

A13	Summary of Feedback from the Questionnaires for Teachers in School A (2004/2006)
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	Pre-test	Post-test
Questionnaires Issued	45	45
Questionnaires Returned	35	33
Return Rate	77.8%	73.3%
Date of Issue	2004 November	2006 April

1. Please answer the following questions about the implementation of the PGE:

Your teaching experience is from post-test. (Please circle.)

A. 1-5years	B. 5-10 years	C. 10-15 years	D. 15-20 years	E. more than 20 years
8	9	7	2	7
24.2%	27.3%	21.2%	6.1%	21.2%

From 2004 to 2006, the mobility in school A is small except the change of the principal and the departure of one teacher. There were no big changes in the staff structure.

2. Within these two years, did you take any courses about counselling, moral education, civil education, or religious education? Yes (13)/No (19)

3. From 2004 to the present moment, how many training hours of the PGE did you attend? 14 persons said that they participated in the relevant curriculum. On average, the mean training hours were 14.14.

4. At the beginning, how did you know about the implementation of the PGE?

A. EMB	B. Meeting	C. Newspaper	D. School	E. SGT
5	6	3	5	15
14.7%	17.6%	8.8%	14.7%	44.1%

From 2004 to 2006, the mobility in School A was small except the change of the principal and the retirement of one teacher. There were no big changes in the staff structure. 3. On average, the mean training hours per teacher were found to be 14.1 hours. SGT was the biggest source of information; the second source was meetings; and the notice from the EMB was third.

5. When you were informed to teach the PGE, what do you feel? (Please circle.)

Pre-test

<u>A. Happy</u>	<u>B. Elated</u>	<u>C. Annoyed</u>	<u>D. Worried</u>	<u>E. Others</u>
9	4	4	8	13
23.7%	10.5%	10.5%	21.1%	34.2%

Post-test

<u>A. Happy</u>	<u>B. Elated</u>	<u>C. Annoyed</u>	<u>D. Worried</u>	<u>E. Other</u>
9	2	3	2	17
27.3%	6.1%	9.1%	6.1%	51.5%

Because (post-test)

- Open-minded attitude (2); no special feeling (3).
- No special feeling, it is part of teaching.
- Be calm for new changes. It is our responsibility as teachers to teach our students.
- I always discuss the arrangement with the SGP.
- I had a chance to try but I am worried about my inexperience.
- Some topics are difficult to make funny and interesting.
- It is a good chance to know the students.
- I can have more understanding of my students, but I don't know how to made good use of the data.

It was shown that teachers' feelings about dealing with the PGE was more or less the same in both the pre-test and the post-test periods. There was a slight decrease in the negative feeling about teaching the PGE. Half of the staff had other feelings: some have accepted that the PGE is part of their teaching, it is the responsibility of teachers, and it is a good chance to learn more about their students. From the feedback of colleagues, those with a negative perception of teaching the PGPE decreased (from 32% to 15%), but those with a positive perception were more or less the same (around 33%). Obviously, their emotions lessened after they had taught the PGE for a period of time.

6. Is the PGE necessary?

In your personal view, do you think it is really necessary to implement the PGE in school? (Please circle.)

Pre-test

A. Very necessary	B. Quite necessary	C. Could be or not	D. Not necessary	E. No such need
3	24	7	0	0
8.8%	70.6%	20.6%	0.0%	0.0%

Post-test

A. Very necessary	B. Quite necessary	C. Could be or not	D. Not necessary	E. No such needs
5	20	5	1	0
16.1%	64.5%	16.1%	3.2%	0.0%

Because (post-test):

- It helps the psychological development of students.
- It lets class teachers know more about the students.
- It provides students with more non-academic knowledge.
- Personal growth, personality, and emotions should be encouraged.
- The content could be taught and shared in formal lessons, not only in the PGE.
- In spite of the examination-oriented curriculum, the PGE is also part of the curriculum.
- The impact of parents is larger than the PGE. I hope the focus could be back to the parents.
- Other subjects may not be able to educate our students holistically, especially in moral education.
- We could improve students' performance and adequacy of their management skills in PGE lessons.
- The content could be taught and shared in formal lessons, not only in the PGE, to save time for other subjects.

