEMS

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2700: Communication Systems	11
2720: Language and speech	44
2740: Literature and art	3
TOTAL	58

Table 6. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word

appears.) Index terms with a frequency of less than 10 are not shown.

- Cross-cultural differences, 11*
- Development, 13*
- Education, 12*
- Language, 38*
- Language development, 10*

Only 57 articles are cited in this chapter but several of the other chapters also feature articles on language and speech, in particular those on developmental and educational psychology.

The majority of the articles in this chapter can be classified into those looking at aspects of the native language (Chinese/Cantonese) and those relating to the second language (English) or bilingualism, the remaining research concentrating on cross-cultural comparisons of semantic interpretations.

One of the most prolific researchers in the area of Chinese language is Kao, who has published work on aspects of both verbal and written language. For a comprehensive overview of this field the books edited by Kao, Cheng and Hoosain are excellent sources. Featured are chapters on orthography, sentence comprehension, language development, speech perception, written language and Chinese characters amongst others (Kao & Cheng, 1982; Kao & Hoosain, 1984; Kao & Hoosain, 1986). Also see Kao (1984c) in P.K. Wong (Ed) with a critique of psychological research on Chinese language and the teaching of Cantonese in Hong Kong secondary schools. An extensive bibliography of psychological and psycholinguistic research is listed by D.Y.F. Ho (1979a), to which the interested reader is referred for an historical, and fuller summary of this area than is possible here.

Certain speech characteristics of the Chinese language were researched in two studies; Kao (1978) looked at the vocalization of Chinese sounds, while Luke (1989) concentrated on the phoneme "la". Luke discussed the understanding of conversation. Cultural differences between Chinese (Cantonese) and Western perception and linguistic categorization of properties of food were revealed using the repertory grid

technique to classify the responses (Kvan, 1989). The Cantonese Semantic Differential scale developed to test semantic differences in language was discussed by Li (1966 [Chapter 3]).

Several articles look at the cognitive processing of Cantonese. Liu (1983) detailed the cueing function of Chinese characters in reading, and in later research conducted a frequency analysis of descriptive units for twenty common verbs (Liu, 1984). These descriptions defined both the meaning and usage of the verbs, thus Lui concluded that frequency analyses could contribute to both the understanding of human thought and language learning. The hemispheric location for processing Chinese characters was discussed by Rastatter et al. (1989 [mentioned previously in Chapter 7]) who used a lexical decision task to provide evidence, a paradigm also used by Keatley (1987) in her studies of language processing. Wong and Lau (1983) compared the effectiveness of the National Phonetic Symbol and the Hanyu Pinyin systems of learning pronunciation. Middle-school students found the latter system easier, with its similarity to the English alphabet postulated as an explanation by the authors.

Kao has written a number of articles on aspects of handwriting, looking at hand-finger exercise and handwriting (Kao, 1977a), handwriting ergonomics (Kao, 1979b), at the effects of using different instruments to write with (Kao, 1979a) and at drawing principles in Chinese handwriting (Wong & Kao, 1990). Kao has also done substantial research on Chinese calligraphy, having authored the book "Psychology of Chinese Calligraphy" (Kao, 1986), and also a number of articles on stylistic variability (Kao, 1981a; 1981b), spelling (Kao, 1984a) and relaxation effects on heart rate (Kao, Lam, Guo & Shek, 1984). The latter two articles are found in the book edited by Kao and Hoosain

(1984) mentioned previously (all articles not found referenced in this chapter can be found listed under Chapter 4).

Psychological research on English as a Second Language (ESL) has looked at quite diverse aspects of the area, and as a result many of the articles are to be found cited under different chapter headings. As might be expected the chapter on developmental psychology includes work on raising children bilingually (Bain & Yu, 1980; 1982) and on cultural influences on learning a second language (Ip, 1985). Articles in the chapter on educational psychology look at, amongst other things, the advantages of speaking a second language (Macintosh, 1979), adult motivation to learn ESL (Lai, 1988; Lee & Ng, 1989) and teaching methods used in ESL (Cheng, 1988; Tong & Crewe, 1988a; 1988b).

The difficulties experienced by the bilingual education system in Hong Kong were discussed by Kvan (1969), and this issue is debated in greater depth in Chapter 14. In particular see K. Chan (1981a) and Kwo (1987 [Chapter 14]). The issue of whether bilingual education adversely affects cognitive development was debated by Ripple, Jacquish, Lee & Salili (1984 [Chapter 4]), whilst D.Y.F. Ho (1987a [Chapter 7]) argued that there was no reason that this should be the case, and that some research suggests that in fact a bilingual education can actually enhance development, particularly cognitive development. A couple of articles identify factors which might influence the effectiveness of learning a second language, and again the reader is referred to the chapter on developmental psychology for more research on this area. Johnson and Newport (1989 [Chapter 4]) investigated whether there are particular stages of development when the learning aptitude for ESL is greater. Research on child rearing practices by Bain and Yu was outlined in chapter 7, the same authors have also looked at the influence of socio-

economic status and culture on second language learning among children from Hong Kong and Canada (Bain & Yu, 1983). Attitudes towards languages and multi-lingualism in Hong Kong are discussed by Gibbons (1983). Cognitive processing of language was investigated by Chen (1990 [Chapter 7]) and Chen and Ng (1989), looking at translation and lexical processing respectively. An account of psychological processes working in political contexts was given by Minford (1985), who reviewed the suspicion with which translation services have been treated in mainland China.

The cross-cultural studies mainly look at semantic differences in language; with regard to greeting norms in different countries (Kroger, Cheng and Leong, 1979), and the effectiveness of business communications made between Hong Kong and California (Gould, McGuise and Chan, 1983 [Chapter 15]). The utility of multidimensional scaling techniques in detecting cross-cultural similarities and differences in meaning was examined by Herrman and Raybeck (1981). In a later study the same authors identified a high degree of pancultural agreement on antonymity, and suggested that this aspect of language might be innate in humans (Raybeck & Herrman, 1990). Blowers and McCoy (1986) investigated whether there were any differences in the way Hong Kong Chinese and Australian subjects interpreted a film sequence. Although certain cross-cultural differences were identified, the authors concluded that reactions were as dependant on the individuals perceptions as they were on the semiotic codes contained in the film.



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Chapter 7

DEVELOPMENTAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2800: Developmental Psychology	21
2820: Cognitive and perceptual development	35
2840: Psychosocial and personality development	62
2860: Gerontology	1
TOTAL	119

Table 7. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word

appears.) Index terms with a frequency of less than 10 are not shown.

Adolescence, 38
Adolescents, 37
Adulthood, 20
Age, 41

Attitudes, 14
Child, 11
Childhood, 30
Child rearing practices, 11
Children, 45
Cognitive, 25
Cognitive perceptual development, 13
Cross-cultural differences, 27
Development, 65
England, 10
Family, 10
Language, 13
Parent-child relations, 10
Perception, 16
Perceptual, 16
Personality, 30
Practices, 11
Preschool, 12
Preschool age children, 12
Psychosocial, 23
Psychosocial personality development, 22
Relations, 15
School, 30
School age children, 29
Sex/gender, 14

The articles cited in this chapter outline the main developmental stages from infancy and childhood to adolescence and old age. Within this, the main areas of development are outlined, such as intelligence, moral reasoning, sensory perception etc. Many of the the articles focus specifically on youngsters growing up in Hong Kong, others take a cross-cultural approach comparing statistics gathered in Hong Kong with data mainly from Europe and America.

INFANCY/CHILDHOOD

In the past, women in Hong Kong considered bottle-feeding an infant to be a sign of affluence -- only those who could not afford to buy bottled milk breast-fed. Recently attempts have been stepped up by various organizations including medical professionals and women's groups to overcome the various misconceptions sur-

rounding breast-feeding, one of which is that bottled milk is more nutritious, and that breast-feeding will make children fat in later years. These misunderstandings are not only held by traditionalist factions of Hong Kong Chinese society but also supported by some medical personnel. A number of articles have investigated the decision by mothers to breast or bottle-feed infants, and the factors which led to or influenced that decision (Ling, Hung and Ong, 1985; Koo, Wong and Ho, 1986). Perhaps if mothers breast fed their children more, there would be less need for the traditional medical foods given to infants to supplement the diet of bottle milk, these foods are discussed by Sung, Lui, Lo, Leung and Davies (1988).

Several studies investigated the behaviour characteristics of pre-school children. Cheng (1979) looked at the importance of play in development and discussed personal observations of ten children at play in terms of the opposing views of Piaget and Freud. The restrictions on play in Hong Kong are also discussed. Leung (1979) examined the assumption of sex-roles in play, the influence of the gender of play mates and choice of gender-related toys. Other articles concentrated on behaviour problems. Baber (1973) presented a general overview of problems in pre-school age children, while the influence of child rearing practices on behaviour was assessed by Kong, Wong, Goh, Lam, Chia and Kok (1988). Child rearing practices were also considered by Ekblad (1988) as a factor in aggressive behaviour, and Ward (1970) in temper tantrums. Kuo (1964-65) outlined some of behavioural characteristics prevalent among mainland Chinese children.

Cheung, Chau and Lam (1986) presented the findings of a pilot study on caretaking styles in Hong Kong, with reference to three year olds. It can be assumed that children growing up in urban Hong Kong

would have a quite different experience to those born in a rural area. Ward (1980) discussed the socialization of young children in a small village in the New Territories of Hong Kong in the 1950s, and the influence of modern values from urban Hong Kong on the upbringing and development of the young.

A number of studies take a cross-cultural approach to early development covering fairly diverse topics. Abbott (1980) discussed the findings of two important studies to assess the interaction of three factors -- culture, upbringing and personal development -- in the first three years of life. The two articles are Mahler's five year study of middle-class European and American mothers and their children begun in 1963, and Field and Bader's study of Hong Kong Chinese children, again over five years commencing 1967. Another cross-cultural article was presented by Morland and Hwang (1981) which discussed societal factors influencing racial/ethnic identity of 4 - 6 year olds. Brewer, Ho, Lee and Miller (1987) looked at ethnic and gender identity among older children. Finally, De Boysson-Bardies, Halle, Sagory and Durand (1989) analysed the vowel formations in the babbling of ten month old babies from France, England, Hong Kong and Arabia. Significant differences were found across the language backgrounds which reflected parallel differences in the adult speech.

ADOLESCENCE

Adolescence is a time of great change for youngsters. Several articles present a general review of what it is like to grow up in Hong Kong (Ou, 1969; Chung & Jamie, 1967; Field & Barber, 1973). Given that school education takes up much of an adolescent's time and culturally much emphasis is placed on educational achievement in Hong Kong, it is unsurprising that a correlation between self-esteem and

academic performance has been identified by various authors. Leung, Salili and Baber (1986) looked at common adolescent problems and found that worries about school performance and behaving in an appropriate manner were the most prominent anxieties. Lau (1990) investigated age effects on self-esteem. It was found that self-esteem in relation to academic achievement increased with age whereas appearance self-esteem decreased with age, the mid-teenage years were the most critical period as both measures of self-esteem underwent changes. Cheung and Tam (1984) also analysed self-esteem among adolescents. Lau (1989b) took a different approach and looked at sex-role orientation and self-esteem, finding that high scores on masculinity were more strongly associated with self-esteem (academic, appearance and general) than were feminine traits as measured on the Bem Sex Role Inventory. Males were also found to have a higher self-esteem than females in a study by T.S. Cheung (1986), in addition academic achievement had more effects on the self-esteem of males than of females [see Chapter 14]. Still in relation to academia, Leung, Ray and Lew (1983) investigated the different types of motivation in educational and occupational achievement to examine the relationship between motivation and achievement. Leisure activities were discussed by Ng (1984), while Lau and Cheung (1988) concentrated on reading interests and the influence of personality, academic and social variables.

Two articles looked at sex differences in cognitive abilities (Keyes, 1980), and in psychological health (Shek, 1989b). The latter found that, consistent with Western research, females reported significantly more psychiatric and somatic symptoms than males. However, there are some conflicting results when situations of severe stress (examination anxiety) are investigated (see C.C. Chan, 1987; Spinks, Chan,

Jones & Tang, 1987; Spinks & Chan, 1989; Spinks, Chan, Lai & Jones, 1990 [all Chapter 5]) Other authors have looked at factors influencing reward allocation, that is locus of control (Lau, Cheung & Chau, 1982) and personality and performance (Chiu, 1989b). Also beliefs about death and death consequences were investigated by Hui, Chan and Chan (1989), who found that these beliefs were associated with age and religious orientation of school attended.

Several articles discussed acculturation, of Hong Kong Chinese abroad and of Vietnamese in refugee camps in Hong Kong. Feldman and Rosenthal (1990a, 1990b) looked at first and second generation Chinese immigrants living in America and Australia. Tsoi, Yu and Lieh-Mak (1986) assessed Vietnamese childrens' fears of being hurt after witnessing violence and war.

PARENT - CHILD INTERACTION

Three articles focussed on parent-child relationships: Ho (1986a) presented a literature review of the area, and S.L. Wong (1970 [Chapter 9]) looked at effects of social change. Ho and Kong (1984) outlined their intergenerational comparison of childrearing styles and attitudes, with the finding that parents and grandparents had quite similar views on how children should be brought up.

It has been well demonstrated that parental style significantly affects a child's development, and a number of articles here support this. Parent-child interaction is correlated with personality (J. Chan, 1978); with civic-mindedness (M. Cheung, 1988); with various intellectual abilities (Chan 1979) and, as mentioned earlier, with aggressive behaviour (Ekblad, 1988) and disciplinary problems (Kong et al., 1988). The way a child perceives a parent's behaviour seems to be as important a fac-

tor as the actual behaviour. Shek conducted two studies correlating perceived parental style with psychological well being (Shek, 1989a), and with mental health (Shek, 1988a), over 2000 students completing questionnaires for each study. Li (1974) looked at parental style, test anxiety and achievement motivation. Lau and Cheung (1987) investigated perceptions of parental warmth and parental control and organisation, applying the same analysis to the relationship between teachers and students. Another study on parental discipline found that children viewed their fathers to be most strict, especially boys who felt they experienced stricter treatment from both parents (J. Chan, 1981).

AREAS OF DEVELOPMENT

A number of authors have been interested in cross-cultural comparisons of childrens' scores on intelligence tests. Lynn, Hampson and Lee (1988) found that the mean IQ score of fourth grade children in Hong Kong was higher than that of Caucasians in Britain or the United States. Chan and Lynn (1989) argued that their findings that Orientals in the USA and Pacific Basin gained a higher mean IQ score than white children in the USA and Britain, are difficult to interpret through the common environmental explanation of low mean IQ scores of ethnic minority populations in the USA. Chen, Braithwaite and Huang (1982) analysed cross-cultural differences on intelligence measures and attribution of intelligent behaviour, and Lynn, Pagliari and Chan (1988) compared gender and cultural differences using Spearman's general (g) factor.

The influence of family variables on verbal intelligence and academic performance among children in Hong Kong have been investigated by Ho with relation to birth order (Ho, 1979e), and parental education (D.Y.F. Ho, 1977 [Chapter 10]). Poon, Yu

and Chan (1986) correlated reaction time with intelligence to assess whether RT could measure cognitive processes in parallel with IQ measurements of mental ability.

A fair amount of developmental research has focussed on perception, although little has been done using indigenous populations. Dawson, Young and Choi conducted two studies looking at developmental influences on geometric illusion susceptibility (1973) and on perception of three dimensional effects in pictures (1974). The results of the former study were used to test cross-cultural theories of age effects in susceptibility to geometric illusions. The remainder of the articles take a cross-cultural approach. Goodnow, Young and Kvan (1976) looked at mistakes made by young children in copying geometric shapes. When data was compared with research done in the USA, certain common features were identified. An aesthetic sensitivity test was proposed by Chan, Eysenck and Gotz (1980) with data from Hong Kong Chinese, Japanese and English samples. Stratford and Au (1988) looked at the development of drawing, and Gordon, Zukas and Chan (1982) considered responses to schematic faces from different age and cultural groups. Finally, dyslexia and perceptual development were discussed by Fok, Bellugi, Tzeng and Klima (1989).

The development of moral judgment is the focus of articles by Chern (1978) and the St. James Settlement School Social Work Service (1983 [Chapter 14]). Authors Bond and Pang (1989) and Ma (1990) discussed the Taoistic influence on moral development. Ma has conducted four cross-cultural studies on altruism; looking at altruism generally (1985b), sex differences in altruism (1985a) and cultural explanations for differences between English and Chinese subjects in altruistic behaviour (1989a, 1989b). Grimley (1974)

compared the moral development of 13 - 19 year olds in five countries. A number of articles provide evidence for Kohlberg's stages of developing moral judgment and justify the use of the Defining Issues Test (DIT) which is proposed to measure these stages. Hau and Lew (1989) argued that Kohlberg's six stage model is pancultural and the DIT test suitable for the Chinese culture. Similarly Ma (1988) used cross-cultural data to support the use of the DIT test. Hau (1990) discussed the ability to fake answers in the DIT test, while Ma and Chan (1987) investigated sex differences in DIT test scores finding male scores less supportive than female scores of Kohlberg's moral judgment stages.

The research cited on cognitive development has covered a number of diverse topics. Keyes has written various articles on sex differences in cognitive development and one looking in particular at the influence of sex role identity on ability (Keyes, 1980). Another article (Keyes, 1979) examined sex differences in the development of spatial ability, and found no evidence of male superiority, in contradistinction to much research done in this area including further study by the same author (Keyes, 1983). A couple of articles examined problem solving. S.L. Ng (1983) discussed developmental stages in understanding how banks and shops operate, and N.Y. Wong (1988) looked at the influence of self-monitoring and feedback on problem solving tasks. Douglas and Wong (1977) investigated sex, age and cultural differences between Chinese and American subjects on formal operation Piagetian tasks. A number of articles have looked at cognitive processing of Chinese characters; Hoosain (1983) discusses the most effective methods of memorizing classical Chinese, while Siu (1986) looked at Chinese prose. Rastatter, Scutanec and Grilliot (1989) investigated which area of the brain is used in processing Chinese characters, while the cognitive processes

involved in reading Chinese were discussed by Leong, Cheng and Das (1985). Divergent thinking was the focus of studies of Jaquish (1985) and Jaquish and Ripple (1984) looking at age and sex variables and making cross-cultural comparisons.

The effects of learning a second language on proficiency of the first language and on cognitive development were outlined in a literature review by D.Y. Ho (1987a). Bain and Yu (1980b; 1982) were interested in the effects on children of growing up with parents who speak separate languages as well as a common one. They refer to Ranjat's "one parent, one language" principle, and compared bilingual and unilingual families in various countries including Alberta, Hong Kong, France and others. In one study (1980a), they tested the children of such families at two and four years of age and found the older bilingual groups to be significantly more advanced in language and cognition irrespective of country or language combinations. Other articles on cognitive aspects of bilingualism include work on the syntactic understanding (Yau, 1983 [Chapter 6]) and lexical processing (Chen, 1990) of ESL students. Hoosain (1990) looked at cultural influence on semantic merging among bilinguals, and at the difference in the forward and backward digit spans of Chinese-English bilinguals as opposed to native English speakers (Hoosain, 1979). Au (1983) documented a series of five studies replicating work by Bloom (1981) attempting to find support for the Sapir-Wharf hypothesis. Two authors discussed the variables influencing learning a second language. Ip (1985 [Chapter 6]) looked at psychological and cultural variables, and D.Y. Ho (1987c [Chapter 14]) at variables of gender, verbal intelligence and attitudes. Language competency and person perception were correlated by Wible and Hui (1985 [Chapter 6]) in a cross-cultural analysis.

A few articles looked at sexual development, Chang, Ng, Lee and Chan (1966) looked at sexual maturation among boys, and similarly among girls (Lee, Chang and Chan, 1963). Cheung, Salili and Lee (1986) presented the results of a study investigating attitudes towards sex education of adolescents in Hong Kong, whilst Poon (1981) discussed infantile sexuality in Hong Kong in terms of Freud's and Malinowski's theories. More studies addressing sex-related issues are discussed in Chapter 8.

