

C2	Analysis Result of Questionnaires from Student Guidance Teachers
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Preliminary Survey about Personal Growth Education (PGE) Implementation in Primary Schools

Number of Questionnaires Issued: 120 (random sampling)

Number of Returned Questionnaires: 77

Date of Survey: Spring 2005 (March to May)

1. Sex

Female	Male	Unidentified	Total
60	8	9	77
78%	10%	12%	

2. Experience in Student Guidance in Primary School

0-5 years	6-10 years	11-15 years	16-20 years	Unidentified	Total
22	46	5	2	2	77
29%	60%	6%	3%	3%	

3. Number of Classes in the Schools They Served

1-6 Classes	7-12 Classes	13-18 Classes	18-24 Classes	>24 Classes	Unidentified	Total
3	3	6	32	31	2	77
4%	4%	8%	42%	40%	3%	

4. Is your school a religious school?

Yes	No	Unidentified	Total
49	26	2	77
64%	34%	3%	

Over 60% of the respondents served in schools with religious backgrounds.

5. Has your school joined the UAP scheme?

Yes	No	Unidentified	Total
46	30	1	77
60%	39%	1%	

6. Have you studied any courses about curriculum design and management?

Yes	No	Unidentified	Total
31	44	2	77
40%	57%	3%	

Over half of them had not studied any courses about curriculum design and management.

7. Regarding the targets set by the EMB (72 PGE lessons per year), how many has your school attained?

0-20%	21-40%	41-60%	61-80%	81-100%	>100%	Unidentified
4	3	5	5	40	7	13
5%	4%	6%	6%	52%	9%	17%

Not all schools can achieve the targets set by the EMB in three years' time. Just about 60% of schools achieved the targets set by the EMB within three years. This means they finished incorporating 72 lessons of the PGE into their curriculum.

8. Who is (are) the organizers of the PGE ? (Please circle the correct answer.)

A. SGT/O/P	B. Curriculum Coordinator	C. Principal	D. Deputy Principal	E. Other
71	2	0	1	6
92%	3%	0%	1%	8%

For answer E, Life Education Coordinator, Panel Heads of Moral and Civic Education, the Discipline Masters, or other teachers were listed. Most of the SGTs/SGPs/SGOs shoulder the job of the PGE and some of them collaborated with other Panel Heads who were working on similar issues. The involvement of Curriculum Developers and Deputy Principals are very limited.

9. Has your school set up a special team to organize the PGE?

Yes	No	Total
26	51	77
34%	66%	

It is sad that only one-third of the schools have set up special teams for PGE development. The number of team members ranged from two to 10 or more than 10.

How many members are there in this special group? Who are they?

Number of members	2	3	4	5	6	7	8	9	10	Not answered
Frequency	5	4	3	2	4	3	1	0	1	54
Percentage	6%	5%	4%	3%	5%	4%	1%	0%	1%	70%

Not all returned questionnaires had answers to this question. The results show that the team members are mainly a combination of SGTs/SGPs/SGOs and some key members in the school like the Discipline Master (DM), Principals, Deputy Principals, Panel Head of MCE, RE, and Life Education, teachers, Form Representatives, or Curriculum Developers, or even NGOs.

10. Who give(s) you the greatest support in school ? (Please circle.)

A. Principal	B. Deputy Principal	C. Discipline Master	D. Curriculum Coordinator	E. Other
12	7	22	6	40
16%	9%	29%	8%	52%

For answer E, Life Education Team Leader, Panel Heads of MCE and RE, Discipline Masters, teachers, teacher assistants, team members of the discipline, guidance, or cross-disciplinary team or NGOs were listed.

Discipline Masters and Principals are the key persons to support the development of the PGE; it is interesting to find that other persons are the key supporters as well. including teacher assistants, which reflects the loneliness of the job.

11. Presently, who teach(es) the PGE ? (Please circle.)

A. SGT/O/P	B. Class Teachers	C. Discipline and Guidance Team	D. Other Senior Teachers	E. Other
37	61	5	9	7
48%	79%	6%	12%	9%

For this question, there are different combinations. For answer E, the NGO, the Deputy Principal, the Panel Head of RE and the teacher assistant are all listed. Class teachers and the SGTs/Os/Ps are the key persons to teach the PGE.