- The content of the PGE could be taught and shared anytime, to let the positive values be internalized; it should not be limited to just a special lesson.

About the necessity of the PGE, it was more or less the same in the pre-test and post-test in view of item A and B, i.e., about 79% to 81%. In comparison of the two tests, the acceptance of teachers slightly increased. Teachers started to realize the advantages of the PGE: it helps students' psychological development; it lets class teachers learn more about their students; it provides students with more non-academic knowledge; it remedies other subjects by educating students holistically, especially in moral education, management skills, and improved student performance. Still, there are other groups of teachers who suggest that the PGE should not be kept independent by including it in the regular curriculum. One finds that parents should be the ones mainly concerned with the PGE.

7. Up until now, have you ever taught the PGE? (Please circle.) Yes / No

Pre-test

28 7
80.0% 20.0%

80.0% have taught the PGE.

8. Scoring for the implementation conditions of the PGE (their satisfaction with PGE implementation).

How would you score the present implementation conditions of the PGE in our school? (1 means the least satisfactory, 10 means the most satisfactory.)

Pre-test

1	2	3	4	5	6	7	8	9	10
0	0	0	1	7	7	13	7	0	0
0.0%	0.0%	0.0%	2.9%	20.0%	20.0%	37.1%	20.0%	0.0%	0.0%

Mean score: 6.51

Post-test

1	2	3	4	5	6	7	8	9	10
0	0	0	0	1	7	15	9	0	0
0.0%	0.0%	0.0%	0.0%	3.0%	24.2%	45.5%	27.3%	0.0%	0.0%

Mean Score : 6.97

Why did you score this ? _____

Has taught?	Scoring the PGE	Why? (pre-test)	Why? (post-test)
N	6.7 (pre-test) 6.5 (post-test)	from meeting different teachers, different effects from teachers' performance and student feedback	Positive Every form has the chance to join the PGE with a preset content and framework. Teachers have adapted to this programme. The feedback from students was excellent! I think both students and teachers have grown through the PGE. The number of PGE lessons is less than before. (7)

Has taught?	Scoring the PGE	Why? (pre-test)	Why? (post-test)
			<p>Moderate</p> <p>The implementation condition is more or less the same as before. (6) It is just implementation. (6) The effectiveness is seen, but still there is room to improve.</p> <p>Negative</p> <p>Time limit affects the quality of the curriculum. Teachers are not serious enough.</p>
Y	<p>6.5 (pre-test)</p> <p>7.6 (post-test)</p>	<p>Positive Comments</p> <ul style="list-style-type: none"> • OK/fair • Agree with the rationale of the PGE • Smooth and happy in cooperation with the designed curriculum • Students should have made progress. • It is more simple and clear this year. • With adequate teaching materials, good arrangement and appropriate content. <p>Negative Comments</p> <ul style="list-style-type: none"> • Too fast. • Not mature. • The outcome is general. • The outcome is not obvious. • It is not useful for the students. • There is plenty of room for further development. • It is the problem of time and teachers. • There is lack of an intact structure and sluggish implementation. • Do not understand the internal operation. • Boring teaching materials, so students show no interest. • From my actual teaching experience. 	<p>Positive Comments</p> <p>Holistic.</p> <p>Good progress.</p> <p>It is more organized than before.</p> <p>In the recent two years, support and organization have been good.</p> <p>Quite satisfied.</p> <p>Students are keen to join it.</p> <p>The effectiveness is seen, but still there is room to improve.</p> <p>Negative Comments</p> <p>There is room to improve both teachers and the teaching materials.</p> <p>There is a lack of time and resources.</p> <p>The preparation for the PGE is not inadequate. I scored it with the feedback of students only.</p> <p>The lesson time and number of periods are comparatively less than before now. [He is not happy with that.] (6)</p>

Scoring changes in a positive way:

Mean score of Pre-test: 6.51

Mean Score of Post-test: 6.97

Scoring increased from 6.51 to 6.97 and there was a great decrease in scoring of items 4 and 5. This shows that the acceptance of the PGE is higher.