GERONTOLOGY

Only a few studies cited in this chapter focus on the aged (see also selected articles in chapters 8, 11 and 12). Woo, Ho, Mak and Swaminathen (1989) correlated mental ability and nutritional intake in a healthy elderly Chinese sample, low test scores being linked with nutritional deficiencies irrespective of age. The remaining articles refer in some way to residential care of the elderly. Ho, Donnan and Sham (1988 [Chapter 11]) discussed the risk factors in the elderly developing psychomatic symptoms; low levels of social support, low self-esteem, being female and living in a home for the elderly were the most significant. Lam (1987 [Chapter 12]) looked at locus of control in applicants for residential care in relation to certain cognitive and affective variables. The traditional value of filial piety was still strong in residents of homes for the aged interviewed by Ikels (1975), although they felt that commitment within the family had been undermined.

Several articles take a life-long approach. Yang (1986) presented a literature review on the changes in the Chinese personality. Eysenck and Chan (1982) detailed their cross-cultural study on personality, using Chinese versions of the EPQ and the Junior EPQ to directly compare the young and old in Hong Kong and England. Ripple, Jaquish, Lee and Spinks (1983) dis-

cussed the intergenerational differences in descriptions of stages of the life span.



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PEOPLE, CULTURE, AND SOCIETY

The following references are also relevant to this chapter: Citation numbers **24, 37, 42, 53, 54, 65, 67, 144, 176, 179, 646, 704.**

Chapter 8

SOCIAL PROCESSES AND SOCIAL ISSUES

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
2900: Social Processes and Social Issues	51
2910: Social structure and social roles	9
2930: Culture, ethnology and religion	72
2950: Marriage and family	32
2960: Political and legal processes	16
2970: Psychosexual behaviour and sex roles	28
2990: Drug and alcohol usage	12
TOTAL	212

Table 8. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are as-

signed. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 25
Adults, 13
Age, 10
Attitudes, 43
Children, 13
Cross-cultural differences, 67
Cultural, 70
Culture, 33
Education, 11
Ethnic, 18
Ethnic groups, 10
Family, 34
Family relations, 13
Health, 13
Human sex differences, 10
Marriage, 10
Peoples Republic of China, 11
Perception, 16
Personality, 18
Political, 15
Professional, 13
Psychosexual, 10
Relations, 25
Roles, 17
Sexual, 10
Social change, 15
Socio-cultural factors, 19
United States, 13
Values, 20

Included in this chapter are over 200 papers. They have therefore been grouped into sections to make them more manageable. The subtitles of these sections are: Chinese culture; the family; womens issues; sociopolitical issues; bilingualism; methodology; health and sex-related issues.

CHINESE CULTURE

A good introduction to this area is the book "Asian Contributions to Psychology" by

Paranjpe, Ho and Rieber (1988). Also useful is the collection of articles with psychological, sociological and anthropological focuses presented by Ward (1985), on topics such as socialization, womens issues and the boat people of Hong Kong. The International Institute for the Study of Human Reproduction and Population Council (Columbia University) presented the population and demographic statistics for Hong Kong (1969), while Sun (1983) attempted to reveal the underlying structure of the Chinese culture examining topics as varied as family-relations, politics and face. King and Myers (1977) also conducted a study of face taking into account personality characteristics and sociocultural variables. Osgood (1975) and Chien (1979) took historical and anthropological approaches to the Chinese character, as did Fisher (1987), in analysing East-West differences. Several authors examined the values held by the Chinese; Liu (1966a) with a sociological analysis; Topley (1966) looked at Chinese philosophy and social values and Yang and Ho (1988) discussed the role of the Yuan in interpersonal interactions. Lau (1989a) compared the value systems of student religious believers (Protestant/Catholic) with nonbelievers. Bond (1985a) analysed the effects of modernization on Chinese culture and intergroup relations in Hong Kong, while various authors have discussed social and cultural change (King & Lee, 1981; Pierson, Postiglione & Hu, 1982; D. Ho, 1988a). Aspects of family life, such as socialization (Ho, 1989), familism (S.K. Lau, 1981) are discussed; D.Y.F. Ho (1987b) conducted a cross-cultural study of fatherhood including roles, role expectations and father-child relationships. Bond and Wang (1982) on the other hand focussed on aggression, and cultural (Confucian) restraints on and approval of violence.

As is the case with much of the research on Asian behaviour a cross-cultural approach

has been used and has been useful in revealing aspects of the Chinese character. Although the focus and philosophy of this work is beginning to change, the pattern of work was traditionally that psychological research on the Western psyche was used as the basis for cross-cultural comparisons to see how similar or different the findings are from other cultures, in comparison with what is known about Western culture (which has, after all, been the focus of research for many years). Dawson and Lonner (1974) presented the texts of lectures given at the International Association of Cross Cultural Psychology meeting; including research on learning, cognitive development, intergroup relations and personality disorders amongst other topics. Gailly (1977) discussed various readings in cross-cultural psychology with particular reference to professional organisations. Harding (1980) used personal construct theory to contrast the roles that children are encouraged to adopt -- family duty in the Chinese culture, while Western culture stresses independence. Bond and Cheung (1983) examined the influence of culture on self concept by comparing attitudes of students from Japan, United States and Hong Kong. The main cross-cultural differences were found in the level of self esteem and the frequency of categories and subcategories used for self statements. Morland (1969, 1972) researched race awareness among Hong Kong Chinese, American Negro and American Caucasian children. Significant differences were found in racial preference and ethnic identity, and results are found supportive of the normative theory of racial prejudice. Meade and Whittaker have been active in the field of cross-cultural research, having authored four of the studies cited here. Students from Brazil, Hong Kong, Lebanon, Rhodesia, India, USA were compared for authoritarianism (Meade & Whittaker, 1967), persuasability (Whittaker & Meade, 1967a), source credibility and opinion change (Whittaker

& Meade, 1968) and sex differences in source credibility (Whittaker & Meade, 1967b). Earle (1969) found Chinese students had a higher mean score on a scale of dogmatism than had British students.

A number of studies have focussed on cognition. K.M. Ng (1980) compared the cognitive structure of Hong Kong Chinese, American and Hong Kong American junior school children looking in particular at their mathematical ability. Probabilistic thinking was the subject of research by Wright, Phillips, Whally, Choo, Ng, Tan and Wisudha (1978) who compared university students from Britain and three Asian countries: Hong Kong, Indonesia and Malaysia. Bloom (1977b) looked at two aspects of moral reasoning, these being social principledness and social humanism, aiming to find cross-cultural support for the two dimensions among subjects from Hong Kong, France and the United States. E.H. Ho (1979) used the Piagetian theory of moral development to compare children from Seventh Day Adventist schools in Hong Kong, Michigan and Indiana. Dawson (1975) found cross-cultural support for Bruner and Goodman's (1947) theory of perceptual accenuation, and Jahoda, Deregowski and Sinha (1974) discussed the perception of shape and form by children from different cultures.

There are a number of scattered articles which do not fit easily with any of the classifications mentioned. One of these is Chow and Kwan's (1988) study of caregiving in developing East and South East Asian countries and among low and middle income Hong Kong families. Sandberg and others (1988) looked at boredom proneness among adolescents taking into account the variables of gender and ethnicity. Bond, Leung and Wan (1982a) examined group cohesiveness and allocation of resources among Chinese and American students. Finally, Cansdale discussed the cultural difficulties experienced by

Chinese students in Western-type universities, and Bond (1986a) examined the stereotypes Chinese and American students held about each other.

CHINESE FAMILY

The rapid pace of industrialisation and Westernisation in Hong Kong has prompted much interest in the influence of these changes on the traditional structure of the Chinese family. The majority of the work cited in this section was conducted in the 1970s and early 1980s. Less work has been done since, perhaps because research is now more oriented towards the changes that 1997 and the handover to the Chinese Government will bring (see later section for research on political issues in Hong Kong). Most authors seem to agree that the arrangement of family life has changed and continues to change (Mitchell, 1972a; Wright, 1964; S.L. Wong, 1986). Altering interpersonal relationships in modern day Chinese families are an obvious result (Ho, 1972; 1973, Raiten, 1990). Wong (1975) discussed the changes in family structure which have accompanied the growing industrialisation of Hong Kong; from a temporary, broken, extended formation, progressing to a smaller, more nuclear structure, characteristic of Western families. Other influences on family structure are such correlates of industrialization as aspects of education, occupation, religion and native township. Lo (1973) looked at identity and family structure in Hong Kong. Mading (1968) described how these changing values have been reflected in Chinese novels, while E.S. Ho (1986) discussed the change in values that has accompanied economic development, for example, materialism.

Well documented are the confusions of the young as they grow up in a modern external world, yet are encouraged to maintain traditional Chinese values and remain

somewhat resistant to change. S.L. Wong (1965, 1970) examined the influence of social change on parent-child relationships and the adjustment problems caused. Mitchell (1968) looked at the implications of changing authority relationships within the family for the development of independence and assertiveness among Hong Kong youngsters, while Dawson, Whitney and Lau (1972) investigated the correlations between attitude conflict, belief strength and autonomic arousal. When Chinese students in Hong Kong were interviewed about family norms, they endorsed the Western norm of individual choice in marriage but only partly accepted the Western norms of dating and romantic love, whilst parental respect and Confucian traditions were reported to still be observed (Stoodley, 1967). Research done in later years by Podmore and Chaney (1974), interviewing 1123 young people in Hong Kong on the same subject, found that traditional values of caring for the elderly and extended family living coexisted alongside Western ideas concerning husband-wife and parent-child relationships. An earlier report by the same authors (Podmore and Chaney, 1972) compared the attitudes towards marriage and the family among youngsters in Hong Kong, Taiwan and the United States. Podmore, Chaney and Golder (1975b) found that the presence/absence of a parent whilst youngsters were being interviewed on their attitudes towards the family significantly affected their answers, again implying the dilemma youngsters face over traditional versus modern attitudes. Ho, Hong and Chui (1989) looked at differences in filial piety and family-matrimonial traditionalism in Hong Kong and Taiwan; while Liu (1964, 1966b) studied the interactions and values of local families compared with refugees in Hong Kong.

The changing role of women in Chinese culture both as wives and mothers, with more choosing to work outside the home

has also had an effect on family functioning and relations (Hong Kong YWCA & Shue Yan College, 1982). Rosen (1978) interviewed families from a wealthy Hong Kong housing estate who felt that the new role of women had reinforced, rather than rejected as the author assumed, traditional norms of shared residence and reciprocal aid. Chow (1983) however, argued that, in general, younger generations prefer to move away from the family once they marry, thus causing problems for care of the elderly given the Government's current policy of community care.

Two different approaches have been taken to the study of single parent families: Young (1985) described a case study of parental absence; while Kang and Ng (1986) collected demographic data on 3544 primary age children at nine schools in Hong Kong, and found that, amongst the six percent from single parent families, most of the cases of father absence were due to death. However, in the case of marital separation, an equal number of children lived with their fathers as with their mothers, in contrast to the data gathered overseas. This seems surprising as custody of young Hong Kong children has, until recently at least, almost automatically been given to the mother, courts in the West also exert a strong bias towards the mother in cases of parental separation.

Cross-cultural marriages are not uncommon in Hong Kong as there is a sizable expatriate community in residence, but the tendency is for Western male - Asian female combinations. It is quite unusual for Chinese males to choose Western wives. McCoy (1979) analysed the difficulties experienced by twenty Western women who met their Hong Kong Chinese husbands elsewhere but took up residence in Hong Kong, focussing on the wife's experience of moving to a different culture and suggesting a "culture shock" model of the transition. This research was followed

up with case studies on three successful intercultural marriages, described through personal construct theory and analysed using the repertory grid technique. The factors influencing the success of the marriage in each case were pointed out (McCoy, 1980 see also McCoy, 1983). Whyte (1979) discussed interethnic marriages in several cultures, including England, USA and China, citing sociological work to argue that there may be personality types of those choosing such a partnership (e.g. along demoralized, promiscuous dimensions). He also discussed the psychological tensions experienced by those both directly and indirectly involved.

WOMEN IN HONG KONG

Although a large amount of research has been devoted to the Chinese family, much less has concentrated specifically on issues concerning Chinese women, unlike Western research where this topic is currently very popular. Cheung and Pun (1987) have put together a bibliography of women's studies in Hong Kong conducted between 1975 and 1985. It includes work on sex-roles and attitudes towards sex-roles, sex-discrimination, education, mental health, sociocultural factors and so on, and the interested reader should consult this bibliography for a more detailed account of these studies than is possible within this review.

Although women still occupy a subordinate role in contemporary society in line with traditional Chinese culture (Koo, 1979), the progress of the Womens Liberation Movement in Hong Kong has been studied by several authors. Pearson (1990) examined feminity, the Womens Liberation Movement, sex-roles and social equality. Khor (1985) gathered details on public support, and lack of support, for the Liberation Movement through two sources -- personal testimonies in Hong Kong and

a literature review of American and British research. The article outlines some of the aims of the Women's Liberation Movement, along with reasons given for not supporting the Movement, from both men and women. The development of the first Women's Centre in Hong Kong was traced by Cheung (1989b [Chapter 12]), who contends that confrontational feminist politics will not advance the women's cause given the pervasiveness of traditional ideas in Hong Kong.

Cheung (1979b [Chapter 7]) interviewed 36 elderly Chinese women on their feelings about their lives. Analysis of their responses revealed a traditional upbringing which socialised them to be deferential and subservient. Most found their partner courtesy of matchmakers. The women attached little pride to their economic independence, the greater attention given to boys over girls by the family being postulated as the reason for the women's low self opinion. Only three of the women felt any sense of achievement from providing for their families all their lives. Cheung suggested that cultural prescriptions confined what the women attempted and attained as well as their sense of accomplishment.

Chinese literature has reflected the changes in women's lives with parallel changes in the way characters are represented. J. Leung (1985 [Chapter 6]) reviewed classic and modern sources, and identified subtle modifications in role and status arguing that twentieth century writing emphasizes women's search for identity and self-determination. Lew (1979) identified family, educational and personality variables in Chinese female intellectuals. Lee and Cochran (1988) researched the adjustment problems of Chinese women who emigrated to Canada and have been living there for over three years. When faced with conflicts of Chinese-Western value opposition, the need for personal development, and fear of social isolation, the

women's coping strategies included reaction against or confirmation of the Chinese identity, plus a concentration on the need to develop their own personal identity.

SOCIO-POLITICAL ISSUES

In 1997, the Sino-British Treaty will come into force and the British government will return Hong Kong to Chinese sovereignty. It remains to be seen what effects this will have on Hong Kong's culture. Morris (1988) speculated on the possible consequences for human rights, political processes and cultural norms. Bond and Hewstone (1988) investigated whether social identity theory would be relevant to a country going through political change. British and Chinese schoolchildren (aged 15-16) completed questionnaires covering social identity, political change and the importance of maintaining harmony before and after the signing of the Treaty. Differences, mainly in terms of group identification and resistance to change were analysed in terms of cultural dynamics especially the Chinese avoidance of conflict. Young, Giles and Pearson (1986; Pierson, Giles and Young, 1987) conducted similar studies investigating the effects of the Treaty on the perceived vigour of certain groups during times of political instability. The former study also examined the strength of the English Language, with the interesting finding that subjects felt the status of the English language in Hong Kong after 1997 would fall, but internationally it would rise. This perhaps reflects a fear that Hong Kong will become isolated from the English speaking nations after the Treaty comes into effect. Whilst no other articles concentrate specifically on the Sino-British Treaty, a number of studies have looked at political issues. A.K. Wong (1970) is one of a number of authors to comment on the political apathy of the Chinese. Podmore, Chaney and Golder (1975a) investigated the avoidance of politically sensitive questions

by giving "don't know" answers, and Major and Atwood (1988) looked at the widespread ignorance and lack of communication about political issues. It would seem that even the Hong Kong press is unprepared to upset the status quo as Chan and Lee (1988) revealed tight restrictions on recruitment of journalists. It was argued that these ensure a high degree of ideological conformity between journalists and newspaper owners and, as would be expected, this was even more pronounced in those publications under the control of political parties. Pearson, Giles and Young (1987) looked at people's perceptions of group strength during periods of political instability, and Hoadley (1970) researched the influence of the political culture on socialization. Only a few articles have taken a cross-cultural approach to sociopolitical issues. One study to do so by Whittaker (1967) compared attitudes towards civil liberties among students from America, Hong Kong, India and Rhodesia. Perhaps unsurprisingly, American students were the most democratic, although every group was inclined towards democracy on the scale used.

BILINGUALISM

Bilingualism is very common in Hong Kong as English as a second language is taught to children from a young age. Much research has been directed towards the effects of a speaker's language on the perceptions of the listener -- the majority of the research cited here has been conducted by Bond. In a study investigating language as a conveyer of stereotypes, Bond (1985b) found that Cantonese speakers were consistently rated to be more modest, truthful and friendlier than English speakers regardless of actual ethnicity. Lyczak, Fu and Ho (1976 [Chapter 6]) instructed subjects to evaluate taped voices of either English or Cantonese speakers (in fact recorded by bilinguals once in each language). Factor analysis revealed two

major factors, character related traits and success related traits; Chinese speakers were favoured on the first, English speakers on the second. Considerable differentiation between reactions to English and Chinese speakers on an extended version of the Rokeach Value Survey were documented by Bond (1983). Bond and Cheung (1984) found that when speaking with a member of their own ethnic group bilinguals and trilinguals will generally use the common first language, using a second/third language serves to communicate agreement with the values of that language culture. Yang and Bond (1980) also looked at ethnic affirmation and bilingualism. Bond and Yang (1982) looked at the effects of questionnaire language on affirmation with traditional cultural values and cross-cultural accommodation, (see also Bond 1983) on questionnaire language effects). Of course not all Hong Kong Chinese speak English, and Siu (1988) looked at educational background and social class determinants of bilingualism, while Bain and Yu (1983) analyzed the influences of socio-economic status and culture on learning first and second languages [see Chapter 6].

METHODOLOGY

Although of course, most of the articles cited in this section mention the methodology used in conducting the research, the ones outlined here are articles which concentrated specifically on research techniques. The reason for bringing them to the readers' attention at this point in the chapter is that they apply primarily to the research mentioned already. They are not really of relevance to the articles which follow in this chapter, ie health and sex-related issues. Harding (1980) considered the utility of the repertory grid technique to understand sociopolitical processes, in particular attitude conflict. Gordon (1967) discussed the benefits of Q-typing in analyzing survey responses on interper-

sonal values, in particular the ability to cluster groups on similarity (of values) and to relate groups to one another. Q-typing is also useful in cross-cultural work, as is the method devised by Triandis, Bontempo, Leung and Hui (1990) to interpret value judgements. Hui and Triandis have published two articles reviewing cross-cultural methodology, the former in relation to locus of control (1983, 1985).

HEALTH

Urbanization, mentioned earlier, has been identified in research as a primary factor in the changing structure of the traditional Chinese family, and has also been linked to increasing usage of mental health services. Lo (1976b [Chapter 11]) correlated data gathered over the last 25 years to demonstrate how high density conditions have exacerbated high levels of emotional strain, with psychiatric ill health as prevalent in Hong Kong as in New York. Data showed that reported neuroses had increased and that psychiatrists were being consulted for a broader range of problems than before. Various research studies have compared prevalence of mental disturbance among different sectors of Hong Kong society. Lee (1976a, 1981 [Chapter 11]) looked at gender and social class in relation to psychiatric symptoms, and Lam, Lee, Ong, Wong, Chow and Kleevens (1987) compared mental health and work stress among executives and clerical workers. F.M. Cheung (1981a) investigated the mental health and leisure activities of members of a Chinese commune, and looked at the health care given by non-professionals for the rehabilitation and treatment of various neuroses and psychiatric symptoms. Pearson (1986b) reviewed mental health legislation presenting views on recent developments, while the attitudes towards and knowledge of mental disturbances among secondary school pupils were discussed by T.L. Shek (1988). Suicide in Hong Kong has been a

prominent issue recently with a number of school children taking their own lives, Lo and Leung (1985) looked at levels of suicide, attempted suicide and methods of prevention. Takahashi (1989) studied suicidal Asian patients and suggested treatments and counselling. Parasuicide has been studied in the elderly (Pan, 1989) and a comparison made between male and female parasuicide (Pan & Lieh-Mak, 1989).