12. Are there any definite lessons for the PGE? (Please circle.)

With Lesson Time	Without Lesson Time	Not Answered
64	12	1
83%	16%	1%

If not, please state what time is used for the PGE?

There are still 16% of schools that do not provide a lesson time for the PGE.

Schools without definite lesson times make use of the following sessions to launch the PGE:

- In the library lesson, meaning the reading lessons.
- Lower forms have the PGE lessons in the form of assemblies in hall.
- After examinations, the PGE is allowed to be taught in the relaxed period.
- In the long week on Saturdays.

This shows that the PGE is not normally accepted by some schools, but it is attached to some lesson periods or is put into some relaxed periods in the academic year.

13. In what mode(s) is/are the PGE being implemented in your school? (Please circle.)

A. Lessons in Classroom	B. Lectures with a Level Simultaneously	C. Integration with Other Subjects	D. Assemblies	E. Other
77	27	11	10	0
100%	35%	14%	13%	0%

Different combinations to implement the PGE are found, mainly lessons in classrooms, big lectures, and integration with other subjects.

14. Is the PGE in your school integrated with other subjects?

With Integration	Without Integration	Unidentified
28	48	1
36%	62%	1%

a. If 'Yes', which subjects? In what percentages?

Integration with Other Subjects	Percentages
General Studies (GS)	17%-50%
General Studies (GS and Moral and Civic Education (MCE)	5%-50%

Integration with Other Subjects	Percentages
Moral and Civic Education (MCE)	20-50%
Moral and Civic Education (MCE) and Chinese	20%
General Studies (GS) and Life Education	20%
Moral and Civic Education (MCE) and Religious Education (RE)	20%
General Studies (GS) and ENG	15%
Religious Education (RE)	15%
Religious Education (RE), Chinese, and Mathematics	15%
Library lessons	10%
Integrated Education	10%
ALL	10%
Art	5%
General Studies (GS) and Religious Education (RE)	5%

b. If 'No', why? I am a newcomer; it is the easiest way to manage.' (just one response)

It could be found that the integration with MCE and GS are the optimum choices. However, the figure cannot reflect the quality of the PGE.

15. How did your school design and manage the PGE curriculum ?

A. It is done by SGT/SGP/SGO alone.	B. It is done by the PGE team.	C. It is done via the meetings of teachers from all levels.	D. Other (please describe)
58	16	3	6
75%	21%	4%	8%

Note that some are in a combination of different modes above.

It is no wonder that the result is biased toward SGTs/SGPs/SGOs again. Happily, 21% is done by the PGE team and 4% by all teachers. The figure cannot reflect the extent and quality of involvement. It is interesting that in the previous question, about 34% of schools have a special team for the PGE, but only 21% of them are truly involved in the design and management of the PGE curriculum, so in the other 13%, all the work goes to SGTs. This indicates that some PGE teams may be malfunctioning. The finding shows that about 75% of SGTs/SGPs/SGOs work alone.