Using the z-test, the difference between the scorings in both tests is significant with a p value of 0.05. Moreover, the scoring in the post-test is positively correlated (0.48) to the information provision including all kinds of in-house support such as training and provision of lesson plans. (Moreover, since 2004-2005 (the post-test time), the number of PGE lessons has been cut to less than 12 with lesson times of 30 minutes only. Some lessons are said to be integrated with RE. Teachers have different comments about the number of lessons; some welcomed it, and some objected to it.)

There are two groups of colleagues—teachers and observers.

From the point of view of the observers (teachers who did not teach the PGE), their scores were a little bit lower, from 6.7 (pre-test) to 6.5 (post-test). As the observers, they might have scored based on their impression of the PGE and the feedback of other teachers and students that they heard. After a period of time, some showed higher acceptance of the PGE, while some still questioned its necessity and effectiveness. the time limit and the teachers' teaching attitude. For the teachers group (those who had taught the PGE), their scores increased from 6.5 to 7.6, which shows the growing acceptance of the PGE. Before that, although some of them preliminarily agreed with the rationale of the PGE and were satisfied with the progress of students, a lot of them question its effectiveness and looked forward to further improvement of the structure and teaching materials. After a period of time, more positive feedback from teachers came about the organization and support for the PGE. The SGP developed the whole set of the PGE and introduced co-teaching with teachers and social workers; she also increased the autonomy of teachers to select the lesson plans. Teachers were happy about that.

Nonetheless, there is a request to improve the teaching quality, teaching materials, time limits, and preparation. Moreover, some teachers are concerned about the decreased lesson time and decreased number of periods since 2004 after the SGT (the researcher) left. Lesson time for PGE was gradually occupied some subjects or activities gradually through bargaining.

In conclusion, the data show that most of the teachers are happy with the re-organization of the curriculum, co-teaching, integration, the autonomy given to them, and also the decreased number of periods. Some still felt dissatisfied with the time limits, resources, preparation, and teaching attitude, and wanted further improvement.

9. Within these two years, how did your feelings change about the PGE? (Please circle.)

Pre-test

A. From negative to positive	B. From positive to negative	C. From negative to no feelings	D. From positive to no feelings	E. Others
5	0	3	7	19
14.7%	0.0%	8.8%	20.6%	55.9%

Post-test

A. From negative to positive	B. From positive to negative	C. More positive and proactive than before	D. I want to give up and be more negative than before!	E. Others
6	2	12	0	10
20.0%	6.7%	40.0%	0.0%	33.3%

Because :

Pre-test	Post-test
acceptable in line with the expectation more positive than before there is room for further development very positive (3) worth developing	<ul style="list-style-type: none"> • OK. / So-so / Positive ever. / • The same, be positive all the time. • Because I was inexperienced before. With past experience, I am more confident to teach now. • A lot of activity with outside helpers. • Because more instructions are given by this school than my previous one. • With teaching materials provided. • Teachers have been more acceptable towards the PGE. • Students can learn some anti-adversity skills and social skills in the PGE. • The lesson time and number of periods are comparatively less than before now. [He is not happy with that.] (6)

The comparison about the options in this question is not appropriate because of the different options that have been provided.

In the pre-test time, there are some supporters for the PGE who long for further improvement. After a period of time, they felt nothing emotional about the PGE.