Cheung (1982c) analyzed data from nearly 4000 survey responses finding that the rate of report of psychological symptoms was higher than that for psychophysiological, physical and ambiguous symptoms. This appears to go against the notion that the Chinese deny their emotions or that they somatize psychological problems [see Chapter 11]. Cheung (1985b [Chapter 11]) went on to research help seeking behaviour among the Hong Kong Chinese. Lee (1985) examined social stress, adjustment and coping behaviour.

Cheung, Lee and Chan (1983) interpreted health and illness behaviours among 78 Chinese University of Hong Kong students in terms of cognitive schemata. Students were asked to suggest causes and remedies for five health/mental problems: weakness/fatigue; tension/anxiety; sleep difficulty; hollow/emptiness and headache. Although there were significant differences found in the responses to the five problems, all were attributed to multiple causes including psychological, social, somatic and existential factors, and solutions generally reflected the supposed cause of the problem. Students said they would go to a doctor for professional help but also use self-help measures. Self-medication was the subject of research by Tse, Chung and Munro (1990) who surveyed 4793 high school students (age 10-23 years). Seventy-two percent had taken medication without consulting a doctor, fifty-one percent without the knowledge of

older members of the family. Fifty percent said they had done so believing the illness to be trivial and so not warranting a visit to the doctor. Students obtained medication mainly from medical cabinets and chemists. Surprisingly students gained the least of their information about drugs from teachers, and the authors expressed concern over gaining medication from such sources, even though the prevalence of tranquilizers and sleeping pills found was low. It could be argued that Hong Kong society has developed an emphasis on self-treatment through the enculturation of Chinese medicine values, beliefs and philosophies. A popular Chinese belief is that many deficiencies in the body can be supplemented by food, and Ludman, Newman and Lynn (1989) discussed popular blood building foods. Ling and Hung (1986) compared health education provisions in Hong Kong with that of other countries.

Smoking is quite common in Hong Kong despite the health risks. Although there are frequent discussions about issues related to smoking in local newspapers, and there are reasonably active anti-smoking lobbyists as well as staunch defenders, the amount of research into psychological issues is small. Cheng, Lam and Ratanasiri (1990) interviewed almost three-hundred medical students at The University of Hong Kong on their smoking habits, their attitudes towards and knowledge of smoking. They found a good deal of confusion in the knowledge about the health risks and the causal role of smoking in smoking-related diseases, and suggested that aggressive marketing techniques by advertising companies in Asia may be a factor contributing towards this ignorance. Only one student smoked daily, twenty-one occasionally; with health and self-discipline given as the main reasons for not smoking; the social taboo surrounding smoking is suggested by the authors as another possible factor. The effects of passive smoking

were examined by comparing the health and life experiences of non-smoking wives with smoking versus non-smoking husbands (Koo, Ho and Rylander, 1988).

The Hong Kong Council of Social Services (1983) conducted an exploratory study on alcohol abuse among adults. Alcoholism is much rarer in Hong Kong than in Western countries, some authors attributing this to genetic or physiological factors in the Chinese, others to cultural values which condemn heavy drinking. Following a literature review of the relevant material Sue and Fung (1986) concluded that a complex interaction of physiological and cultural factors was responsible [see Chapter 11]. Singer and Wong (1973 [chapter 11]) examined the histories of 100 admissions to a Hong Kong psychiatric hospital over one year. Alcoholic psychoses were identified in 69 of the patients, alcoholism in 20 and functional disorders associated with alcohol in 11. Clinically the alcoholics seemed timid, less resistant to stress, anxiety and depression (than controls matched on age and social class), and low in mental vigour.

Although rates of alcoholism are low, drug abuse is more of a problem, and the research cited reflects that. Lau (1967) conducted an epidemiological study of drug addiction, and H.W. Ng (1985) looked at the treatment programmes available for young people needing therapy and rehabilitation. Newman (1985) examined the treatment of narcotic addiction using methadone and suggested lessons that can be learnt from experiences in Hong Kong and applied to treatment in the United States. This is perhaps made clearer if Newman and Whitehill's (1979) research is reviewed. They examined the effects of the methadone treatment on 100 heroin addict volunteers over a period of three years (1972 - 1975). The subjects were randomly assigned into two groups, one receiving a static dosage of methadone, the

other having their dosage of methadone reduced by 1mg per day and maintained on a placebo. After eight months, only ten percent of the placebo group were still receiving treatment, and after three years just two percent; while the figures for the methadone group were seventy and fifty-six percent respectively. Mendleson and Mello (1975) examined the effects of heroin abuse and subsequent abstinence on plasma testosterone levels. Westermeyer (1976) conducted a psychosocial analysis on the anti-opium laws enforced by governments in Hong Kong, Thailand and Laos. Westermeyer argued that the legislation merely displaced the problem as within months heroin had appeared as a replacement and in a year surpassed levels ever seen with opium. Other side-effects were outlined, including drug price rises and the development of a heroin industry, along with guidelines for other countries considering such legislative tactics in the fight against the drug industry.

SEX-RELATED TOPICS

In Hong Kong pornographic material is readily available even though the government has imposed a number of restrictions on supply. Views held by local people towards pornography are not homogenous but there appears to be a feeling of reserved acceptance. Blowers (1990b) gave an overview of pornography in Hong Kong in which he referred specifically to a time in the early 1980s when there was a prevalence of cheap pornographic magazines and a moral panic ensued based on their availability to the young. Ng's work on sex-related areas of psychiatry in particular is well known in Hong Kong (see Chapter 12 for further discussion of Ng's work). Ng and Lee (1987) have sought to assess the feelings of the Chinese to pornography through an ongoing study researching various occupational groups. In this study demographic and personal data was gathered from 27 medical students and

18 teachers, along with their reactions to 36 sexually explicit slides. The preliminary results showed no association between personality and responses to the pornographic material. Strong religious beliefs were most significantly related to negative feelings towards pornography and the desire for greater controls over it. Several authors have sought to clarify what is understood by the term "pornography". Hughes (1987) discussed views presented by Blowers, Fu and Tsang (all cited in this section), and also feminist views, and suggested that, "pornography is material that represents behaviour that is abusive, aggressive, degrading or harmful to one or more participants". Tsang (1987) claimed that what constitutes pornography is determined by the individual's personal experience (a fuller description of Tsang's research is given later). D.Y.F. Ho (1986b) attempted to explain the stances of the moralists and the libertarians on the issue of censorship in Hong Kong, and referring to factors including criteria for making judgments on material and evidence for the alledged ill-effects. Blowers (1987) discussed the political stances of the Conservative, Liberal and Feminist lobbies on pornography, and suggested the methodology future psychological research should use. A different approach was taken by Fu (1987) who investigated the most arousing aspect of an image, identified as voyeurism.

The issue of whether exposure to pornography has any effect on behaviour is one which has been debated in psychology for many years. Tsang (1987) argued that pornographic material should not be seen as the cause of behaviour, as such material does not have a uniform effect on all who witness it. Tsang criticized much research in this area for ignoring the element of choice in real life situations -- in laboratory conditions material is presented, in real life it must be sought out. The link between pornography and sex-crimes however does

not appear to be tenuous. Hui (1987) reviewed 35 studies published between 1972 and 1985 on effects of pornography on behaviour. One study looked for links with pro-social behaviour, none were found; twenty correlated pornography with anti-social behaviour, where a causal relationship was generally identified; three studies linked exposure to pornography with rape; it was therefore concluded that pornography has psychosocial effects on those exposed to it. Sharp (1987 [Chapter 11]) suggested reasons for low rates of rape reporting in areas characterised by liberal attitudes towards pornography.

The working model adopted by the Psychological department of the Hong Kong police force is outlined by Li (1987-88), this department works to improve the quality of police services, through training, research and support, to aid victims of sex crimes. The final result is hoped to be an increased reporting of crimes and an improved support services network available for victims. The War on Rape Committee (1976) have also published a manual on rape victim counselling designed for use by professional counsellors.

Law (1979a) analysed the background of all defendants referred for psychiatric evaluation over a ten year period for child molestation. Most of the offenders were young and chose places easily accessible to the public to commit crimes, with a tendency to resort to violence if their demands were refused. The older offenders showed a pattern of social isolation and sexual frustration, they were less violent than the younger offenders. Psychiatric classification showed that there were a few cases of severe disorder and a significant number labelled with schizoid or psychopathic personality disorders. Law went on to discuss victim characteristics and the actual behaviour of offenders whilst committing the crime. A review of child abuse outlining the sociocultural factors involved was

given by Lieh-Mak, Luk and Chung (1985), while P.T. Cheung (1986) examined maternal filicide in Hong Kong.

Several authors have studied sexuality, mainly among the young, looking at attitudes towards sex, sexual development and sexual frustration amongst other topics (Ng, 1990b; Lam & Ma, 1986). Tsang (1987-1988) reviewed some of the writings of the Bible and traditional Chinese literature to ascertain whether an ideal pattern of heterosexual intimacy is given, and considered the importance of these sources along with the influence of Western ideas on Chinese values about sex. Raschke (1976) conducted a cross-cultural study on premarital sexual permissiveness among American students, Hong Kong Chinese students in America and Chinese students in Hong Kong. It was found that the American students were more permissive than the Chinese students in Hong Kong, and that the Chinese students in America assumed American standards towards premarital sex. Iwawaki, Williams and Wu (1979) compared sex-roles and stereotypes in Japan and Taiwan. Sex education in Hong Kong is reviewed by various authors, covering its importance in the curriculum (M.L. Ng, 1986a [Chapter 14]); problems incurred in providing sex education (Y.T. Ho, 1972), and attitudes of youngsters towards sex education (Cheung, Salili and Lee, 1986 [Chapter 7]). Tang and Whyte (1985 [Chapter 13]) reviewed a course on human sexuality given to medical students and amendments made over five years based on the suggestions of the students. Chan (1986c) examined the sexual knowledge of 97 Chinese medical students; traditional Chinese beliefs about sex and reliance on the media for information explained the various misconceptions held by the students.

Abortion is illegal in Hong Kong but is available if a doctor feels it will lessen the risk to the life and health of a mother, and

there are plenty of private clinics which will perform the operation at a price (Singer, 1975 [Chapter 12]). Research has been done on the reasoning behind women's requests for abortion. Tang (1982 [Chapter 7]) interviewed 100 young women (age 15-25) finding that the majority were pregnant by their boyfriends, and most had sex because of romantic love. Lieh-Mak, Tam and Ng (1979 [Chapter 14]) compared married abortion applicants with women who chose to continue the pregnancy. This was followed up with a study comparing the husbands of these two groups of women (Lieh-Mak & Tam, 1981).

Other sex-related topics have also been studied with less frequency. Murphy (1983) presented a particularly critical review of attitudes towards, and other factors relating to, homosexuality in Hong Kong, at the same time as the Law Reform Commission (1983) produced a report on the state of laws governing homosexual behaviour. Homosexuality and lesbianism in Southern Kwangtun is discussed by Sankar (1985); while lesbianism in China is the topic of research by Lieh-Mak, O'Hoy and Luk (1983), who compare lesbian with married women matched on background family characteristics, and compared this with data on Western lesbians.

Goldstein (1987-1988) has done research on adultery and related matters, and one publication looked at transsexualism (Ng, Tang, Chan, Wong, Chow & Leung, 1989).

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Chapter 9

SOCIAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3000: Social Psychology	8
3020: Group and interpersonal processes	18
3040: Social perception and motivation	25
TOTAL	51

Table 9. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word

appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 25
Cross-cultural differences, 19
Cultural, 19
Group interpersonal processes, 10
Interpersonal, 16

Motivation, 10
Perception, 17
Processes, 12
Social, 26
Social perception, 12
United States, 10

This category deals primarily with the social psychology of the Chinese. The amount of cross-cultural research done in this area is a good indication that Western research cannot be relied on as adequate to account for behaviour in other cultures. For a comprehensive review of this area see Bond's book "Psychology of the Chinese People" which comprises chapters by authors working in Hong Kong and Taiwan and an extensive literature review of English and Chinese sources (Bond, 1986b). Of most relevance here is the chapter by Bond and Hwang (1986) on social psychology.

Although it is the case in social psychology that cross-cultural differences are often found, it has been possible to identify some universal behaviours, concepts or relationships. Although it is well documented that non-verbal behaviour and body language is often very culture-specific, Ekman, Friesman, O'Sullivan and Chan's research indicated that facial expression and perception of intensity of emotions signified by facial expression may be universal (1987). Similarly, smiling is known to be pancultural (see S. Lau 1982). Ekman and Friesman (1986 [Chapter 8]) found that the facial expression signalling contempt was recognised by subjects from ten different countries including Hong Kong, Italy, Japan, Scotland, Estonia and Turkey, in contradiction to their predicted cultural-specificity. Goodwin (1990) found common agreement on taboo subjects among friends, and McCoy on liking and disliking (1988). Argyle is well known for his work on relationship rules, and has extended work done in Britain to subjects from Hong Kong, Italy and Japan, finding that each of

twenty-two relationships had certain rules ratified by all four cultures (Argyle, 1986). The study was repeated with subjects from the same countries plus Britain for the same twenty-two social relationships. Again each one was found to have certain universal features, the strongest cross-cultural difference being found in rules dealing with intimacy. These results were discussed in terms of differences between East and West in individualism and obedience (Argyle, Henderson, Bond, Izuka and Conterello, 1986).

However the majority of the research cited in this chapter shows significant cross-cultural differences, explained through environmental (cultural) influences on behaviour. Bond and others have done substantial research with American and Chinese subjects looking at: perception of interaction episodes (Forgas & Bond, 1985); group- and self-serving biases (Bond, Hewstone, Wan and Chiu, 1985; Wan and Bond 1982); attributions of likability and the role of culture in encouraging congenial interpersonal relations (Bond, Leung & Wan, 1982) and out-group behaviour (Leung & Bond, 1984). Leung and Bond (1982) found that Chinese students were more moderate in their responses than American students to a helpful and an unhelpful target person, being less rewarding to the first and less grudging to the other. This is envisaged to enhance group harmony and reflect the collectivist nature of the Chinese culture. Rewarding was also the topic of study of Rosenfeld, Giacalone, Tedeshi and Bond (1983), while Lebra (1973) examined differences in compensative justice but only among Eastern cultures (Japan China and Korea). Other authors have looked at cross-cultural differences in conflict avoidance (K. Leung, 1988), attribution of intelligent behaviour (Chen, Braithwaite and Huang, 1983 [Chapter 7]) attributions of success and failure among students (Fry and Ghosh, 1980 [Chapter 8]) and person

perception (Fong, 1965). Wheeler (1988), in a Divisional Presidential address, argued that Chinese students have a more limited social life than do their American counterparts, and that Chinese females are under much stronger constraints in their heterosexual behaviour. However, Lam and Young (1989) delivered a harsh criticism of Wheeler's research stating its views on materialism, sexuality and feminism to be misleading and ill-informed.

Much of the cross-cultural variation found has been explained through Hofstede's distinction between collectivist (Eastern) and individualistic (Western) cultures (see Leung and Bond, 1982). Triandis (in Wheeler, Reis and Bond, 1989) defines collectivism as when greater emphasis and emotional attachment is given to the in-group's values, goals and needs than to one's own; also when there is a readiness to unite in behaviour defined by the in-group's social norms even if it is not pleasing or normally practiced. Leung's articles mentioned earlier (K. Leung, 1988; Leung and Bond, 1982) explain conflict avoidance and moderate overt responses through cultural collectivism theories. K. Leung (1988) in his study of conflict-avoidance compared American and Hong Kong Chinese subjects and found that both groups were more likely to pursue a conflict if the other person was a member of an out-group and there was much at stake. The Chinese were less likely than the Americans to pursue a conflict with an in-group member, more likely to do so with an outsider. Bond, Wan, Leung and Giacone (1985) looked at acts of aggression and found Chinese subjects were more lenient towards an aggressor if the aggressor was of higher status than the in-group target, whereas American subjects did not differentiate between people's (aggressor's or target's) status or group membership. Leung and Lind (1986) found that while American students

preferred adversary to nonadversary methods of dispute resolution, Chinese students expressed no preference. Dion, Pak and Dion (1990) hypothesized that physical attractiveness would be less salient in a collectivist culture. This gained mixed results, being sustained for personality trait ratings but not for expected life outcome ratings. Hewstone, Bond and Wan (1983) discussed the effect of group-serving bias via Tajfel's Social Identity theory and postulated that this theory is applicable to collectivist cultures emphasising harmony. Finally Wheeler et al. (1989) examined collectivism - individualism in everyday social interaction, students at two American and Hong Kong universities completing the Rochester Interaction Record for two weeks. As predicted, Chinese students had fewer interactions with fewer people, a higher percentage of group and task interactions and indicated greater self and other disclosure.

Yum (1988) compared the cognitive maps of subjects from Japan, Hong Kong, and two sites in the USA (Albany & Texas). He found the Japanese and Chinese to have the most similar maps in terms of size and shape and that having friends in other countries was significantly related to more complex maps but, surprisingly, international travel was not.

Ho and Kochen (1987) compared subjects from Hong Kong and China, finding that people in Hong Kong perceive each other as more untrustworthy, selfish and unfair than do the mainland Chinese. The authors explain this through competitiveness rather than cultural differences. Ho and Kochen merged these results with data of Inglehart (1982) from the US and Japan to find an overall pattern that people who are less trusting of each other tend not to perceive themselves as having many acquaintances.

There has been a substantial amount of work done on the attitudes of the Chinese, much of it by Podmore and Chaney (1972 [Chapter 8]; 1973; 1974 [Chapter 8]) who have looked at the changing attitudes of Hong Kong's young people towards marriage and family life and the influence of education on this change. Changing values in Hong Kong has been a popular area of research, Dawson (1976) having investigated difficulties in adjustment and problems in mental health caused by the fast pace of modernisation in Hong Kong, and Kao and Cheng (1984) at the effects of changing values on leadership and leadership behaviour. Yang (1983) addressed the effect of changing values on gift-giving behaviour. Other authors have looked at areas as diverse as values at home (Yang, 1983) and at work (Hofstede, 1980; Kao, Sung & Sinha, 1990), social values and development (Sinha & Kao 1988); also attitudes towards the disabled (Chan, Hedl, Parker, Lam, Chan & Yu, 1988), towards Japan (Hung, 1973), autonomic arousal (Dawson, 1970a, see also Dawson, Whitney & Lam, 1972 on attitude conflict and autonomic activity [Chapter 8]) and the self-concept of adolescents in Hong Kong and how this is correlated with achievement (Lo, 1989).

Mainstream areas of social psychology have also been studied in Hong Kong without the comparative emphasis, for example the effect of smiling is a well-known factor in positive person perception/evaluation, and S. Lau's (1982) research showed similar findings. Of course group behaviour is always a well researched area. Chiu (1990a) has looked at reward effects on group cohesiveness, finding that the more equitable the rewards are perceived to be, the more cohesive a group will be; and at the importance of performance and personality to in-group favouritism (1990) and on reward allocation (1989 [Chapter 7]). Hui and Ip (1989) studied the "questioner superiority effect"

and the effects of false feedback on Chinese students.

