

**THE VOICE OF TEACHERS IN A CHANGING HONG KONG SOCIETY:
THE STUDY OF THE EFFECTIVENESS OF A SCHOOL GUIDANCE
PROGRAMME FOR TEACHER DEVELOPMENT**

Submitted by

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Statement of Sources

This thesis contains no material published elsewhere or extracted in whole or in part from a thesis by which I have qualified elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without due acknowledgement in the main text of the thesis.

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All research procedures reported in the thesis received the approval of the relevant Ethics/Safety Committees.

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It has been a learning experience to write this thesis. When I began to explore the possibilities of this journey a year before 1997, the study of the impact of historical change on a culturally mixed Hong Kong society seemed most relevant for teacher educators.

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Abstract

This research study examines the development of a school guidance programme in a teacher education institute in a turbulent Hong Kong environment. The focus of the study is the teachers' awareness of the impact of change, their beliefs in human nature, and the skills gained from the programme in dealing with student guidance issues in their classrooms.

The study describes the political, economic and social changes in Hong Kong society after 1997 and the consequent impact on primary school teachers, educated and brought up in traditional Chinese families now facing student problems in their classrooms that are being addressed using Western humanistic theories and models.

The researcher has used a variety of essentially qualitative strategies. These include: participants' self-reflection; researcher's observation and interviews on campus and in school classrooms; and teaching and learning materials. The effectiveness of the programme is judged to be in the teachers' awareness of the theories imparted, and the relevant skills that they gained, in dealing with these behavioural issues in their classrooms. The study explores how contemporary teachers deliver cognitive knowledge to pupils, but also can learn to play the role of guidance helper to their pupils. Thus, the focus is on affective professional teacher development.

The contribution this research makes to our understanding is in its attempt to relate teachers' values and beliefs to their professional behaviour. It also contributes to an understanding of how Eastern and Western values interact in solving global educational issues. The study enters into the professional reflections of new generation of teachers in Hong Kong's recent period of rapid cultural change.

TABLE OF CONTENTS

Chapter One INTRODUCTION

Purpose of Study	1
Significance and Relevance of Study	2
Contextual Background	4
The School Guidance Module for In-service Teachers	4
Relationship of the Researcher with the Issue	5
Research Questions	7
Conception Formation and Clarification	8
Conclusion	16

Chapter Two CHANGING HONG KONG SOCIETY

Introduction	18
The Classroom as a Laboratory and Student Problems	18
Teacher Stress	21
Changing Contexts in Hong Kong	23
Physical Structure: Setting the Scene	23
Historical Setting and Political Change	25
Legal Perspective, Academic Freedom and Educational Autonomy	26
Economic Change and Crisis	27
Impact of Change on Education	28
Social Change and Changing Family Structure	31
Cultural Context: A Cross-cultural Perspective	32
Cultural Values and Learning	33
Change of Educational Aims in Hong Kong in the New Century	34
Conclusion	35

Chapter Three THEORETICAL FRAMEWORKS AND LITERATURE SOURCE

The Use of Literature	36
Philosophical and Theoretical Context	39
Philosophy of Education from the Western Paradigm	40
Two Contradictory Views of Philosophy of Education: Plato and Dewey	43
Educational Reform	44
Humanistic Psychology and Self-Theories: Maslow, Rogers	45
Asian and Eastern Cultural Values	48
Influence of Confucianism in Education in the Eastern Paradigm	50
Competing Anglo-American and East Asian Values in Education	53
Core Values and Aims of Education	58
Value Orientations in Textbooks	59
Humanistic Values	60
Teachers' Beliefs in Solving Student Disciplinary Problems	61
Conclusion	62

Chapter Four THEORETICAL FRAMEWORKS AND RESEARCH METHODOLOGY

Research Methodology	64
Qualitative Research Work	65
Research Approaches	66
Interpretative Approach: Phenomenology, Ethnography and Symbolic Interactionism	67
Action Research	69
The Research Practice	70
The Participants of this Research Study	71
Case Study	72

Major Research Method: Guided Interview Approach	72
Survey Study	74
Documents from Class Participation	75
School Visit and Classroom Observation	76
Documentary Data	76
Data Collection Processes	77
Analysis of Interview Data	79
Ethics	81
Conclusion	81