In the post-test, about 60% of the respondents showed a positive feeling. However, there were teachers with negative feelings; they worried about lesson time and the number of periods. Obviously, the teaching experience gained from the PGE let them be more confident: some are happy with the increased support and the guidance given in School A compared to the schools they served formerly.

10. Does the information provided by the school about the PGE help you understand it?

Pre-test

A. Very helpful	B. Helpful	C. So-so	D. Not really	E. Useless
2	17	12	3	0
5.9%	50.0%	35.3%	8.8%	0.0%

Post-test

A. Very helpful	B. Helpful	C. So-so	D. Not really	E. Useless
0	15	17	0	0
0.0%	46.9%	53.1%	0.0%	0.0%

- It is just busy in the first year.
- Some teaching materials are missing.
- Time for practice is less than before, so it reduces the degree of familiarity.
- Provide training to let teachers know more about the content and objectives of PGE lessons.

In terms of the information given (including meetings and training), the feeling of helpfulness decreased (from 60% to 47%), and the choice of ‘so-so’ increased a lot (35% to 53%). This shows the urge for more training and a complete set of teaching materials. Note that training given during 2001-2003 was quite intensive, but some answered ‘unhelpful’ at that time. As far as the provision of teaching materials is concerned, the feedback was different. Some said they were boring, while some said they were “good”. Some preferred the “set meals”.

11. Is it necessary to change the present implementation condition of the PGE? Why?

6 Yes 8 No 2 no indication

Because : _____

Yes	<ul style="list-style-type: none"> • More manpower and support for teachers. • I hope there will be changes to stimulate the students. • I hope there will be continuous progress and evaluations. • More interactive activities in the PGE. • It is better to add more activities and provide us with electronic teaching materials.
No	<ul style="list-style-type: none"> • It is better than before. • Just keep it this way. • Quite holistic now. • It is perfect now. • No need for more reform. • It is in a good mode now. • Just do it.
Others	<ul style="list-style-type: none"> • As a teacher teaching classes of 30-40 students each, it is difficult to have in-depth discussions to internalize the positive values. • If we can internalize the positive behaviours and social skills in our daily teaching, it would be wonderful.

Regarding the preference for change, the feedback is half and half. The supporters want more manpower and support for teachers. They recommend continuous evaluations to modify the curriculum and to motivate students with more interactive activities or electronic materials. This shows that some teachers seek further improvement in curriculum development, so they request quality education. Some who object to change are satisfied with the present conditions and feel no need to go further.

Moreover, there are reflections about internalization, class size, and integration with daily teaching.

12. Which of the measures listed above made you feel the most satisfied with the PGE?

Teachers especially addressed of children’s impressive sharings, adequate material provision, and time allocation with MCE lessons. Teachers started to care about students’ needs, and some cared about the

flexibility in lesson time selection. (As informed, teachers in School A were happy to choose among the lesson plans, to decide what to teach, and to integration PGE more with other subjects since 2004-2005.)

13. What strategy is the most appropriate to change (to improve the PGE) ?

Teachers suggested co-teaching, e-learning, more teaching time and a greater number of periods, continuous review, demonstration lessons, more activities for sharing and critical thinking, and more emphasis on teaching positive values and good social skills in daily teaching.

- Co-teaching.
- Internet self-learning with games.
- Have a definite time for the PGE and increase the number of lessons.
- The content should be reviewed after a period of time.
- Class teachers should shoulder the responsibility of discipline and guidance.
- Please let SGTs or experienced teachers demonstrate the lessons or help with the lessons.
- More activities and let students think critically or air their views through the activities.
- In daily teaching, positive values and good social skills should be diffused to let students grow.

14. Are they willing to become involved in the curriculum design and management of the PGE? Why?

Yes	<ul style="list-style-type: none"> • I hope to work for the integration of MCE. • I want to know more about the psychology of students. • I hope to provide my opinions of a class teacher. • To increase my experience. • If there is balance of my workload. It depends on the job arrangement and time available.
No	<ul style="list-style-type: none"> • The PGE should be better designed and organized by guidance teachers with respect to the educational needs of the students. • Because other things are more important. • I am not experienced. • There are 3-4 pre-lesson meetings per week. • The workload for class teachers is too heavy. • Because there are too many reforms in the core curriculum. • Workload • I am not interested in it. • There is no time to do it.