There are several areas of research which are not as applicable to Western study as others and so boast relatively new findings, Hui and Yam (1987) found that English language proficiency is an independent variable affecting person perception, correlated with higher ratings on achievement related traits, showing a more robust relationship than for physical attractiveness. This study was criticized by Giles and Pearson (1988) for not considering factors of time and sociopolitical beliefs which they believe might be more important factors than language capability. Another study on language by Bond and Lai (1986) found that Chinese females felt more comfortable speaking of embarrassing subjects in a second language as the second language had less arousing connotations connected with them, (see also Bond, 1985b [Chapter 8] and Bond and Cheng 1984 [Chapter 8] for work on language and stereotyping). Chen (1960 [Chapter 8]) reviewed the so-called "thought reform" of Chinese intellectuals while Fornham and Bond (1986) examined explanations for wealth by Hong Kong university undergraduates, with the perhaps surprising finding that in opposition to collectivist principles the students placed most emphasis on individualistic reasons rather than societal or fatalistic factors.

One concept often considered specific to Eastern cultures is that of face, the Western correlates of which are probably best described as pride or dignity. Ho (1974) described some facets of the concept of face, reporting that the traditional Chinese method of dealing with conflict concedes a mutual saving of face which, although avoiding confrontation, does not resolve the underlying problems (see earlier reference to conflict avoidance K. Leung, 1988). Face is judged by social expectations and is a function of social posi-

tion, giving face to others being just as important as saving one's own face. Bond and Lee (1981) researched at face saving amongst Chinese undergraduates, and see also Chui, Tsang and Yang (1988 [Chapter 15]) for research on face saving and consumer complaint behaviour. To lose face is the ultimate embarrassment for the Chinese and may have serious effects on day-to-day life afterwards. The magnitude of the concept of face in Eastern cultures again underlines why psychological research conducted in the West cannot be generalised to other cultures, why research done in countries outside of mainstream research should be further acknowledged by the West, and why research links between East and West should be cultivated and extended.



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Bond, M. H., Leung, K., & Wan, K. C. (1982b). The social impact of self-effacing attributions: The Chinese case. *Journal of Social Psychology*, 118, 157-166.

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Bond, M. H., Wan, K. C., Leung, K., & Giacalone, R. A. (1985). How are responses to verbal insult related to cultural collectivism and power distance? *Journal of Cross-Cultural Psychology*, 16, 111-127.

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Chaney, D., & Podmore, D. (1973). *Young adults in Hong Kong: Attitudes in a modernising society*. Hong Kong: University of Hong Kong, Centre of Asian Studies.

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Giles, H., & Pierson, H. D. (1988). Social inferences from language proficiency in Hong Kong: A reinterpretation of Hui & Yam. *British Journal of Social Psychology*, 27, 279-281.

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Goodwin, R. (1990). Taboo topics among close friends: A factor-analytic investigation. *Journal of Social Psychology*, 130, 691-692.

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Hewstone, M., Bond, M. H., & Wan, K. C. (1983). Social facts and social attributions: The explanation of intergroup differences in Hong Kong. *Social Cognition*, 2, 142-157.

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Ho, D. Y. F. (1974). Face, social expectations, and conflict avoidance. In J. L. M. Dawson & W. J. Lonner (Eds.), *Readings in cross-cultural psychology* (pp. 240-251). Hong Kong: Hong Kong University Press.

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Ho, E., & Kochen, M. (1987). Perceived acquaintanceship and interpersonal trust: The cases of Hong Kong and China. *Social Networks*, 9, 153-169.

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Hofstede, G. (1980). *Culture's consequences: International differences in work-related values* (abr. ed.). Beverly Hills and London: Sage.

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Hui, C. H., & Ip, K. C. (1989). The control of social role bias: Effects of question preparation and subsequent feedback in a quiz game. *British Journal of Social Psychology*, 28, 31-37.

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Hui, C. H., & Yam, Y. M. (1987). Effects of language proficiency and physical attractiveness on person perception. *British Journal of Social Psychology*, 26, 257-261.

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Hung, N. S. (1973). *Attitudes of Chinese in Hong Kong towards Japan*. Unpublished Master's thesis, Hong Kong University.

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Leung, K. (1988). Some determinants of conflict avoidance. *Journal of Cross-Cultural Psychology*, 19, 125-136.

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Leung, K., & Bond, M. H. (1982). How Chinese and Americans reward task-related contributions: A preliminary study. *Psychologia: An International Journal of Psychology in the Orient*, 25, 32-39.

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Leung, K., & Bond, M. H. (1984). The impact of cultural collectivism on reward allocation. *Journal of Personality & Social Psychology*, 47, 793-804.

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Wheeler, L., Reis, H. T., & Bond, M. H. (1989). Collectivism-individualism in everyday social life: The middle kingdom and the melting pot. *Journal of Personality and Social Psychology*, 57, 79-86.

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Yang, C. F. (1983). [Change of value orientation and its influences on Chinese gift-giving behaviour]. *Hong Kong Journal of Business*, 1, 7-25.
(In Chinese.)

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Yang, C. F., & Hui, C. C. (1986). [Sense of fairness and group reward allocation]. *Chinese Journal of Psychology*, 28, 61-71.
(In Chinese.)

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Yum, J. O. (1988). Multidimensional analysis of international images among college students in Japan, Hong Kong, and the United States. *Journal of Social Psychology*, 128, 765-777.

The following references are also relevant to this chapter: Citation numbers 306, 315, 327, 530.



Chapter 10

PERSONALITY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3100: Personality	42
TOTAL	42

Table 10. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 17
Cross-cultural differences, 13

One might expect studies on individual differences and factors influencing an individual's interaction with the environment to be an area of much research in Hong Kong, as is the case in many Western countries. However, this is not so. Only forty studies are cited under the section of

Personality, although some of the articles classified under Social Psychology [Chapter 9] are in some respects also pertinent.

For a general view of the Chinese people and the culture, readers could start with a discussion of these aspects from a historical (Chien, 1979 [Chapter 8]) or social psychological perspective (Bond and Hwang, 1986 [Chapter 9]). Alternatively for a brief sketch of the Chinese behavioural characteristics, Kuo's (1961) paper could be useful, even if it is now somewhat outdated. Other papers here (details below) provide insight into some important constituents of personality -- self-opinions, values, motivation, thinking, and sex-typing.

Very little research has been done in Hong Kong to test any of the major Western personality theories with Chinese subjects per se, although authors have employed assessment methods which have evolved from these theories (for example, Repertory Grid in Li, 1979; and McCoy, 1977), and some standard personality inventories (the MMPI in Boey, 1985; and Song, Cui, Cheung & Kong, 1987; and 16PF in Liu & Meredith, 1966). Intelligence tests (e.g. Otis-Lennon Mental Abilities Test in Boyle, 1987 [chapter 3]) developed in the West have also been used. One of the few studies using an "indigenous" approach is Ho's (1977) paper, employing a scale developed from popular Chinese sayings to understand Chinese belief stereotyping. The reader may wish to refer to Chapter 2 for comments on "indigenous" approaches. The authors who chose to adopt Western instruments or methods were not unaware of the possible problems in doing so. Cheung (1985a [Chapter 3]) discussed issues in translating the MMPI into Chinese, and the research on, and the applications of the Chinese version. Similarly, Lee, Priester, & Yung (1983) have tested the construct validity of the Hong Kong-Wechsler Intelligence Scale for children.

The validity of the Chinese General Health Questionnaire was checked by its correlations with the Chinese versions of some selected measures of psychopathology (Shek, 1989c [Chapter 3]).

The paucity of studies in Hong Kong on Chinese personality might be due to the difficulty in portraying the unique characteristics that distinguish the Chinese as a people. The difficulty might result from the massive sub-cultural ethnic differences within the Chinese race, and the diverse socio-economic-political environment in which the Chinese live as the major or a minor ethnic group (for example, the PRC, Taiwan, and Hong Kong in the former, and America in the latter case). Perhaps for this second reason, many of the studies here investigated the environmental influences on the Chinese personality through sub-cultural and cross-cultural studies. Sub-cultural comparisons of Chinese groups living in different countries can highlight the impact of environmental influences on personality development. The personality structures of Taiwanese and Hong Kong students (Liu & Meredith, 1966), of Beijing and Hong Kong subjects (Song, Cui, Cheung, & Kong, 1987), of Singaporean Chinese (Boey, 1985), and the psychosocial identity of American educated Hong Kong Chinese (Low, 1974) have been investigated. Significant location differences (as in the case of Taiwanese and Hong Kong) have been reported in some papers (Liu & Meredith, 1966, using the Chinese version of the 16PF).

Most cross-cultural research generally uses an Asian-Western dichotomy, and the papers in this chapter are no exception. Ho (1986d) reviewed the cross-cultural research done on culture and self. The Western culture most often used as a contrast to the Chinese one is America (e.g. Courtney, 1986; Dunn, Zhang & Ripple, 1988 [Chapter 4]; Yamamoto, Hardcastle, Muehl, & Muehl 1990). In some studies,

Chinese and American populations were found to have some underlying similarities. Hui & Villareal (1989) found that Hong Kong Chinese and American subjects had similar correlational patterns of psychological need constructs with respect to collectivism-individualism: collectivism was negatively associated with needs for heterosexuality, deference, and autonomy for Chinese; self-reliance vs interdependence was negatively correlated with needs for abasement, affiliation, nurturance, succorance, and desirability for Americans. On the other hand, Harding (1978) found a difference in moral values which he explained through the cultural values and core roles taught -- the emphasis on social responsibilities by the Chinese and that on independence and individualism by the West. Cross-cultural differences were also observed in relation to conceptualization of androgyny by Hong Kong Chinese and British subjects (Hong & Rust, 1989).

In cross- and sub-cultural comparisons, some meaningful central themes have to be used. The construct of self has been suggested as a core element in understanding personality in various papers.

T.S. Cheung (1981) discussed the methodological issues in measuring self-stability, while Watkins & Dhawan (1989) raised a theoretical question of whether the two largely-overlapping constructs of self-concept and self-esteem need to be separated. Wincott (1986) focused on the effect of self-uncertainty in work-related stress. Machiavellianism was a construct used by Oksenberg (1970).

Values respected in a culture can reveal much about the national character. Constructs such as the interests that motivational values serve (individual vs collective) and goal types (instrumental vs. terminal) have been used in studying Hong Kong Chinese (Lau, 1988), and in relation to other cultures (Schwartz & Bilsky, 1990). Hong Kong Chinese emphasized

personal- and competency-oriented values and ranked true-friendship, happiness, self-respect, and wisdom as the most important terminal values (Lau, 1988 [Chapter 3]). The least important terminal values were social recognition, a comfortable life, salvation, and pleasure -- a result quite contrary to the materialistic image of Hong Kong Chinese, perhaps because the subjects were college students. Moreover, being responsible, courageous, intellectual, and capable were found to be important instrumental values. These results could be interpreted together with those of Schwartz and Bilsky (1990). They found that the motivational values and their underlying dynamics of the Hong Kong Chinese were quite different from those of Australians, Finns, Americans, Germans, Israelis and Spaniards, which themselves exhibit quite similar patterns.

A very different kind of value, the orientation towards privacy, was studied by Traver (1984). He examined the five different kinds of privacy which emerged from factor analysis (among which two were related to the high population density of Hong Kong -- desire for solitude, the control of domestic living space) in relation to some important local socio-environmental factors and the Chinese culture.

A number of studies have looked at locus of control. Hong and Chiu (1988) studied this in relation to gambling involvement. They found the relationship between locus of control and gambling behavior in Chinese men is mediated through an illusion of control, while that in Chinese women is direct. One might infer from the popularity of gambling in Hong Kong that local Chinese would have an overwhelmingly external sense of control. However, they are found to have a belief in an internal sense of control in areas of achievement and interpersonal relationships, while they are more external in general luck or fate (D.W. Chan, 1989 [Chapter 3]).

The role of culture in control orientation in Chinese and American-Chinese women was investigated by Lai (1978). Kelley, Cheung, Rodriguez-Carrillo & Singh (1986) found external locus of control and chronic self-destructiveness (measured by the Chronic Self-destructiveness Scale developed by the same authors) were significantly correlated in American, Indian and Hong Kong Chinese students. This is one of the few papers relating personality and psychological health (but see also Chapter 11 for papers on physical and psychological disorders).

A large group of studies included here are on intelligence, cognitive style and thinking patterns. A paper directly investigating the relationship between personality and cognitive style was by Ng (1979), who argued that since the relationship between personality and field-dependence/independence was not significantly different from that of personality and reasoning, it might not be necessary to theoretically distinguish between the cognitive style variable and reasoning.

Some papers, however, seem to indicate that the Chinese differ from Western populations in their thinking style. Boey (1976) investigated the rigidity and cognitive complexity of Chinese subjects under task-oriented and ego-involved conditions. In a later paper, Boyle (1987) found that the inductive reasoning (tested with symbols) of the Chinese is independent of their language proficiency. Dunn, Zhang, Ripple (1988 [Chapter 4]) found a cultural difference between Chinese and American subjects in one dimension of intelligence -- creativity. The former performed better in convergent recognition tasks, the latter on divergent tasks. The former's lesser fluency and flexibility on divergent thinking tasks was interpreted in terms of cautiousness or rigidity in the thinking process. The difference between the two nations could be explained by the emphasis in the

socialization process on "authoritarianism, rigidity, dogmatism, conformity, culturocentrism, traditionalism, and compulsive study orientation", which were positively correlated with the belief stereotypes of the Chinese (Ho, 1977). Another cognitive stereotype of the Chinese was studied by Courtney (1986). He found Chinese subjects had weaker color associations (red for stop and green for go) than American ones who had nearly perfect associations. It could be argued that this difference is simply due to differences in the degree of urbanization of the two subject groups.

The importance of a culture-fair measurement of intelligence has been discussed by Simpson (1963 [Chapter 3]) and other authors in that chapter. Lee, Priester, & Yung (1983) investigated the construct validity of the Hong Kong-Wechsler Intelligence Scale for children, which is probably the most extensive of the many attempts to adopt standard Western intelligence tests within a Chinese (and in this case, specifically Hong Kong) setting. Other intelligence tests (e.g. Ravens Progressive Matrices) adopted in Hong Kong are discussed in Chapter 3. Researchers advocating an "indigenous" approach, however, have suggested using concepts such as social intelligence to assess the cognitive ability of the Chinese. This approach, related to Howard Gardner's ideas of multiple frames of intelligence, has yet to produce many publications in Hong Kong.

There are some active research programmes (see Chapter 16), although there are relatively few publications, which have focused specifically on gender differences or womens studies in Chinese subjects. However, two papers have found gender differences among the Chinese -- in value orientation (Lau, 1988), and in locus of control and gambling behaviour, as mentioned earlier (Hong & Chiu, 1988). Authors of the latter paper explained the

gender difference through variations in the culturally approved sex-role images. Hong and Rust (1989) found cross-cultural differences in the conceptualization of androgyny between Hong Kong Chinese (male and female) living in the UK and the US.

One's personality not only affects the assessment of personal happiness (Chan & Lee, 1978), attitudes (liking and disliking, McCoy, 1977), and perception of purpose in life (Shek, Hong, & Cheung, 1987 [Chapter 3]) but also how one will be rewarded (C.Y. Chiu, 1988). How an individual's personality is perceived, in terms of a desirable or undesirable dimension, will have an effect on how s/he will be allocated reward, but only if the person's performance is relatively poor.

Parent-child interaction (see also Chapter 7) has been proposed to explain individual differences by J. Chan (1978). The Chinese parent-youth relationship has shown to be better understood with the personal construct theory and methods (Li, 1979). The repertory grid showed idiographically that tension in the family relationship caused by open confrontation is avoided due to the Chinese emphasis on filial piety and interpersonal harmony.



PERSONALITY

512

Boey, K. W. (1976). *Rigidity and cognitive complexity: An empirical investigation in the interpersonal, physical, and numerical domains under task-oriented and ego-involved conditions*. Unpublished doctoral dissertation, University of Hong Kong, Hong Kong.

513

Boey, K. W. (1985). [The MMPI response pattern of Singapore Chinese]. *Acta Psychologica Sinica*, 17, 377-383. (In Chinese.)

514

Chan, Y. K., & Lee, R. P. L. (1978). Personal happiness in Hong Kong. *The Bulletin of the Society of Community Medicine (Hong Kong)*, 9.

515

Cheung, T. S. (1981). Measuring self-stability: A methodological note. *Social Behavior and Personality*, 9, 219-221.

516

Chiu, C. Y. (1988). The effect of personality and performance on reward allocation. *Journal of Social Psychology*, 128, 279-280.

517

Courtney, A. J. (1986). Chinese population stereotypes: Color associations. *Human Factors*, 28, 97-99.

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Harding, A. C. (1978). *Moral values and their assessment: A personal construct theory approach*. Unpublished Doctoral dissertation, University of Hong Kong.

519

Ho, D. Y. F. (1977). Culture-specific belief stereotyping and some of its personality, attitudinal, and intellectual correlates. In Y. H. Poortinga (Ed.), *Basic problems in cross-cultural psychology* (pp. 289-298). Amsterdam: Swets & Zeitlinger.

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Ho, D. Y. F. (1986d). Review of *Culture and self: Asian and Western perspectives*. *International Psychologist*, 27, 20-22. (Republished in *Bulletin of the Hong Kong Psychological Society*, 1987, 18, 70-75.)

521

Hong, I., & Rust, J. (1989). Androgyny and openness to experience in a Chinese population. *Social Behavior and Personality*, 17, 215-218.

522

Hong, Y. Y., & Chiu, C. Y. (1988). Sex, locus of control, and illusion of control in Hong Kong as correlates of gambling involvement. *Journal of Social Psychology*, 128, 667-673.

523

Hui, C. H., & Villareal, M. J. (1989). Individualism-collectivism and psychological needs: Their relationships in two cultures. *Journal of Cross-Cultural Psychology*, 20, 310-323.

524

Kuo, Z. Y. (1961). *Behavioural characteristics of the Chinese* (July Report). Hong Kong: Human Ecology Fund. (Reviewed Newsletter, Hong Kong Mental Health Association, 1962).

525

Lai, C. C. (1978). Culture and control orientation: A study of internal-external locus of control in Chinese and American-Chinese women. *Dissertation Abstracts International*, 39, A770.

526

Lee, P. L. M., Priester, H. J., & Yung, G. Y. M. (1983). *Factor analysis and construct validity of the Hong Kong-Wechsler Intelligence Scale for children (HK-WISC)*. Unpublished manuscript, Education Department, Committee on Research of HK-WISC, Hong Kong.

527

Li, C. K. (1979). *Conflict -- a personal construct theory exploration of Chinese parent-youth relationships*. Unpublished Master's thesis, University of Hong Kong.

528

Liu, P. Y., & Meredith, G. M. (1966). Personality structure of Chinese college students in Taiwan and Hong Kong. *Journal of Social Psychology*, 70, 165-166.

529

Low, D. N. L. (1974). Dimensions in the identity profile of the American educated Hong Kong Chinese. *Dissertation Abstracts International*, 35, B2408-2409.

530

McCoy, M. M. (1977). *Liking and disliking: A personal construct theory exploration*. Unpublished Doctoral dissertation, University of Hong Kong.

531

Ng, W. W. C. (1979). *An examination of the relationships between field dependence reasoning abilities and the independent personality*. Unpublished Master's thesis, University of Hong Kong.

532

Oksenberg, L. (1970). Machiavellianism in traditional and westernized Chinese students. In W. Lambert & R. Weisbrod (Eds.), *Comparative perspectives in social psychology* (pp. 92-99). Boston: Little, Brown.

533

Schwartz, S. H., & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality & Social Psychology*, 58, 878-891.

534

Song, W. Z., Cui, Q. G., Cheung, F. M. C., & Kong, Y. Y. (1987). Comparison of personality characteristics of university students in Beijing and Hong Kong: Analysis of item endorsement discrepancies on the MMPI. *Acta Psychologica Sinica*, 19, 263-269.
(In Chinese.)

535

Traver, H. (1984). Orientations toward privacy in Hong Kong. *Perceptual & Motor Skills*, 59, 635-644.

536

Watkins, D., & Dhawan D. (1989). Do we need to distinguish the constructs of self-concept and self-esteem? *Journal of Social Behavior and Personality*, 4, 555-562.

537

Wincott, J. (1986). *Self-uncertainty and work-related stress: A personal construct investigation of the Type A and Type B behaviour pattern*. Unpublished Doctoral dissertation, University of Hong Kong.