Chapter Five UNDERSTANDING STUDENT PROBLEMS IN SCHOOLS

Introduction	83
One-hour Qualitative Interview: Teachers' Voice	83
Political Changes Reflected by Participant Teachers	84
Economic Changes Observed by Participant Teachers	86
Social Changes Felt by Teachers	87
Common Student Problems Identified from the Interview	88
Common Student Problems Expressed in Teachers' Work Sheet	90
Common Student Problems Expressed in Survey Questionnaire from Different Cohorts	92
Discussion on Teachers' Concerns	93
Conclusion	95

Chapter Six TEACHERS' BELIEFS AND APPROACHES IN SOLVING STUDENT PROBLEMS

Introduction	97
Teachers' Reflections on Their Practice	97
"Three Beliefs and Approaches to Solving Student Problems"	98

A Survey Questionnaire on Teacher Beliefs and Approaches	100
Interim Results and Discussion	102
One-hour Qualitative Interview	103
Case Study Analysis	109
Classroom Observation on Directive and Non-directive Approaches	111
Results, Discussion and Conclusion	115

Chapter Seven HUMANISTIC EDUCATION AND THE GUIDANCE PROGRAMME

Introduction	120
Evolution of “Retraining Course for Primary School Teachers”	120
The Effectiveness of the School Guidance Programme	121
Programme Structure	121
Module Evaluation and Programme Effectiveness	123
Guidance and Counselling Development	125
School Guidance Theoretical Framework	127
Humanistic Education and Human Values	128
Teachers’ Descriptions of a “Good Teacher”	130
Teachers’ Beliefs about Human Values and their Approaches to Solving Student Problems	130
Conclusion	132

Chapter Eight TEACHERS’ REFLECTIONS ON THEIR PRACTICE: “Yes, but...”

Introduction	134
Some Teachers’ Voices Unheard	134
Teachers’ Responses to Educational Aims	136
Humanistic Education and Educational Aims	136
Teachers’ Responses to Goals of Pupil-centred Learning	139
Conclusion	142

Chapter Nine TEACHER DEVELOPMENT AND SCHOOL GUIDANCE SUPPORT

Introduction	144
Self-reflection Reports of Participants for Teacher Development	144
Mr. Lee	146
Ms Young	149
Ms Sung	150
Ms Cheng	152
Ms Chiu	153
Conclusion	154

Chapter Ten DISCUSSION, IMPLICATIONS AND CONCLUSION

Complexity of the Challenge	156
The Need for Staff Development	156
School-Based Guidance Support	157
Programme Improvement	157
Political Changes and Teachers' Concerns	158
Understanding Teachers' Values and Beliefs	159
Beliefs and Practice in Reality	161
Factors affecting Teachers' Behaviour	162
Programme Effectiveness and Teacher Development	163
Strengths of this Research Study	164
Limitations to this Research	165
Implications during Educational Change	167
Further Research	168
Conclusion	170

Appendices

Appendix 1	List of Participants
Appendix 2	Primary School Student Guidance Approaches Questionnaire
Appendix 2(a)	Primary School Student Guidance Approaches Questionnaire Summary
Appendix 3	Ethic Approval
Appendix 3(a)	Participant Information Sheet: Ethics Protocol
Appendix 4	Participant's Consent Notes
Appendix 4(a)	Translation Letter of Participant's Consent Notes
Appendix 5	Student Problem Questionnaires
Appendix 6	"Three Beliefs and Approaches to Solving Student Problems"
Appendix 7	Sample Index Generated from Participants' Responses to Guiding Questions
Appendix 8	Extract of Classroom Observation Report
Appendix 9	How Do I Feel About the Course
Appendix 9(a)	Course Evaluation Report
Appendix 10	Humanistic Education
Appendix 10(a)	Shapiro and Humanistic Values
Appendix 10(b)	Quality of a Good Teacher
Appendix 11	Self-concept and Human Values

List of Tables

Table 1	Development of a School Guidance Programme for Teacher Development in a Turbulent Hong Kong Environment
Table 4.1	Class Observation and School Visits
Table 4.2	10 Guiding Questions for Discussion
Table 4.3	Number of Questionnaires Distributed in Academic Year 1999/2000
Table 4.4	Data Collection Processes
Table 4.5	Coding of Interview Data
Table 5.1	Category A: Study Problems; Category B: Discipline Problems; Category C: Emotional Problems
Table 5.2	Main Student Problems
Table 6.1	“Three Beliefs and Approaches to Solving Student Problems”
Table 6.2	Beliefs in Teacher-Pupil Interaction
Table 6.3	Common Methods and Approaches
Table 8	Self-Concept and Human Values
Table 9	Classroom Observation, Self-Reflection and Teacher Development

Reference