The group of willing teachers showed their enthusiasm in integration, their interest in children's psychology, and giving opinions of class teachers. However, workload concerns them as well. For the unwilling group, the heavy workload and having no interest were their main reasons. Strangely, some teachers still insisted that the PGE should be developed by SGTs alone.

15. Is the PGE successfully developed in school? Why?

Because : Yes (6) So-so (8) Quite (2) OK (2) No comment (2)

Yes (6)	<ul style="list-style-type: none"> • Some class teachers' feedback on the PGE is useful. • Students' performances have improved, especially their social skills. • School has provided students some important knowledge beyond the formal curriculum through the PGE. • It is very holistic: it includes the education of learning skills, growth, and emotion. • Students are involved actively. • The performance and social skills of students have been improved.
So-so (8)	<ul style="list-style-type: none"> • I am not sure about the condition in other schools. • There is no time for teachers to follow the problem students after the PGE. • It is very difficult to evaluate the success of the PGE because it is different for every class and the teachers. • Number of lessons is not enough. • Because of the rushed curriculum, I have no time and energy to prepare the PGE, so I teach instead. • I cannot see improvement in students' behaviour. • It needs the participation and involvement of the whole school.
Quite (2)	<ul style="list-style-type: none"> • It caters to the different needs of the students. • The involvement of students is desirable.
OK (2)	<ul style="list-style-type: none"> • Students have improved to a certain extent.
No comment (2)	<ul style="list-style-type: none"> • I am a newcomer here. • I have not taught it for years.
<ul style="list-style-type: none"> • Need to be implemented continuously. • By following the schedule and content, the sense of involvement of teachers should be enhanced. 	

In terms of the success of the PGE, teachers focus on the students' feedback and their performance, then on the structure, content, and coverage of the curriculum. The teachers that gave 'so-so' replies wondered about the improvement of students and were frustrated with the inadequate preparation, follow-up with problem students, the inadequate lesson time, and the decreased number of PGE lessons. Besides, some teachers pointed out that the sense of involvement should be enhanced to include the whole school in the PGE.

Their satisfaction was superficial except in regard to the changes in students. Some teachers pointed out the deficits of the present situation; there are a lot of in-depth problems to be encountered to blend the curriculum into a meaningful one, and the Whole-School Approach was not achieved yet. This shows that neither the sense of involvement nor the participation is yet at the desired point.

16. Is the PGE a hard sell policy from the EMB?

- I don't know, does only the SGT decide whether to end it or not?
- It is the only dream of the EMB, which has not considered thoroughly the strategy and time, and just pushed it onto the frontline teachers. The support from the EMB is not adequate.
- Students have needs, but teachers have no time and skills to help. Society wants to have good quality student, but education policies are still working on improving the situation.
- The intention of the PGE is good, but the effect is not obvious. For instance, it is nonsense for the parents to educate and communicate with their kids just once a week at a definite time. The ideal situation is for communication to happen daily and continuously. Hence, the PGE is not necessary. As teachers, we should get in touch with every student through sharing and communication time. However, numerous policies from the EMB have stolen our time and hindered our understanding of our students.

Some teachers pointed out that it is a backward step to introduce the PGE instead of daily communication. Some felt ashamed about the lack of time and skills they had to cater to the growing demand, especially the increasing demands from society. Some blamed the EMB for its nonsense and inadequate support. Besides, a teacher questioned whether SGTs should end the PGE. It shows that some teachers still keep asking, "Why the PGE?" as late as 2005. The PGE was introduced in 2002.