538

Yamamoto, K., Hardcastle, B., Muehl, S., & Muehl, L. (1990). Metaphorical images of life in young and middle adulthood: An exploration. *Journal of Psychology*, 124, 143-154.

The following references are also relevant to this chapter: Citation numbers 23, 26, 33, 36, 40, 55, 58, 59, 60, 79, 187, 313, 462, 469, 733.



Chapter 11

PHYSICAL AND PSYCHOLOGICAL DISORDERS

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3200: Physical and Psychological Disorders	45
3210: Mental disorders	67
3230: Behaviour disorders and antisocial behaviour	36
3233: Substance abuse	0
3250: Learning Disorders and mental retardation	8
3270: Speech and language disorders	1
3290: Physical and psychosomatic disorders	43
TOTAL	194

Table 11. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are as-

signed. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adolescence, 12
Adulthood, 36
Adults, 10
Age, 21
Antisocial, 16
Attitudes, 16
Child, 10
Children, 34
Cross-cultural differences, 18
Cultural, 18
Culture, 10
Depression (emotion), 12
Differences, 25
Disorders, 101
Emotion, 12
Epidemiology, 10
Factors, 20
Family, 10
Health, 30
Mental, 63
Mental disorders, 38
Mental health, 21
Neurosis, 11
Patients, 16
Physical and psychosomatic disorders, 11
Psychiatric, 16
Psychiatric patients, 13
Psychiatry, 14
Psychopathology, 10
Psychosomatic, 30
Psychosomatic disorders, 20
Schizophrenia, 12
School, 20
School age children, 18
Sex, 12
Social, 16
Sociocultural, 20
Sociocultural factors, 20
Suicide, 16
Symptoms, 19
Validity, 10

Almost 20% of the references in this bibliography have some substantial reference to physical and psychological disorders. Although the number of clinical psychologists in Hong Kong is small in absolute terms, it has been pointed out elsewhere in this book that these psychologists constitute the largest group of members of the local professional society. In addition, a number of the articles reviewed have been authored by psychiatrists, in some cases in collaboration with psychologists and/or other professionals.

The foci of attention have been numerous, covering women's health, transcultural psychiatry and psychology, stress, psychosomatic illness, rape, sexual disorders, depression and suicide. The number of papers devoted to other categories of abnormal behaviour is small, but with one exception -- the largest number of papers within this chapter can be categorized under developmental studies of physical and psychological disorders.

There are nearly 50 papers devoted to studies of physical and psychological disorders in children and adolescents. Some papers have examined psychological aspects of mentally retarded children, including psychological assessment (Ho, 1979d), behavioural problems (Hong Kong Social Workers Association, Research Committee, 1984), and cognitive processes (Lau & Salili, 1986), or physically handicapped children (Arran Street Child Assessment Clinic, 1984; Leung & Choi, 1990). There are several studies of specific diagnostic categories, including autism (Chung, Luk & Lee, 1990; Ney, Lieh-Mak, Cheng & Collins, 1979), depression (Ney, 1977), hyperactivity (Salili & Hoosain, 1985), antisocial behaviour and behavioural problems (Lee, Ma & Lo, 1973; Luk, Lee & Yu, 1986), and hysterical reactions (Lo, 1972). More general articles have surveyed emotional development in childhood and its effect on

mental health (Ma, 1970), looking at issues in child mental health (Lau, 1979), psychiatric problems in the school setting (Law, 1979b), and a comparison of parent-referred and doctor-referred patients who are referred in Hong Kong to child psychiatrists (Chung, Luk & Soo, 1990). This last study showed that medical practitioners tended to refer patients who had psychophysiological disorders or childhood psychosis, while parents referred on the basis of conduct problems of their child. There is also a paper describing the computerized data-base system for child psychiatric patients at one of the major teaching hospitals in Hong Kong (C.K. Wong, 1987).

Child abuse is an area which is not often discussed in Hong Kong. It has been suggested that views of what constitutes acceptable and unacceptable child discipline have changed with the rapid socioeconomic development of Hong Kong (Samuda, 1988). In this survey, nearly all the surveyed children reported some form of physical punishment, with nearly half reporting having been beaten. Lau and Donnan (1987) suggested that child abuse was linked to problems in mother-infant bonding as their research showed evidence that abused children come from families where there is an increased probability of psychological or psychiatric impairment of the mother, assisted delivery, separation of the child from the mother in the first year of life, abused children are more likely to be the result of an unwanted pregnancy than control children (Lau & Donnan, 1987; Lieh-Mak, Chung & Liu, 1983).

The final group of papers in this area are those that have investigated aspects of health psychology in children. Studies have looked at respiratory illness and parental stress (H.C. Chan, 1989), and psychological and psychophysiological characteristics of children affected in a

hysterical epidemic leading to mass symptoms of respiratory and gastric disorders (Tam, Tsoi, Kwong & Wong, 1982; Wong, Kwong, Tam & Tsoi, 1982). The first of these papers also implicated stress as a causal agent, but, more specifically, the individual's psychophysiological response to stress. A further studied examined death anxiety in a group of leukemic children and orthopedic control patients.

There are a number of papers reporting research on adolescents. Some of these use such subjects as a convenience sample, as, for example, in the frequent case of research employing first year undergraduate students. These, together with some studies which are more sensibly grouped under other sections (e.g. suicide) are not listed here. There are, however, several papers looking at behavioral problems in adolescents (T.F. Chan, 1989; Epstein, 1985; Leung & Lau, 1989; Mok, 1985; Ng, 1975; Sugg, 1975). There is also an article on Hong Kong's runaway girls (Devoy, 1972).

Work on the aged is considerably less common. Very few papers could be found in the area of psychological and physical disorders, mirroring the very low number of 21 papers found on aging in the entire database. Given Chinese cultural traditions, respect for elders, and a sense of responsibility towards aged members of the family, this meagre research interest comes as somewhat of a surprise. Two of the research articles listed are physiological in their approach, Yu, Yeung, Woo and Chiu (1988) examining the etiology of dementia, and Ng and Lee (1988) looking at degenerative cerebral changes. Needs of the elderly and issues related to their psychiatric care are the focus of publications by Gow and Chow (1989) and W.H. Lo (1982), while Ho, Donnan and Sham (1988) report, from a large-scale prospective study, that high levels of psychosomatic symptoms in the elderly are

related to four factors -- being female, having poor social support, low levels of self-esteem and living in institutions. One other paper on suicides in the elderly will be noted later.

There are a few papers looking at physical and psychological problems specific to women. A number of these are the medical psychology studies of Tsoi, who has examined, *inter alia*, psychological factors in hyperemesis gravidarum, tubal ligation, still birth and hysterectomy (Tsoi, 1985; Tsoi, Ho, Mak, Yu & Wong, 1988; Tsoi & Ho, 1984; Tsoi, Chin & Chang, 1988; Tsoi, Poon & Ho, 1983 [Chapter 12]). Other authors' papers have examined psychosocial factors related to mastectomy (Alagaratnam & Kung, 1985), childbirth (Gelder, 1987), gynecological surgery (Tang, 1985) and drug addiction (Holzner & Ding, 1973). A survey of mentally retarded female patients was reported by T.P. Ho (1988).

Four papers are devoted to aspects of rape. The first of these (Cheung & Chung, 1982) is an exploratory study, followed up by a questionnaire study (Cheng, Ip & Cheung, 1984) in which the researchers attempted to identify the predictors of proclivity to rape. Promiscuous attitudes towards sex and derogatory attitudes towards women were suggested as the best predictors. The authors also discussed possible preventative measures, such as sex education and assertiveness training. Whyte (1987-1988) drew on his extensive experience of work in this area to discuss victim counselling, arguing also that rape is a phenomenon that should be studied in Hong Kong since there are so many cultural differences that make Western research irrelevant. Sharp (1987) had earlier discussed the under-reporting of rape in terms of specific cultural factors.

Papers on sex-related aspects of psychological and physical disorders have

focussed on ejaculatory incompetence in Chinese men (Lieh-Mak & Ng, 1981), beliefs about sexual disorders (Pang, 1958) and sexual behaviours following paraplegia (Pearson & Klook, 1989). The latter paper noted the problems in, and lack of, counselling for such clients in Hong Kong, a point that current practitioners (who certainly work within the relevant settings) would do well to note. A mere four further papers on physically handicapped individuals (Arran Street Child Assessment Clinic, 1984; Bedi, Chan & O'Donnell, 1986; Leung, Lee, Lieh-Mak & Ho, 1985; Stratford & Au, 1986) and one on dyslexia (Salili, 1987b) is a rather embarrassing indication of a major gap in our knowledge and research in this particular area, although there are another four studies on physically handicapped subjects in other chapters of this book (Chan, Hedl, Parker, Lam, Chou & Yu, 1988 [Chapter 9]; M.O. Leung, 1987 [Chapter 11]; Leung, 1981 [Chapter 14]; Leung, Luk & Lee, 1989 [Chapter 14]).

As in other chapters, there are several papers in the area of physical and psychological disorders which have adopted a cross-cultural or transcultural comparison perspective. Given, however, the rather large body of literature on cross-cultural psychology and transcultural psychiatry, the relative impact of these studies on Hong Kong research in this specific area is somewhat low. Although a number of these papers will be reviewed elsewhere, those adopting such a cross-cultural comparison include papers on psychosocial adjustment (Cheung & Lau, 1982), depression affective disorders or suicidal behaviour (Chiles, Strosahl, Ping, Michael, Hall, Jemelke, Sinn & Reto, 1989; Headley, 1983; Nakane, Phta, Uchino, Takada, Yan, Wang, Min & Lee, 1988; Singer, 1984; Yap, 1965), male exhibitionism (Cox, Tsang & Lee, 1982), drug abuse (Smart & Murray, 1983) and possession syndrome (Yap, 1960; Yap & Liu,

1960). Some other studies have examined mental health problems in immigrants adjusting to a new culture (F.K. Cheung, 1979; Chiu & Rimon, 1987; Mak, 1985; Yao, Solanto & Wender, 1988). Of particular interest to researchers appears to be the relationship between aspects of culture (e.g. Chinese traditions) and health, particularly mental health (Koo, 1982; Law, 1978; Lo, Chan, Ma & Wong, 1971; Mok, 1984; Singer, 1976b, 1976c, 1981; Singer, Ney & Lieh-Mak, 1978; Yap, 1967).

Practising psychologists and psychiatrists in Hong Kong would find the papers on help-seeking behaviour in Hong Kong of special relevance to their work. F.M. Cheung's research in this area is particularly noteworthy (Cheung, 1984 [Chapter 12], 1985c, 1987 [Chapter 12]; Cheung & Lau, 1982; Cheung, Lau & Wong, 1984 [Chapter 12]; see also Cheung, 1982c; Lau, Cheung & Waldmann, 1981). These and other papers (A. Chan, 1980 [Chapter 12]; B. Lau, 1982a [Chapter 12]; Sharp, 1985) suggested that individuals in Hong Kong are generally not inclined to seek help often, and would prefer to seek help from medical doctors than from psychological practitioners. For problems of a clearly psychological nature, individuals, especially women, would rely more on friends and family than on mental health professionals. There are also sex differences in the rates of presentation at Government outpatient clinics (see Chapter 12 for more discussion of help-seeking behaviour).

An important part of Cheung's studies is related to the issue of somatization of psychological problems, that is, the presentation of somatic complaints in place of the underlying psychological complaint and a heightened awareness, on the part of the patient, of their body.

Explanations of somatization in Chinese individuals include the repression or suppression of emotions or the lack of suitable

vocabulary or mode of expression for affective states (Cheung, 1982c; Cheung & Lau, 1982b), the lack of differential awareness of different emotional states, the intimate interaction between mind and body in Chinese views of health, or the limited availability of psychological treatment in China (Cheung, 1982c). The explanations related to repressed emotions were dismissed by Cheung (1982b) on the basis of an analysis of symptom report. Indeed, the general notion that somatization is a prevalent and general phenomenon amongst the Chinese is queried by Cheung, who argued that it varies according to demographic variables, and, more importantly, with health or situational factors (see also Kwong & Wong, 1981; Lo, 1978; Wong & Chan, 1984). Cheung, Lau and Waldmann (1981) found that although the pattern of presenting complaints among depressives in a general practice setting were primarily "physical" (e.g. pains and aches, dizziness, sleep disturbance), these patients admitted to having various psychological symptoms when directly asked (e.g. dysphoric mood, loss of interest in social activities, self-reproach). The relationship between the patients' conceptualization of their problem being primarily physical or psychological and help-seeking behaviour was investigated in papers by Cheung (F. Cheung, 1984; 1987; Cheung, Lau & Wong, 1984 all Chapter 12). Two further papers (Cheng & Lee, 1988; Sharp, 1985) examined illness behaviour more specifically.

While somatization has often been regarded as a prevalent part of help-seeking behaviour and presentation in Chinese individuals, another term frequently used in relation to both psychiatric evaluation and lay-public discussion is neurasthenia (Cheung, 1989a; Tsung, 1989). Within the present discussion, this term is important in that, first, it incorporates both somatic and psychological symptoms, and, second, as Cheung (1989a) pointed out in her dis-

discussion of the indigenization of the term, it serves to destigmatize psychiatric disorders. It might be noted that there are many references to neurasthenia in the literature on Chinese (cf. specifically Hong Kong) individuals (Ho, Spinks & Yeung, 1990 [Chapter 2]). Other psychiatric diagnostic categories are reviewed below.

Stress is a general term often discussed in relation to psychosomatic complaints. Because of the looseness of the term, and the different areas of psychology that it may be related to in research (e.g. physiological concomitants, cognitive therapies and coping, social support mechanisms), articles on stress appear widely throughout this data-base. Hong Kong is often singled out as one of the most stressful cities of the world in which to live and work. Despite this, and despite the popularity of the stress-related concepts in current psychological research, there are less than a dozen papers on the psychological and physical disorders directly associated with stress. This low number may, of course, be a function of the present authors' scheme for classifying papers, as it could be argued that all psychological and physical disorders could be associated in some way to such a global concept as stress. Notwithstanding this point, the paucity of studies on stress, coping, or life-events (23 in the entire data-base) is some cause for concern, in a community which looks to the relevance of research as one of the most important criteria. Overviews may be found in F. Cheung (1986b) and Chan and Chan-Ho (1983). Chan (D.W.) has conducted some excellent research on life-events and social support (Chan, 1986b; Chan & Chan-Ho, 1983; Chan, Chan & Chan-Ho, 1984) and his critical appraisal of methodology (Chan & Chan-Ho, 1983) should be an initial source-article for researchers in this area. Wong, Lau and Wong (1984) examined mental health and work stress amongst Hong Kong office workers while Lee and Hsu (1979)

regarded stress in terms of the inconsistency between education and economic status. Minor respiratory illnesses in children and their relationship to parental stress is the target of a study by H.C. Chan (1989), while Spinks and Chan's (1989 [Chapter 5]) research on psychoneuroimmunology, using salivary antibodies as the immune measure, examined the mechanisms potentially operating within this relationship.

Psychiatric patients and/or psychiatric diagnostic categories feature in several articles within this content area. Many look at issues from a cultural standpoint, one (Wong, 1981) being devoted to this relationship. There are articles devoted to psychiatric disorders amongst Vietnamese refugees (Law, 1983), university students (Singer, 1985), mentally handicapped patients in an outpatient psychiatric clinic (Mak, 1983) and cases recommended for psychiatric remand into prison (B. Lau, 1981). Lo (1976b) showed how the demand for psychiatric care at that time was rising, suggesting that the rapid urbanization generated high levels of emotional strain and subsequent psychiatric ill-health.

A related study (Lau & Chiu, 1977) looked at the effect of economic fluctuation on patient turnover, other variables investigated have included sex, sex roles or socioeconomic factors (R. Lee, 1976a; 1976b; 1981; 1984) and birth rank-order (H. Cheung, 1984; Chiu, 1984; Wong, 1973). Interestingly, the two latter studies found exactly the opposite effects, Cheung finding an excess of first-borns and Chiu on excess of last-borns in their psychiatric inpatient samples.

Specific psychiatric diagnostic categories investigated include alcoholic psychoses and alcoholism (Singer & Wong, 1983; Sue & Fung, 1986), anorexia nervosa (L.P. Chiu, 1989a; Lee, Chiu & Chen, 1989; Lee,

Sing, Chow, Chung & Yung, 1989; Li, 1989), conversion disorders (Chiu & Yung, 1986), hyperactivity (P.W. Leung, 1988; Luk, 1986; Luk & Leung, 1989 [Chapter 3]; Luk, Leung & Lee, 1988 [Chapter 3]; Salili & Hoosain, 1985; Yao, Solanto & Wender, 1988), obsessive-compulsive neurosis (Akhtar, 1978; D.W. Chan, 1990a [Chapter 3]; L. Chiu, 1988a; Lo, 1967), schizophrenia and depression.

These last two areas have, perhaps not surprisingly, been more extensively researched. One of the most extensive reviews and prospective research studies is that by Lee (Lee, 1989; Lee, Lieh-Mak, Yu & Spinks, 1989; Lee, Mak-Lieh, Yu & Spinks, 1988). There is a 10-year follow-up study (Lo & Lo, 1977) and a retrospective study (Cheng, Leung, Lo & Lam, 1989). The studies looking at birth rank-order have been mentioned above. Others have looked at suicidal behaviour (Cheng et al., 1989; 1990; Chiu & Rimon, 1988; season of birth effects (Lo, 1985), education (Chiu, 1987 [Chapter 12]) community care (J. Leung, 1979) [Chapter 12]; Shum, 1981 [Chapter 12]) and the validity of a screening questionnaire, the Rust Inventory of Schizotypal Cognitions (Rust & Chiu, 1988). As a general conclusion for this work, a favourable prognosis for schizophrenics may be associated with being female, acute onset, symptom groups other than disturbances of emotion and volition, social support (Lo & Lo, 1977), quality of life, frequency and duration of psychiatric hospitalization, adjustment of medication dosage, heterosexual relationships, work adjustment and lack of cognitive or information processing deficits (Lee, 1989).

Research on depression has covered transcultural perspectives (Singer, 1984), and general accounts of depression in Hong Kong may be found in D. Chan (1990b), Chen & Lau-Yu (1982), Gelder (1987), Lau, Cheung & Waldmann (1981);

Lo, 1981 [Chapter 12] and Ney (1977). There are some psychometric studies (H.C. Lee, 1990 [Chapter 3]; Shek, 1990 [Chapter 3]; Zheng, Zhao, Phillips, Liu, Cai, Sun & Huang, 1988 [Chapter 3]; see also Ying, 1988 [Chapter 12]), two on postnatal adjustment (Gelder, 1987; E. Leung, 1985 [Chapter 8]) one on infertility (Chan, O'Hoy, Wong & So, 1987), and one on cognitive distortion (Chan & Tsoi, 1984).

A number of these studies (Chiles, Strosahl, Ping, Michael, Hall, Jemelke, Sinn & Reto, 1989; Chiu & Rimon, 1988; Yap, 1958b) also discuss issues of suicidal ideation and behaviour in depressives, and may be grouped together with an unexpectedly large number of other papers on suicide from this data-base. Some of these studies have looked at suicide or suicidal attempts in the young (Chung, Luk & Mak, 1987), or old (Kwan, 1988; Pan, 1989 [Chapter 8]), or in psychiatric diagnostic groups, such as depression (see references above), schizophrenics (also see earlier references).

Others have looked at predictive factors, or factors associated with suicidal tendencies (e.g. Cheng et al., 1990; C.Y. Chiu, 1988b; L.P. Chiu, 1989b; Kwan, 1988; Pan & Mak-Lieh, 1989 [Chapter 8]), and/or prevention and treatment (e.g. Chung, Luk & Mak, 1987; Kwan, 1988; W.H. Lo, 1985; Takahashi, 1989 [Chapter 8]).

