

ABSTRACT

The present study investigated classroom behaviour problems of 39 immigrant students who are currently studying in primary five or six in Hong Kong. Their behaviour problems were compared with another 39 local Hong Kong students in terms of frequency, disturbance created to teachers and the time hindering lessons. It was found that the immigrant students exhibited slightly more serious behaviour problems than the local students in terms of frequency and disturbance created to teachers. In addition, the present study examined four variables, namely students' relationship with parents, relationship with teachers, academic self-concept and level of life satisfaction as the predictors of students' behaviour problems. Regression analyses show that the immigrant students' relationship with parents and their academic self-concept are their behaviour-problem predictors. In contrast, none of the above four variables are shown as the local students' behaviour-problem predictors. Implications of these findings are discussed.