Conclusion and Follow-up

The feedback from the questionnaires shows that most of the colleagues did not focus on the material and administration arrangement, but they focused on teaching quality and teachers' performance. What they felt comfortable with and accepted were the technical arrangements like the number of periods, support and organization of the PGE, and the feedback of students. After four years of implementation, teachers in School A had the experienced these changes as perceived by the researcher:

1. They have become less aggressive and gradually have accepted the duty to teach the PGE. Some teachers expect further development of the PGE, some are satisfied with the current development, and some want to equip themselves more.
2. Clearly, the PGE lets teachers reflect their missions and responsibilities as teachers. They reflect on their own experiences, teaching attitudes, guidance to students in need, parents' involvement, and the importance of personal growth with a lot of self-enhancement.
3. The score of the PGEG implementation ranged from 4 to 8. This may be related to teachers' perceptions of schedule, strategy and speed of implementation, teaching materials, observations, participation, acceptance, confidence, training, and so on. This needs further investigation.
4. However, because the questionnaires were issued by an ex-insider (the researcher), it might be difficult to gather the 'real' voices from teachers. The details reveal that they were happy with the lessened workload of the PGE, but some questioned the changes, the effectiveness, and necessity of the PGE.
5. As an ex-SGT, I am happy to see changes like the flexibility offered by the SGP, consensus, and the flexibility they ask for, which implies that they seek further improvement of the programme.
6. From the study, I found that I may have made some incorrect assumptions.
 - Every teacher knows the psychology of students to a certain extent.
 - Every teacher should know how to write lesson plans and modify them.
 - They can learn more from the detailed lesson plans provided, but in reality, the detailed lesson plans

create problems like time stress.

- Time for digesting the material is adequate.
 - Teachers will be able to accept the new policy and PGE quickly through certain promotions and training workshops.
7. In terms of psychology, the introduction of PGE may be one of the 'traumas' in their teaching life again, so they expressed refusal, anger, grief, acceptance, and adaptation over time.
 8. Most of the colleagues did not focus on the material and administration arrangement, but they focused on teaching quality and teachers' performance. What they accepted was just the implementation including the feedback of students, fewer periods, good support, and organization of the PGE.
 9. After 4 years of implementation, teachers in School A experienced these changes.
 - They are more mature.
 - They accept the PGE but are ambivalent about the EMB.
 - Some teachers want to seek further development of the PGE, some want to keep it at the present stage, and some want to know and learn more.
 - Teachers offered a lot of reflections about their missions as teachers, the responsibilities of class teachers, and how a teacher should act beyond the PGE; they also reflected on their experiences, their teaching attitude, co-teaching, follow-up, parents' involvement, the importance of the PGE out of knowledge learning, and a lot of self-enhancement.
 10. As an ex-SGT, I can see some changes.
 - i The flexibility in School A, since part of it is done by SGP.
 - ii The consensus and the flexibility they want.
 - iii There are two groups of teachers (the teachers and the observers); they have different attitudes about the PGE.
 - iv Still, some teachers gave negative and critical feedback, and they still asked whether the PGE is the SGT's curriculum, said they have no time and space for the PGE (they wondered why the PGE is still there), and they see no obvious improvement. However, has this come from their true experience, observations, or self-evaluation? This deserves further exploration.
 - v It is sad that the PGE is still handled by SGPs alone, with no review and no pre-lesson meetings. The organization of the PGE and the involvement of teachers in it are still weak.
 - vi The teachers understood the problem, but when they are asked to tackle it seriously, they refused. Is it a problem of confidence or something else?
 - vii From the study, I found that the person who organizes the programme may have made a lot of wrong assumptions.
 - Every teacher knows the child psychology to a certain extent.
 - Every teacher should know how to write lesson plans and modify them.
 - They can learn more from the detailed lesson plans, but in the end, time problems and autonomy problems arose.
 - Time for digesting the material is adequate.
- They are able to accept the programme quickly with certain promotion and teaching workshops.