In conclusion, although this review might have given the impression that research in Hong Kong has covered the category of physical and psychological disorders quite well, the work is, in fact, rather unusually distributed. As might be expected from this particular data-base, the subcategory of mental disorders is well represented (67 papers devoted primarily to this area), but this might be contrasted with the sub-categories of speech and language disorders, and learning disorders and mental

retardation, where very few research publications exist. The paucity of research on speech and language disorders has been noted elsewhere (Spinks, 1990b [Chapter 2]) and this poses considerable problems for a territory that, because of its prevalent bilingual education, exerts considerable language learning hazards to the development of its inhabitants. It might, perhaps, be noted, however, that language and speech issues are discussed elsewhere [particularly Chapter 6], although that chapter does not include reference to research on disorders. There are also gaps in the literature in the areas of substance abuse (except for a few on alcohol and opiate abuse) and antisocial behavior.

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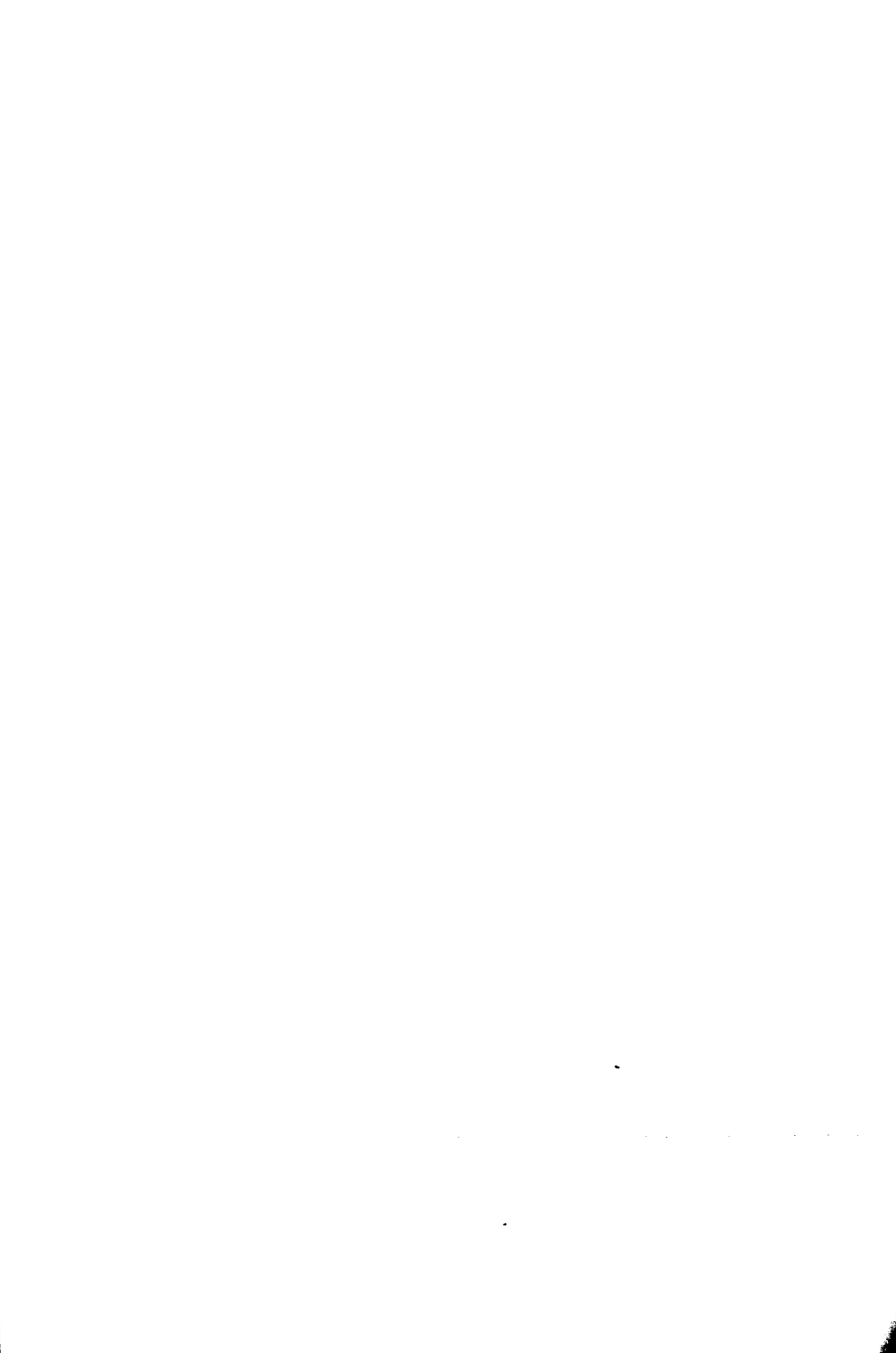
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Chapter 12

TREATMENT AND PREVENTION

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3300: Treatment and Prevention	30
3310: Psychotherapy and psychotherapeutic counselling	19
3313: Group and family therapy	1
3314: Human relations: social/communication skills training	1
3330: Behaviour therapy and behaviour modification	8
3340: Drug therapy	2
3350: Hypnotherapy	0
3360: Speech therapy	0
3370: Health care services	21
3373: Community services and mental health programmes	43
3376: Counselling and social casework	6
3379: Hospital programmes and institutionalization	12
3380: Rehabilitation	6
3383: Drug and alcohol rehabilitation	4
3386: Criminal rehabilitation and penology	1
TOTAL	148

Table 12. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 23
Attitudes, 16
Care, 21
Community, 21
Cross-cultural differences, 13
Cultural, 13
Disorders, 16
Drug, 12
Factors, 14
Health, 59
Health care services, 16
Mental, 52
Mental health, 17
Mental health services, 13
Patients, 16
Professional, 12
Programs, 17
Psychiatric, 16
Psychiatry, 13
Psychology, 14
Rehabilitation, 17
Services, 44
Sociocultural, 14
Sociocultural factors, 14
Therapy, 10
Treatment, 15

As with the previous chapter, the category of Treatment and Prevention is very well represented with a large number of publications (nearly 150). It was pointed out in the previous chapter on Physical and Psychological Disorders that it is clinical psychologists who make up the largest group of professional psychologists in Hong Kong. This, together with the fact that the present data-base also covers psychiatric research to some extent, provides an explanation of the over-repre-

sentation of these two related categories. Indeed, by combining the publications on Physical and Psychological disorders with those of the present chapter, this set makes up about one third of the entire data-base.

Despite this, two of the subcategories (hypnotherapy and speech therapy) had no citations within this area. The scarcity of publications whose primary classification is within the latter area is of particular concern, since language difficulties might be expected to be particularly prevalent in a territory where so much stress is laid on, and (in another sense of the word) stress results from, English language learning. The relatively new Department of Speech and Hearing Sciences at The University of Hong Kong may, of course, change this over the next few years.

The area within the Treatment and Prevention category which lays claim to the largest number of studies is that of Community Services and Mental Health Programmes. Many authors have written on the state of the provisions of mental health services in Hong Kong, with articles from Ho (1970; 1972), S.H. Lee (1986), W.H. Lo (1976a; 1986), Lo, Chan, Ma and Wong (1971a), Bietti and Pietropaloi (1979), Lo and Kwok (1981), Tsang (1986), and the Hong Kong Psychiatric Association (1981; 1982). Li and Luk (1978) discussed provisions of mental health services for the Chinese in Canada.

Cheung has published a number of studies on community services, with two on services for rape victims (Cheung, 1979a; 1987-88; see also Whyte (1987-88) on rape counselling; other articles on rape may be found in Chapters 8 and 11), and others on community attitudes and services (Cheung, 1976; 1988; 1989b; 1990). One of these (Cheung, 1990; see also F.M.C. Cheung, 1988) examined the issue of community opposition to the establishment of urban psychiatric half-way houses, arguing

that this can be partly attributed to the lack of early community mental health education in Hong Kong. K.Y. Mak has discussed other aspects of these half-way houses, these being factors relating to the safety of residents (Mak, 1984) and relapse rates (Mak, 1986b). Leung and Yiu (1986) have examined the value of community-based day training centres for the ex-mentally ill, while Leung (1979) commented on longstay hostels for chronic schizophrenics. Barker (1986), Barker and Ng (1978) and H.S. Ng (1978) have also written on aspects of half-way houses.

Apart from the review by Cheung (1976) on community mental health, overviews of community psychology, community psychiatry and community psychiatric nursing have been provided by Lam and Ho (1989), Lam (1978) and Lam and Kwan (1986) respectively. Other papers on community psychiatric services have been published by Pearson (1986a; 1986b [Chapter 8]), Shum (1981) and Yau (1986) (but see also Street's 1986 article on mentally ill street sleepers). Riches (1971) has looked at the functions and development of community centres for the local population, both in Hong Kong and in Singapore. Ng (1990a) has also evaluated the effects of community meetings within hospital settings on subsequent incidents and on atmosphere within wards (see also Ng, Tam & Luk, 1982). Finally, Pang, Cheng, Chan and Lee (1986) looked at aftercare and compassionate re-housing.

A commentary on mental health services in Hong Kong was presented by Khoo (1981), who is also editor of "Mental Health in Hong Kong" (1986) which incorporates chapters by several respected writers including R. Dan on mental health programmes for university students, H.K. Cheung on methods of tracing defaulters from psychiatric units (see also Lai & Mak, 1986), P. Lui and S.K. Tsang on child abuse

and K.Y. Mak (1986a) on adolescent psychiatry.

Public education on mental health issues, seen by Cheung (1990) as being rather deficient in Hong Kong is an issue commented on by a number of other authors (Kong, 1986, on pre-marriage education; Lewis, 1986; L.Y.W. Ng, 1986, on family life education).

Education is the theme of six other publications, by D.W.O. Chan (1987) on psychoeducational approaches in mental health, O'Donnell and Crosswaite (1988) on mentally handicapped children, Epstein (1985 [Chapter 11]; 1986) on reformatory education in Hong Kong, the PRC and Taiwan, Priestly and Wright (1956), and Chiu (1987) on the relationship between educating schizophrenics about their illness and subsequent treatment compliance and relapse rates. In this latter paper, Chiu puts forward a practical, culturally-relevant educational model, based on a discussion of why education is especially important within a Chinese cultural context, and showed that poor understanding of schizophrenia was significantly associated with medication non-compliance. D.W.O. Chan (1984b) has discussed patient education in an article more directly examining the causal interrelationships between factors associated with medical compliance. Causal modeling analyses showed that the knowledge of medication name, dosage, purpose and side-effects were causally linked to attitudes and fears about the medication, which, in turn, affected self-reported compliance. Lee and Hung (1983) also investigated methods of improving patient compliance. Cheung (1987) discussed the ways people conceptualized their illness, in terms of psychological, somatic or a combination, and how this affected which professionals (medical or psychiatric), if any, they would go to for advice, and how soon after recognition of illness. Other

articles looking at medical help-seeking behaviour have been done by B.W.K. Lau (1982a), F.M.C. Cheung (1984), Cheung, Lau and Wong (1984), Cheung (1985b [Chapter 11]) and Cheung and Lau (1982 [Chapter 11]), for more information see the appropriate chapter, but the gist of these articles is that the Chinese are reluctant to seek medical, and especially psychological, advice, preferring to rely on the aid of friends and family. The latter article found that clients generally only sought psychiatric advice after a long delay and then on referral from Western medical practices. Chen and Lau-Yu (1982 [Chapter 11]) looked at depression rates in Hong Kong, while Ma (1986), one of the few authors cited to write on any aspect of family therapy, investigated work done with the families of psychotic patients.

Moving onto the category of Health Issues, the majority of the articles in this section look at psychosocial effects of various physical illnesses. Alagaratnam and Kung (1986) concluded that the psychosocial effects associated with mastectomy treatment were due to the diagnosis of malignancy rather than to the treatment itself. Ngan and Tang have written several of the articles cited here, including research on the information requested from doctors by women with cancer of the ovaries concerning the disease (Ngan & Tang, 1984), on sexual activity following treatment for cancer of the cervix (Ngan & Tang, 1988), and on patients with gestational trophoblastic disease (Ngan & Tang, 1986). Chan, O'Hoy, Wong, So, Ho and Tsoi (1989) looked at the anxiety levels of, and social support available to, couples undergoing IVF/GIFT programmes, while at the other extreme Singer (1975) examined psychiatric symptoms and cultural norms and values surrounding abortion. In contrast to the West, the Chinese culture is less prohibitive of abortion than it is encouraging of artificial insemination. Lam, Kleevens and Wong (1988) discussed doc-

tor-patient consultations, as did Anderson, finding that most patients, although unquestioning of their doctor's diagnosis, felt that they were not given satisfactory information about the prognosis (Anderson, 1984). This is worrying given that research has shown that the level of knowledge of medical matters among the general population is quite low as demonstrated by articles cited in various chapters of this book (in particular see Chapter 8), and in research by Koo (1987) and by Tsoi, Poon and Ho (1983) who charted the lack of knowledge Chinese women had about their own reproductive organs in terms of size, shape and functions. In support of Tsoi et al.'s findings, Tang (1983) emphasized the importance of ascertaining the extent of knowledge a patient has about their body prior to giving gynecological advice. Communication within the medical profession is the focus of work by Seto, Ching, Fung and Fielding (1990) who looked at the effectiveness of different modes of communication in influencing patient care practices of nurses.

Four articles have looked at primary care. S. Lu (1987), Lee, Sharp and Fielding (1985) and Pryde and Jachnuck (1985) all discussed the role of psychologists on the "front line", while Pryde (1985) looked at the role of psychiatrists. Other authors have discussed the contribution clinical psychologists make to mental health services generally (Lau-Yu, 1974), and to rehabilitation work in particular (Wong, 1978). The application of psychological research to the medical setting and the work of medical psychologists were discussed by P. Lee (1984, see also Millikin & Rothchild, 1982 on psychosurgery). Finally Chan-Ho (1987-88) reviewed the training of clinical psychologists in Hong Kong.

Moving on to look at the different kinds of therapy which are practiced in Hong Kong, the one which has had the most research devoted to it is psychotherapy. There are

several cross cultural studies which looked at the implications of cultural background on psychotherapy practice (Singer, 1976a; 1976b [Chapter 11]; 1986c [Chapter 11]; Patterson, 1986a; 1986b [Chapter 13]; Chan, 1986a) and in particular on perceptions made by therapists (Di-Repac, 1980 [chapter 8]), and by clients (Tsui, 1979). Also, issues related to therapeutic interventions with parents and children are examined (D.Y.F. Ho, 1979f), and several articles by Lieh-Mak and others discuss the difficulties in training Chinese parents to be behaviour therapists (Lieh-Mak, 1979; Luk & Lieh-Mak, 1979; Lieh-Mak, Lee & Luk 1984).

The assessment techniques used by clinical psychologists such as the WISC, TAT and projective drawing tests were commented on by Li (1982), while F.M.C. Cheung (1989 [Chapter 11]) reviewed the research on, and applications of, the Minnesota Multiphasic Research Inventory (MMPI). Nadelson (1986) looked at the international usage of the DSM-III classification system, while Lin (1989) examined the development of this system through DSM-II, III and III-R. Guidance for practicing psychotherapists working with the Hong Kong Chinese was given by Chan (1985b), who also listed a bibliography of research done in this area (counselling and psychotherapy) to which the reader is referred for a more comprehensive review than is possible here (Chan, 1983). The relevance of psychotherapy to the Chinese was discussed in detail by M.L. Ng. Ng charted evidence from his own successful work using psychotherapy to argue against critics who say that the psychoanalytic aspect of psychotherapy is not suitable for use with the Chinese (due to the lack of knowledge about their psychosexual development and their inhibitions in relating their emotions; M.L. Ng, 1983; 1985; Ng & Lin, 1985). Two articles by Ng looked at sex-therapy (M.L. Ng, 1986b; 1988), other work by the same author look-

ing at the role of music therapy in psychotherapy (1980). The counselling style preferred by the Chinese in psychotherapy was addressed by two articles (Exum & Lau, 1988; Leung, 1986). Exum and Lau found that Chinese students favoured a more directive style, and the authors noted that the paraphrasing approach which is a feature of non-directive counselling might seem hesitant and anomolous to Cantonese-speaking persons. An article by Briers (1981) appeared in the Hong Kong Journal of Mental Health, and with comments like "people working in the area of mental health tend to lack a sense of humour" it is little wonder it sparked responses from F.M.C. Cheung (1981b) and Kwong (1981); the responses, however, are in agreement. The original article was an attack on what Briers called the "blind use of tests", that is, tests developed in the West, but used in the East without standardization. Kwong also criticized the regular and indiscriminate use of such tests, but warned against operating what he called a "closed door policy" towards Western research whilst trying to develop specific tests for the Chinese. Cheung's article focussed more on counselling services and the need to upgrade the services provided, through improved training and greater public recognition of counselling as a profession. Other articles on counselling have looked at the history of services in Hong Kong (T.T. Leung, 1989; A. Chan, 1980), the latter focussing on the years from 1977 to 1979, experimental learning groups (Waldie, 1982) and refugee counselling (Shao, 1981).

Several articles on behaviour therapy are mentioned in the above section, while other research in this area has been done on improving patient compliance (Lee & Hung, 1983), on biofeedback treatment for writers cramp (Lee, Luk & Tam, 1984), on behaviour training and short-sightedness (Leung, Lai, Hsu & Ho, 1987) and finally

on a behaviour modification programme set up for helping professionals in Hong Kong (Tsoi, Chan, Ho, Lee, Leung & Tsang, 1982).

Four studies looked at issues relating to mental health hospitalization. Fan (1988) discussed drug treatment for behaviour problems among inmates at a local mental handicap hospital. Shek and Cheung (1990 [Chapter 3]) identified a lower degree of trust among Chinese school children of ex-mental patients working in different jobs than that documented in Western literature, while W.H. Lo (1981) looked at the admission rates to Hong Kong psychiatric hospitals of depressives. The circumstances of ex-mental patients with a history of criminal violence were presented in an official report issued by the Secretary for Social Services Working Group (1983).

All the articles in the section on Drug and Alcohol Rehabilitation concentrate on drug addiction. As mentioned in other chapters, alcohol abuse is relatively uncommon among the Chinese. Shum and Lee (1980) outlined the extent of the drug problem in Hong Kong, while Hollinrake (1974) and Martgetts (1972) have discussed the services provided by the Government for addicts. Three articles evaluate different treatment programmes. McAuliffe, 1990 and McAuliffe & Chien, 1986) outlined a drug recovery training and self-help programme (RTSH) programme successfully used with opioid addicts in Hong Kong and the US. The programme was developed on principles of the social theory of addiction and health promotion. Newman, Lee and Wu (1982-83) looked at the rate of attendance of adult registrants at methadone maintenance clinics.

Several studies which have not yet been mentioned looked at mental health amongst children. Lee, Li and Wright (1966) reviewed the use of psychotherapy with children, whilst Tsoi (1982), C.K.

Wong (1990) and Ho (1990) reviewed provision and utilization of child psychiatric services. Other research related to this area looked at child rearing practices and child abuse (Lui & Tsang, 1986) and at the style of parenting of psychotic mothers (Ma, 1987). Finally, Y.Y. Ng (1987) and W.H. Lo (1973) discussed the provision of health services for the elderly.

Although this chapter has been dominated by Western-style medical techniques which have been adopted for use in Hong Kong, Koo (1984; 1987) has examined traditional Chinese ideas about disease causation and treatment, and the use of natural foods to maintain the bodily homeostasis, mainly to complement Western medicine.

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Tsui, A. M. (1979). Transcultural perceptions of mental health: Culture of the patient as a consideration in treatment. *Dissertation Abstracts International*, 39, B3543-3544.

844

Waldie, K. F. (1982). Experiential learning groups: An applications model. *Small Group Behavior*, 13, 75-90.

845

Wong, C. K. (1990). Child psychiatry in Hong Kong - An overview. *Australian and New Zealand Journal of Psychiatry*, 24, 331-338.

846

Wong, C. W. (1978). Contributions of a clinical psychologist in rehabilitation. *Journal of Mental Health of Hong Kong*, 76.

847

Yau, D. W. L. (1986). Some thoughts for future community psychiatric rehabilitation services. In T. P. Khoo (Ed.). *Mental health in Hong Kong, 1986* (pp. 96-99). Hong Kong: Mental Health Association of Hong Kong.

848

Ying, Y. W. (1988). Depressive symptomatology among Chinese-Americans as measured by the CES-D. *Journal of Clinical Psychology*, 44, 739-746.

849

Yip, Y. M. (1986). Custodial remands for psychiatric reports in men. *Journal of the Hong Kong Psychiatric Association*, 6, 59-65.

The following references are also relevant to this chapter: Citation numbers 57, 163, 309, 310, 325, 428, 440, 552, 562, 586, 691, 864.

Chapter 13

PROFESSIONAL ISSUES

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3400: Professional Personnel and Professional Issues	44
TOTAL	44

Table 13. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adults, 2
Clinical, 12
Education, 16
Health, 10
Interviews, 1
Medical, 10
Personnel, 17
Professional, 26
Training, 15

As in any community of psychologists, professional issues are discussed at length in informal and semi-formal surroundings. That they should be debated in as lively a manner as they are in Hong Kong is testimony to the importance of the issues to the individual, the problems inherent in the profession (or professions) of psychology as they presently exist, and the questioning and critical attitude that is fostered within the training institutions. The issues, however, often do not make their way onto the printed page in the form of cogent arguments and counter-arguments in relation to specific professional issues. It is rare to find published articles devoted to an examination of a specific matter of professional importance in Hong Kong -- although there are some notable exceptions. There are, for example, a number of papers which have discussed the problems of supervision of clinical psychology trainees (Clinical Psychologists in Training, 1987; Ho, 1987-1988; Lam, 1987-1988; Tsoi, 1987-1988; Yau, 1987). These bring up a broad range of issues, many of them immediate and practical, from the supervisor's, the supervisee's and the course co-ordinator's perspectives. However, the treatment of the same set of issues within a framework of humanistic (and democratic) ideals encouraged by a training in clinical psychology in contrast to the authoritarian values of traditional Chinese upbringing, as discussed by Ho (1987-1988), offers the reader a different level of contemplation of some of these issues and problems.

Ho's sociocultural approach may also be seen in his article in *American Psychologist* (Ho, 1985a; see also Patterson, 1986b), where he examined the cultural factors that are antagonistic to clinical psychology, both in a Chinese culture (factors such as authoritarianism and a moralistic orientation) and in Western cultures (exemplified by individualism). The theme of political influence within the mental health profes-

sions is taken further by Carlos (1983), who discussed the use of the "mentally ill" label for political purposes.

There are a number of papers reviewing professional issues in psychology from a historical perspective (Blowers, 1981; Ho, (undated); Spinks, 1990a [Chapter 2]), while another of Blowers' articles (Blowers, 1990) engages in a futurological analysis of how the profession of psychology might change, particularly in the years leading up to the handover of political power in 1997.

The professional issues examined in these papers include local recognition of psychology and psychologists, international recognition of tertiary courses in psychology, registration of psychologists, and career structures of clinical and educational psychologists. Spinks (1990b [Chapter 15]) argued that there is a low level of awareness in Hong Kong of what psychology is, what psychologists do, and what services they can, and cannot, provide. This ignorance spreads from the level of the potential individual client to levels of government administration. The low utilization rates of clinical psychological services are not entirely due to the abysmally low ratio of clinical psychologists to population (which, at 1:100,000, is noted by Ho (1986c [Chapter 2]) as being lower than any of the 23 countries surveyed by Fichter & Wittchen). F.M.C. Cheung (e.g. 1985c [Chapter 11]) has written a number of articles on the phenomenon of "somatization" where mental problems are expressed by individuals as overt somatic problems, with consequential implications for preferred mode(s) of professional help. There is stigma attached to psychological problems, and a great deal more dependence on the family to help individuals through personal crises. Similarly, the ratio of educational psychologists to school children (estimated at 1:60,000) must rank amongst the worst of any developed

country, and there is a similar need for such professionals to prove their value to the community.

International recognition of tertiary level courses in psychology in Hong Kong has been considered important, but is likely to be the subject of considerably more debate as repatriation with the PRC approaches in 1997. There are already moves to try to have a more substantial local involvement in academic (cf. professional) appraisal of courses. Whether the Hong Kong Psychological Society, however, can develop a supervisory role over the standards of the professionally-oriented courses remains in doubt (Spinks, 1990a [Chapter 2]).

Registration of psychologists has been the subject of considerable discussion within Hong Kong psychological circles. There is currently no legislation to restrict the use of any titles pertaining to the practice of psychology. However, the path to either statutory or non-statutory (e.g. a register administered by a local professional society) registration is a long and tortuous one, and there are many reasons (outlined by Spinks, 1990a [Chapter 2]) why this debate may continue for many years to come.

An older paper (Dawson, 1970b) looks at some professional issues within the context of psychological research on Hong Kong. More specific papers have examined the role of clinical psychologists in Hong Kong (Ho, 1971), looking at particular problems and issues within the profession of clinical psychology (such as the public image of clinical psychologists -- an area of some concern in a territory which does not appear to clamour for such professionals to be an integral part of health care facilities) and at mental health education in Hong Kong (Shek & Lam, 1985). The subspecialty of forensic psychology is the focus of an article by Andry who headed the

psychological services in the Correctional Services in Hong Kong (Andry, 1984). In an article examining the status of the psychologist as an expert witness in criminal trials, Andry argued that forensic psychology should be included as an option within clinical training courses. Hong Kong was set up as an example of successful enactment of criminological and penological policies. A broader, more sociological, look at the "expert" may be found in Lethbridge (1981). The role of educational psychologists has also been examined (H.W. Lee, 1990). Although there is one other paper on education, specifically concerned with the training of pre-school teachers, the numerous publications in Hong Kong in the area of teacher training have not generally been included in this data-base, unless there is some specific psychological component.

The Bulletin of the Hong Kong Psychological Society also occasionally serves as a forum for publication of policy statements given as addresses by newly elected Presidents of the Society (Bond, 1980 [chapter 3]; Chan, 1982; Gow, 1990 [chapter 3]; Lau-Ng, 1989).

A more empirical approach than that adopted by most of the papers discussed above is taken by Tsoi and Sundberg (1989) who surveyed clinical psychologists practising in Hong Kong to ascertain the typical patterns of test use. Particular intelligence tests, objective and projective personality tests and neuropsychological tests tended to be used across the variety of settings in which clinical psychologists find themselves working. Perhaps most importantly, they concluded that there was a need for the development of more tests specifically for Hong Kong. This issue was discussed in Chapters 3 and 12, to which the reader's attention is drawn for further information.

The last group of publications are more concerned with aspects of the medical

profession. These may be divided into two overlapping sub-groups -- first, those relating primarily to professional issues in psychiatry, and, second, those concerned with medical training and, particularly, the behavioural sciences options within the medical curriculum.

The history and development of child psychiatry at one of the major teaching hospitals in Hong Kong is traced by C.K. Wong (1990). An epidemiological study reported in this paper, conducted on over 700 primary school children, identified 16% of the sample as being psychiatrically disturbed, with emotional disorders being the most common condition. The high rate of undetected psychiatric morbidity had been noted earlier by Lai and Tsoi (1985). This paper had traced the development of consultation-liaison psychiatry as a natural progression resulting from the extension of psychiatry from mental hospitals to general hospitals and more biopsychosocial approaches to medicine, and, more specifically, to psychosomatic medicine. Chen (1985) also identified psychiatry as a dynamic profession in a state of transition and contemplated the significance of these changes for psychiatric training.

The role of psychiatry in the medical curriculum is examined in more detail by Ney and Jones (1985). However, if we take the results of Pan, Lee, and Lieh-Mak (1990), it would appear that, amongst both pre-clinical and clinical students, psychiatry is not a favoured career choice. This paper, together with that of Ney, Tam and Maurice (1990), seems to indicate a robust stereotype for psychiatry and psychiatric practice, characterised by some positive personality traits, including an interest in human behaviour, personal aptitude and the quality of patient care, but also associated with work stress, negative attitudes on the part of other medical specialties, and queries about the quality of science practised by psychiatrists. Perhaps

the most relevant finding, however, was that students were especially concerned about their deficiency in knowledge and skills of psychiatry (Pan et al., 1990).

Medical education is also the focus of papers by a number of other authors. Some (Chen, 1984; P. Lee, 1984 [Chapter 12], 1988; Weinman, 1984) have looked at the role of psychology or the behavioural sciences in a medical education, and the difficulties which exist in making this part of the curriculum acceptable to both the course planners and the students. While this is a pan-cultural problem, the situation in Hong Kong is a little more complex, in that the psychology taught must take into account the differences between the Chinese culture and psyche on the one hand, and the Western equivalents on which so much research and commentary has been focused on the other. This problem finds a parallel, in medical training, in the consumer practices of medicine by the clientele, this being a mixture of Western and Chinese medical systems, concepts, diagnoses and treatments. This is a very complex issue, part of which is tackled by Lee (1975).

Finally, studies have examined medical students knowledge of, attitudes towards, and experience of sex (D. Chan, 1990c), as well as sex misinformation and misconception (Chan, 1986c [Chapter 8]). Tang and White (1985), in return, offer some comments on the teaching of human sexuality to these medical students, reported by Chan as being less knowledgeable about sex, and less liberal in their attitudes towards sexual relations and practices, than American counterparts.

In summary, the number of papers devoted to professional issues in Hong Kong is not large, and certainly does not mirror the amount of discussion of these issues in the committee and informal meetings. It is clear that the majority of the published

articles of this data-base concern themselves specifically with issues of clinical psychology or psychiatry.



PROFESSIONAL ISSUES

850

Andry, R. G. (1984). The current status of the psychologist as an expert witness in criminal trials. *Bulletin of the British Psychological Society*, 37, 236-237.

851

Blowers, G. H. (1981). [Psychology in Hong Kong: The growth of professionalism]. *China Forum*, 12, 16-18. (Republished in *Hong Kong Economic Journal Monthly*, 1982, 58, 97-98.) (In Chinese.)

852

Carlos, C. (1983). Politics and mental health: With some reference to Hong Kong. *Bulletin of the Hong Kong Psychological Society*, 10, 35-39.

853

Chan, D. W. O. (1990c). Sex knowledge, attitudes, and experience of Chinese medical students in Hong Kong. *Archives of Sexual Behavior*, 19, 73-93.

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Chan, H. (1982). Presidential address 1981/82. *Bulletin of the Hong Kong Psychological Society*, 9, 47-48.

855

Chen, C. N. (1984). Behavioural sciences: Plural or singular? *Bulletin of the Hong Kong Psychological Society*, 13, 41-47.

856

Chen, C. N. (1985). Psychiatry in transition. *Journal of the Hong Kong Psychiatric Association*, 5, 11-13.

857

Clinical-Psychologists-in-Training, Class of 1985-87, University of Hong Kong. (1987). Supervision from the perspective of the supervisee. *Bulletin of the Hong Kong Psychological Society*, 19, 92-96.

858

Dawson, J. L. M. (1970b). Psychological research in Hong Kong. *International Journal of Psychology*, 5, 63-70. (Also *Australian Psychologist*, 1970, 5, 59-68.)

859

Ho, D. Y. F. (1971). The role of psychologists in mental health in Hong Kong. In W. H. Lo (Ed.), *Aspects of mental health in Hong Kong* (pp. 39-45). Hong Kong: Mental Health Association of Hong Kong.

860

Ho, D. Y. F. (1985a). Cultural values and professional issues in clinical psychology: Implications from the Hong Kong experience. *American Psychologist*, 40, (11), 1212-1218.

861

Ho, D. Y. F. (1987 - 1988). Clinical psychology supervision in the context of status and authority relationships. *Bulletin of the Hong Kong Psychological Society*, 19-20, 97-103.

862

Ho, D. Y. F. (undated). Psychology in Hong Kong. In S. R. Perls (Ed.), *Psychology: An International Perspective* (pp. 37-48). Professional Seminar Consultants, Inc.

863

Hong Kong Psychiatric Association. (1983). Views: The Un Chau Estate incident. *Journal of the Hong Kong Psychiatric Association*, 3, 42-46.

864

Lai, B., & Tsoi, P. T. K. (1985). The psychiatrist in a general hospital: The role in consultation psychiatry. *Hong Kong Journal of Mental Health*, 14, 9-21.

865

Lam, D. J. (1987 - 1988). Clinical supervision in Hong Kong: The issues. *Bulletin of the Hong Kong Psychological Society*, 19-20, 65-71.

866

Lau, B. W. K. (1982b). Mental health aspects of leprosy patients. *Journal of the Hong Kong Psychiatric Association*, 2, 24-30.

867

Lau-Ng, H. Y. (1989). The coming of age of the Hong Kong Psychological Society. *Bulletin of the Hong Kong Psychological Society*, 21, 5-8.

868

Lee, H. W. (1990). Roles and functions of educational psychologists: A tentative synthesis for consideration in Hong Kong. *Bulletin of the Hong Kong Psychological Society*, 24-25, 16-26.

869

Lee, P. W. (1988). The teaching of medical psychology in medicine: Issues, conflicts, and possibilities. *Psychologia: An International Journal of Psychology in the Orient*, 31, 154-162.

870

Lee, R. P. L. (1975). Interaction between Chinese and western medicine in Hong Kong: Modernization and professional inequality. In A. Kleinman, P. Kunstadter, E. R. Alexander & J. L. Gale (Eds.), *Medicine in Chinese culture: Comparative studies of health care in Chinese and other societies* (pp. 219-240). Washington, DC: U.S. Department of Health, Education & Welfare.

871

Lethbridge, H. (1981). The expert and the inexpert. *Bulletin of the Hong Kong Psychological Society*, 7, 35-45.

872

Li, E., Chan, M., Lau Ng, H. Y., & Lai, L. (1981). Issues in the practice of clinical psychology in Hong Kong. *Bulletin of the Hong Kong Psychological Society*, 6, 7-21.

873

Lowe, B. (1984). Preparation for work with young pre-primary children in Hong Kong. *Early Child Development & Care*, 17, 291-306.

874

Ney, P. G., & Jones, L. S. (1985). Psychiatry in the medical curriculum. *Canadian Journal of Psychiatry*, 30, 586-592.

875

Ney, P. G., Tam, W. W., & Maurice, W. L. (1990). Factors that determine medical student interest in psychiatry. *Australian & New Zealand Journal of Psychiatry*, 24, 65-76.

876

Pan, P. C., Lee, P. W., & Lieh-Mak, F. F. (1990). Psychiatry as compared to other career choices: a survey of medical students in Hong Kong. *Medical Education*, 24, 251-257.

877

Patterson, C. H. (1986b). Culture and psychology in Hong Kong. *American Psychologist*, 41, 926.

878

Shek, D. T. L., & Lam, L. K. H. (1985). Mental health education in Hong Kong: A critical review of the formal curriculum. *Hong Kong Journal of Mental Health*, 14, 22-33.

879

Tang, G. W., & Whyte, P. M. (1985). Teaching human sexuality to Chinese medical students: Curriculum and difficulties. *Journal of Psychosomatic Obstetrics & Gynaecology*, 4, 129-135.

880

Tsoi, M. M. (1987 - 1988). The nature and process of clinical supervision. *Bulletin of the Hong Kong Psychological Society*, 19-20, 72-77.

881

Tsoi, M. M., & Sundberg, N. D. (1989). Patterns of psychological test use in Hong Kong. *Professional Psychology: Research & Practice*, 20, 248-250.

882

Weinman, J. (1984). Priorities in psychology teaching in medicine. *Bulletin of the Hong Kong Psychological Society*, 13, 17-21.

883

Wong, C. W. (1985). 10 years at Castle Peak Hospital: Some personal reflections and propositions. *Journal of the Hong Kong Psychiatric Association*, 5, 43-44.

884

Yau, D. W. (1987). Evaluation issues in clinical supervision: Personal viewpoints from a supervisor. *Bulletin of the Hong Kong Psychological Society*, 19, 87-91.

885

Yung, G. Y. M., Lau, W. C. Y., Kwok, D. C., & To, C. Y. (1990). International perspectives on psychology in the schools. In P. A. Saigh, & T. Oakland (Eds.), *School psychology*. Hillsdale, N.J.: Lawrence Erlbaum Associates, Inc.

The following references are also relevant to this chapter: Citation numbers 2, 4, 7, 15, 18, 715, 753, 845.

Chapter 14

EDUCATIONAL PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3500: Educational Psychology	40
3510: Educational administration, personnel and training	10
3530: Curriculum, programmes and teaching methods	26
3550: Academic learning and achievement	32
3560: Classroom dynamics, student adjustment and attitudes	23
3570: Special and remedial education	7
3590: Counselling and measurement	18
TOTAL	147

Table 14. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are as-

signed. (The frequency of single-word index terms includes those of compound-word index terms in which the single word

appears.) Index terms with a frequency of less than 10 are not shown.

Academic, 34
Academic achievement, 18
Achievement, 39
Adjustment, 13
Adulthood, 18
Attitudes, 25
Bilingual, 12
Bilingual education, 12
Children, 15
Counseling, 11
Cross-cultural differences, 16
Cultural, 18
Differences, 23
Education, 61
Educational, 27
High school students, 15
Language, 26
Learning, 27
Methods, 16
School, 48
Students, 58
Teacher, 15
Teaching, 18
Teaching methods, 13

The area of educational psychology is noteworthy in that the vast majority of the research cited is indigenous to Hong Kong. Nevertheless, as has been pointed out elsewhere in this book, the total number of studies which have focussed on this area is not large given the importance attached to education within this culture, and the problems that inevitably must result from the pressure on children to achieve. By broadening the field of educational psychology to include studies from the field of education, special education, professional matters and curriculum planning in general, however, some 130 have been found which focus primarily on this area.

As has been noted in previous chapters, the industrialization and accompanying modernization of Hong Kong have affected all areas of life, and, accordingly the education

system has not gone untouched. Cheng (1986) and Lazure (1972) discussed these changes, the influence of Western ideas, and the quandaries, politically loaded with the advance of 1997, that educators now face in deciding future education policy. The highly centralized educational system of Hong Kong dictates the kinds of curriculum changes and education policies that can be enforced (Morris, 1984; 1985; 1986; Pong 1986). The relevancy of Asian systems to American models of education was analysed by Yao and Kierstead (1984). An important forum which aired some of the issues concerning the Hong Kong educational system was the First Annual Conference of the Hong Kong Educational Research Association held in 1985. The papers presented there, covered areas such as test validity, academic achievement, and educational psychology.

The progress of educational psychology in Asia is discussed by various authors (Hu, Oakland and Salili, 1988 on the status of educational psychology in Hong Kong; Ripple, 1987 on the educational psychology course run by The University of Hong Kong; H.W. Lee, 1990 [Chapter 13] on the roles of educational psychologists in Hong Kong). Educational psychology in Asia is regarded as fairly uniform in terms of the qualifications of practicing professionals, the services provided and the domains of work; the main threats to the profession were identified as lack of research funding and lowered professional standards (Hu & Oakland, 1989; Oakland & Hu, 1989).

Occupational stress is currently the focus of a lot of Western psychological research, and much of the work on teaching has been centred around this. However the research cited here has not addressed this issue per se but concentrated on the characteristics, attitudes and methodology of teachers. Articles detail research on teacher training (King, 1969), personality traits (Lew, 1983), reasons for becoming a

teacher (Leong, 1969), attitudes (Hoot, 1989), perceptions of principals (Kong and Zeng, 1985) and perceptions of pupils (Morris, 1983). Several authors investigated teacher-pupil interaction (J. Chan, 1989; Winter, 1988b) and teachers' evaluations of pupils and the effects this has on students behaviour. When Winter (1990b) looked at teachers' differing use of approval and disapproval, it was found the former was used primarily in academic matters, the second for social behaviour, the effects on current task performance (positive and negative) being significant. The impact of teachers' evaluations is further emphasized by a study of social processes in the classroom. Choi (1979) argued that the self-perceptions of pupils were influenced by their teachers' evaluations of them, but that these evaluations were based on the teachers' perceptions of their role as an authority figure. Thus obedience and academic performance were the main criteria used, the perpetuation of social class differences was also discussed.

Salili, Hwang and Choi (1989) found that students assumed that praise from a teacher meant someone had put a lot of effort into a task, negative feedback was associated with poor effort.

Teaching methods in Hong Kong schools include the use of various computer software (Chung, 1988; England, 1990) and commercially produced direct instruction spelling packages (Winter, Glenville & Lendrum, 1990). English as a second language is taught to children from an early age, and is widely accepted as imperative if Hong Kong is to remain an economic force after 1997, hence the issue of language of teaching in all subjects, not only English, is important. K. Chan (1981a [Chapter 6]) spoke of "a crossroads in language of instruction", while education policy (Kwo, 1987), impact on verbal fluency (Gibbons, 1982), and language difficulties (Yu & At-

kinson, 1988a, 1988b) are also discussed. Also see the articles on teaching of English as a second language (ESL) later in this chapter.

Biggs (1988) put forward three approaches to learning: surface, deep and achieving; constructs resulting from research done in non-Asian societies. However, Kember and Gow (1990) administered Biggs' Study Process Questionnaire (SPQ) to Hong Kong college students, and the results questioned the relevancy of the surface factor. Instead a narrow learning approach (i.e. methodical) was suggested; the other constructs were validated. Other research on cognitive styles looked at knowledge structures and concept formation (Law, 1988), research findings on students thinking processes and the application to educational policy of such data (Henderson, 1963). Classroom research is also useful in planning and developing clinical practices (D.M. Leung, 1988).

A number of articles have focussed on the prediction of academic performance. Ho and Spinks have been particularly industrious in this area, looking at academic success of Chinese students at an English style university (D.Y.F. Ho, 1979b; Spinks & Ho, 1983, 1984, 1986; Ho & Spinks, 1984, 1985). Ability in English language and mathematics were identified as the most significant predictors, and, although the student's cultural background was also an important factor, the variables of attitude and intelligence did not have high predictive validities. A more extensive study into academic predictors was carried out by G. Chan (1990), in which he examined not only prior achievement scores as predictors, but related issues like selection algorithms, and the college-student assignment problem. Parent-child relations was the predictor variable in research done by J. Chan (1977, 1980). Several comparative studies looked at: causal attributions of achievement (Salili & Hau,

1989; Mak, 1989 in a cross-cultural study); ideas about the composition of intelligence by Chinese students from Chinese and English schools in Hong Kong (Chen & Chen, 1988) and the subjective meaning of success among low and high achievers (Salili & Tse-Mak, 1988).

With relation to secondary education, much research has concentrated on individual subjects taught. Brimer and Griffin (1985) reported on a cross-cultural examination of mathematics achievement as part of an international comparative review, and the effects of perceived parental expectations on maths achievement were reviewed by Au and Harackiewicz (1986). The cognitive conceptions of expert and novice chemistry students were compared by Heyworth (1988), while L. Lo (1982) correlated family background characteristics with achievement in science. The curricular statuses of music and sex-education courses were discussed by Ryan (1987) and M.L. Ng (1986a) respectively; other research has looked at attitudes towards literature (Hirvala & Boyle, 1988) and physical education classes (Mair, 1969). Objectives for Chinese language teaching were examined by Hon (1985). Ray and Jones (1983) compared the academic and occupational motivation of Hong Kong and Australian school children. Inconsistent with expectations they found that the Australian children gained higher scores on both scales. Another cross-cultural study looked at family determinants of adaptation at high school, parental nurture being the most important predictor (Scott & Scott, 1989). Finally two, now rather outdated, articles looked at the extra-curricular activities of secondary students with relation to social and personal factors (Fung, 1969) and reading interests (Dyer, 1955).

Research cited on higher education considers quite diverse topics. The selection criteria for undergraduate courses at The

University of Hong Kong, much of which is based on the research done by Spinks and Ho, and Chan has been mentioned previously. The learning styles of tertiary students were discussed by Gow, Balla, Kember and Stokes (1989), and Ishiwaka (1978) outlined the study habits of youngsters aiming for university. Difficulties experienced in teaching ESL at higher education levels were described by Boyle (1981), whilst Wong (1966) related obstacles encountered in teaching sociology in Hong Kong to aspects of the Chinese culture. The emotional and vocational maturity of students at a Hong Kong college of higher education was analyzed by Ho (1983), taking into account sex differences and personal values. Adaptation to life at university in a foreign culture is the focus of several cross-cultural studies, looking at the difficulties faced and the coping strategies employed by the students from different countries (Klineberg & Hull, 1979; Chataway & Berry, 1989), the particular experiences of Asian students at universities in America and Canada are discussed by Klein, Alexander, Tseng, Miller, Yeh, Chu & Workneh (1971), and Mickle (1985).

As mentioned earlier, ESL has a high priority in the educational curriculum. Macintosh (1972) stressed the function and importance of speaking English, while Lai (1988) and Lee and Ng (1989) discussed the motivation of students to study ESL. Two articles correlated attitudes towards the English language and ESL attainment (Pierson, Fu & Lee, 1980 [Chapter 6]; D.Y. Ho, 1987c who also took into account personality, gender and verbal intelligence variables). Other articles looked at reading materials (Tong & Crewe, 1988; 1988a [Chapter 6]; Pierson, 1988), and various teaching methods (Cheng, 1988; Ortmeyer & Goldstein, 1980; Chau & Chung, 1987). Finally, Gow, Kember and Chan (1990) discussed the role of psychological research in under-

standing the processes involved in reading in a second language, specifically ESL.

Throughout the world academic success is primarily measured by examinations, as always these are fraught with difficulties for students and examiners alike. Lee (1977) looked at the problems in grading papers for Hong Kong Certificate of Education exams, and W.C. Chan (1984) reviewed the usefulness of the school exam as a measure of ability. Other tests of intelligence in use in Hong Kong were outlined by J. Chan (1970; 1974). Several articles discuss the distress associated with examinations, and academic performance generally (Cheung & Lee, 1984), on parents as well as students (D. Ho, 1970), and comparing students from rural and urban districts (Law, 1978 [Chapter 11]). Hau and Salili (1989; 1990) analyzed attribution of exam results by children of various ages. The finding of Gow et al. (1989) that students studies were exam oriented rather than for personal fulfillment, with the long term aim of getting a good job, is reflective of the Chinese culture's emphasis on attainment and external successes. Spinks' work has gone further than just looking at the distress and anxiety associated with exams in that he and colleagues have shown there to be consequences for ill-health as well (Spinks & Chan, 1989; Spinks, Chan, Jones & Tong, 1987; Spinks, Chan, Lai & Jones, 1990 [see Chapter 11]). This ongoing work has focussed on the negative immunological consequences of examination anxiety, and on explanatory mediating influence in the stress-illness relationship.

It is well known that the provision for special education in Hong Kong is far lower than that of Western nations. The situation of special education in Hong Kong was reviewed by Rowe (1971), and Leung (1981) looked at the policy of re-integration of handicapped pre-school children into mainstream schools. The mainstream system cannot meet the educational and

emotional needs of culturally deprived children and so special provisions have had to be made (Fong, 1970; K.M. Chan, 1970), likewise for underachieving children exhibiting behavioural problems (Lim & Wong, 1980). Winter presented five articles which looked at the teaching method of paired reading (1987; 1988a; 1989c; 1989d; 1990a). Paired reading is a technique used with poor readers whereby peers and parents act as remedial tutors. The improvement on reading is said to be substantial and the method is also used in mainstream schools for both Chinese and English language reading. Another author who was interested in methods which improve reading skills is Burdett (1986). Stratford and Ching (1989) found no significant differences in reactions to music and rhythm by Downs syndrome and mentally handicapped youngsters, although differences were identified between the various schools they attended. The remaining articles in this section are authored by Luk, Leung and others and address the Conners Teacher Rating Scale (CTRS). The studies looked at CTRS applicability to handicapped children of various types (Leung, Luk & Lee, 1989), plus professional referral of children and the role of CTRS in this decision (Luk, Leung, Lee & Lieh-Mak, 1988). The validity of the CTRS was tested in Hong Kong, and although it could accurately distinguish between behaviourally deviant and normal children, the authors argued that the CTRS was not, in isolation, a useful diagnostic measure (Luk & Leung, 1989 [Chapter 3]).

Quite a number of articles have been written on student guidance services provided by educational institutions. These are mainly in the form of descriptions of various programmes in operation in schools (Yau, 1976; Duchesse, 1972), colleges (Cheung, 1982a; Wong, 1976) and universities (Briers, 1976). The training of professional counselors is discussed by

Whyte (1976) and Winter (1989a) reported on the proceedings of the Hong Kong International Conference on Counselling in the 21st Century, comparing behavioural approaches used in Hong Kong and in Western nations.

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Au, T. K., & Harackiewicz, J. M. (1986). The effects of perceived parental expectations on Chinese children's mathematics performance. *Merrill-Palmer Quarterly*, 32, 383-392.

887

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The following references are also relevant to this chapter: Citation numbers **39, 132, 143, 170, 171, 173, 174, 175, 221, 222, 310, 347, 407, 430, 606, 868, 885, 1032.**

Chapter 15

APPLIED PSYCHOLOGY

The following table gives a breakdown of the citations in this chapter, according to the American Psychological Association (APA) sub-category to which they have been assigned.

APA Classification Code	Number of Publications
3600: Applied Psychology	11
3610: Occupational attitudes, interests and guidance	6
3630: Personnel evaluation and performance	3
3640: Management and management training	21
3650: Organizational behaviour and job satisfaction	14
3660: Human factors engineering	4
3670: Environmental psychology and environmental issues	5
3680: Military psychology	0
3690: Marketing and advertising	7
3700: Sports Psychology	1
<hr/>	
TOTAL	70

Table 15. Breakdown of number of articles by APA classification code.

The following list gives the index terms most frequently used by the citations in this chapter, together with the number of articles in this chapter to which they are assigned. (The frequency of single-word index terms includes those of compound-word index terms in which the single word appears.) Index terms with a frequency of less than 10 are not shown.

Adulthood, 25
Attitudes, 15
Cross-cultural differences, 26
Cultural, 26
Management and management training, 11
Management personnel, 11
Organizational, 19
Personnel, 15

Spinks (1990b [Chapter 2]), reviewing the research literature on psychology in Hong Kong, drew attention to the severe lack of publications in applied psychology, apart, that is, from clinical psychology. Indeed, no publications could be found in the areas of industrial/organizational psychology, marketing or advertising psychology, prior to the mid-1970s. This was a somewhat surprising finding, given Hong Kong's strong business and commercial emphasis, the close relations between the universities and the business sector, and the common (but in the authors' view, misguided) view of tertiary education that it should be inclined towards a vocational education, even at the undergraduate level. The lack of research in this area is paralleled by the small numbers of psychologists specializing in industrial/organizational psychology, in marked contradistinction to Singapore, the territory to which Hong Kong is often compared.

The largest group of studies within this category, ironically, comprise those devoted to a cross-cultural comparison. Findings of a cross-cultural difference, of course, suggest the results of typically Western research cannot be relied upon

and therefore that more research should be carried out specifically in Hong Kong. Two authors whose work on cross-cultural studies of management has been particularly influential are Redding (Redding & Hsiao, 1990; Redding & Ng, 1982; Redding & Wong, 1986; see also Redding, 1986, cited under Ng & Kao, 1986) and Evans (Evans, Hau & Sculli, 1989; Evans & Sculli, 1981; see also Evans & Courtney, 1985). Redding and Wong's (1986) excellent review covers domains of enquiry beyond those related to managerial styles in Hong Kong, since it was written as an extensive commentary on Chinese organizational behavior. However, a number of the examples and research publication citations are from Hong Kong, and the interested reader is directed to this article for a much more complete bibliography of articles in this area than is possible within the scope of this present book. The breadth of Redding and Wong's review may be seen when it is considered that the article attempts to bring in the roles of culture, history economy, technology and politics together into an explanation of Chinese organizational behaviour, structure and effectiveness, management processes, and aspects (such as social stability and materialist attitudes) of the members of these organizations. Evans, Hau and Sculli (1989) similarly use cultural values as explanatory concepts of management styles and communication, and report data on cross-cultural differences in these values. A specific example of this type of explanation may be found in Redding and Hsiao (1990), in which they traced managers' perceptions of their roles to three aspects of the socio-historical legacy of China, namely, paternalism, personalism, and a defensiveness derived from insecurity. The concepts of face and shame were earlier used as explanatory variables in an understanding of intra-organizational relationships, group harmony, and the hierarchies of social order (Redding & Ng, 1982). Cultural differences

have also been used as the basis for explanation of cross-cultural differences in conflict handling styles (Tang & Kirkbride, 1986), behaviours associated with "Performance" and "Maintenance" leadership styles (Smith, Misumi, Tayeb & Peterson, 1989), managerial strategies (Kao, Ng & Chan, 1990), decision-making (Tse, Lee, Vertinsky & Wehrung, 1988), certain norms of organizational design (Vertinsky, Tse, Wehrung & Lee, 1990) and the relationships between performance and a number of parameters of organization climate (least preferred co-worker) and employee self-description (self-assurance, intelligence, self-actualization, working class affinity and maturity) (Bennett, 1977). These studies have compared organizational parameters in Hong Kong with those from a number of countries, including the PRC, Taiwan, Japan, Philippines, UK, US, and Canada. In a more sociological analysis, S.L. Wong (1985) examined three aspects of Chinese economic familism, namely, nepotism, paternalism, and family ownership, in relation to the development of Chinese family-oriented firms. The cross-cultural comparison in this study was in terms of the patterns or stages in the development over time of Chinese firms, in comparison with Filipino and Japanese counterparts.

Other cross-cultural comparison studies have examined dimensions of vocational interest (Bennett & Tiy, 1976), pace and fragmentation of work periods (Doktor, 1990), informal rules governing relationships within the work setting and the effects of rule violation (Henderson & Argyle, 1986), decision-making in vocational choice (Jaccard & Wan, 1986), use of particular event management processes (Peterson, Smith, Bond & Misumi, 1990), stereotypes (Stening & Everelt, 1984; Everelt & Stening, 1987) worker attitudes (Shenkar & Ronen, 1987), and the motivational bases for advertisements (Tse, Belk & Zhou, 1989).

As might be expected, not all of these cross-cultural studies have found differences in the studied parameters across cultures. Smith et al. (1989), for example, reported factor structures characterizing "Performance" and "Maintenance" leaders as similar in Hong Kong, UK, US and Japan, while Evans & Sculli (1981) found similar results, across the US and Hong Kong, for self-description inventory of managerial talent. Similarities in these and other studies have led some researchers (e.g. Jaccard & Wan, 1986; Smith et al., 1989; Vertinsky et al., 1990) to try to identify those components that have stability across cultures and those that are more markedly affected by cultural specificities. This emic-etic approach seems likely to produce broader theories of industrial/organizational psychology which would be of considerable value to Hong Kong, particularly given its cosmopolitan population of managers, and the different national financing of different companies. As expatriate managers bring with them a set of rules and styles from their home culture, it is important for them to be sensitive to aspects of these rules and styles which do not mesh with the local workforce. It is interesting to note that two studies are devoted, not to the cultural integration of the expatriate manager and the system of management thereby imported, but to the cultural integration of the spouse (Black & Stephens, 1989; McCoy, 1983 [Chapter 8]). Kao, Ng & Chan (1990) discussed in depth the acculturation process, using case studies of Hong Kong companies managed by Chinese, British and Japanese capital. They argued that managerial strategies should encompass cultural adaptation within the work setting, to aid integration into the host society. The potential sources of intercultural conflict may be identified using techniques described by Everelt and Stening (1987) in their study of stereotyping, as seen by local and expatriate

managers in different companies in Hong Kong and Singapore. Organizational structure of, and job satisfaction within multinationals in Hong Kong have also been examined using culture-free and culture-bound hypotheses by Birnbaum and Wong (1985). There is one other study of adjustment of expatriates in Hong Kong, this being French and Lam's (1988) examination of factors related to the satisfaction of Filipino migrants in Hong Kong.

In earlier chapters of this book, we have discussed the issue of the development of an indigenous psychology. Such an approach to research ignores the cross-cultural comparisons described so far in this chapter, in favour of an in-depth examination of concepts and relationships specific to the culture under study. There are, however, very few papers on managerial psychology which come into this category. Redding's studies, mentioned above, deal with a description of Overseas Chinese managers, but there is often a comparison with other populations. However, the study of the importance of "face" in organizational transactions and relationships and managerial styles (Redding & Ng, 1982) is a good example of focus on a particularly salient psychological construct in Hong Kong. There are some other papers on Chinese management, such as Wong's study mentioned above (S.L. Wong, 1985) on Chinese family firms, or Shenkar & Ronen's (1987) article on work attitudes and work goals among Chinese manager, although, to reinforce the point just made above, this latter study includes a cross-cultural comparison of PRC, Hong Kong, Taiwan, and Singapore, based on Hofstede's (1980 [Chapter 9]) book on (inter alia) attitudes towards challenge, non-work time and recognition.

In the area of consumer psychology and marketing, there are studies on the role of "face" in determining consumer complaint behavior (Chiu, Tsang & Yang, 1988), and

on life cycles changes to help in the segmentation of the consumer market (Laurent, 1982; 1988). All of these articles contained at least some discussion of comparative (cross-cultural) issues. There is one further paper in this area, which has discussed consumer myths underlying the structure of advertising, and how advertising is successful. Studies on discrimination within Hong Kong on the basis of sex (S.H. Ng, 1986) or physical attractiveness (Chung & Leung, 1988) have shown empirical support for both. Perhaps most disturbing is Ng's conclusion that the apparent oblivion of female workers to sex discrimination can be attributed to, inter alia, a low level of consciousness on the issue of sex equality.

Some job satisfaction studies have been mentioned elsewhere in this and earlier chapters (Wong, Lau & Wong, 1984 [Chapter 11]; French & Lam, 1988; Kao & Levin, 1981). There is also a study of job satisfaction of academics in Hong Kong (Grichting, 1988), and, perhaps more useful for researchers, a study of three psychometric tools for assessing job satisfaction (and core job dimensions) by Birnbaum, Farh and Wong (1986).

Other studies of occupational psychology not classified so far include one on accident data for Hong Kong's buses (Evans & Courtney, 1985) and two on occupational hazards (Lee, Lam, Ong & Wang, 1985 on occupational mental health; Ong, Lam, Wong, Chow & O'Kelley, 1987 on respiratory disorders in the cotton industry). Given anecdotal evidence and the common informal discussions of occupational stress and the less than ideal physical environment, it does seem that there is a severe gap in our psychological knowledge in this area. There are a few papers, however, an environmental psychology, one on house noise, space and light and health (Lowry, 1989) and one on scenic quality and cognitive structures associated with

urban environments (Wong, 1990). Gifford and Peacock (1979) examined respondents' perception of danger in Hong Kong, compared with a less crowded city with a much higher rate of serious crimes, Toronto, and found crowdedness to be more associated with feelings of personal danger than the actual crime rate. There is also a comparative study of Hong Kong and North American respondents' perceptions of the risks associated with various hazards.

In conclusion, the review of this chapter has revealed a very marked concentration on two aspects of research into industrial/organizational psychology -- managerial styles and cross-cultural comparisons. It is reasonably clear why these might be popular areas for study. What is not so clear is, first, why there is comparatively little work in this area as a whole, particularly given the importance of business in Hong Kong life, and the relatively close town-gown relationships, and, second, why there is virtually no work on environmental psychology. While this latter area has become important in many parts of the Western world, researchers in Hong Kong (or those that visit Hong Kong to conduct research) have not taken up the challenge of this new, exciting and important subspecialty.



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Chapter 16

RESEARCH PROJECTS IN HONG KONG TERTIARY INSTITUTIONS

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