16. How many teaching kits does your school refer to for PGE design ?

A. 1	B. 2 to 5	C. 6 to 10	D. more than 10	E. All are school-designed.
8	59	3	4	0
10%	71%	4%	5%	0%

17. Please list three teaching kits that your school uses the most?

Name of Teaching Kits or Publisher	Number of Schools That Used It
Happy Classroom 開心教室(Hong Kong Playground Association)	31
Growth Express 成長列車 (Wen Lin Publisher Ltd.)	29
Teaching Kits Provided by ED (EMB)	25
Understanding Adolescence Project (UAP)- 成長的天空	14
Life Events from Baptist Oi Kwan Social Service (浸會愛群社會服務處 - 生活事件簿)	7
Teaching Kit from Sheng Kung Hui (聖公會)	7
Teaching Kit from Hong Kong Baptist University (香港浸會大學)	5
Teaching Kit from Tung Wah Hospital Group (東華三院)	5
Teaching Kit from Society of Boy's Centres (扶幼會)	4
Personal Growth 《摘星：成長系列》 from iLearners	3
Teaching Kits about Life Education	2
Other Information	2
School-based Designed Teaching Kit	2
Teaching Kits for Multiple Intelligence	2
Be a Happy Person 做個開心快樂人	1
Bible Stories from Religious Material	1
Media Education from Breakthrough (突破)	1
Student Leadership Development—4Cs from Chinese University of Hong Kong (中文大學學生領袖訓練計劃)	1
Teaching Kits From friends	1
ICAN from Whole Person Institute	1
Teaching Kits from ICAC (廉政公署)	1
Teaching Material from Internet	1
Teaching Kits for MCE	1
Teaching Kits Directly from NGO (from SGP)	1
Teaching Kits from Other Schools	1
Teaching Kits from YMCA	1
Positive Discipline Culture 正面紀律文化	1
Life and Morality 生活及倫理	1
Ethics Education 2002 完全學生手冊 from RTHK	1
Teaching Kits from Against Child Abuse Ltd. (保護兒童協會)	1
Life Education from City Polytechnic University (城市大學)	1

Happy Classroom, Growth Express, and the EMB teaching kits are the most popular kits in use. The use rate is nearly 30% of the total.

18. What were your feelings when you knew that the PGE would be implemented in schools? (Please circle.)

A. Happy	B. Elated	C. Annoyed	D. Worried	E. Other
32	11	21	33	8
42%	14%	27%	43%	10%

It is interesting that their feelings of happiness and worry are the same: about one-third of them.

19. Do you think support from the EMB is adequate?

Adequate	Inadequate	Not Answered
18	53	6
23%	69%	8%

Nearly 70% of SGTs said there is inadequate support from the EMB.

The reasons for adequate support are:

- support from administration and resources.
- teaching kits and resources on the Internet, with adequate samples; and
- intensive support for teachers.

Those answering they had adequate support think that there is support from administration, resources, and teachers. They do find a lot of resources.

Responses about the reasons for inadequate support included:

- Lack of teacher training, it will be better if the PGE training is compulsory for all teachers. The instruction is inadequate with limited teaching kits. The framework provided is too simple and not applicable. There are instructions but they should be explored by SGT/O/P. The EMB just gives us the framework and the instructions, they do not know the difficulties of PGE implementation in schools.
- The administrative instruction for schools is not clear, resulting in the condition of hard sell by counselling teachers. It was difficult to do if school authorities do not understand how to support the programme.
- There is no empowerment for the people in charge of this programme and no restriction for a definite time of this programme. More support in curriculum, finance, and guidance for teachers is needed.
- There are no indications about collaboration with other subjects and the collaboration with parents for the PGE.
- There is no clear instruction showing that the PGE must be taught by teachers. The SGT was then assigned by principal to teach all lessons.
- The EMB stresses 'school-based'; however, I see no point in basing it on the current characteristics of children in Hong Kong.
- Just framework and no content makes it difficult for schools to launch the programme. The framework should be designed for all forms, not for double forms. Also, there are inadequate teacher training, teaching resources, and guidelines.
- More should be done about the guidelines, teacher training, and the atmosphere to create the curriculum.
- Teachers do not understand and do not want to help the launching process.

- Documents from the EMB sound as if they are just suggesting implementation of the PGE. Thus, schools do it in their own way with their explorations.
- Teaching kits provided are too simple and no improvement over the old lesson plans. More should be provided in terms of content, evaluation tools and methods, and the data analysis methods.
- There is still room for improvement in the targets, pedagogy, resources, evaluations, and debriefing skills of this curriculum.
- More counselling-related workshops could be launched at the same time by the EMB, but are not.
- There is inadequate time for schools to prepare the implementation process in three years' time.

For the group answering that they got inadequate support, they struggle and are frustrated with the inadequate teacher training, teaching kits, instruction, curriculum framework, empowerment for the person in charge, indication for a definite time and the teachers for the PGE, support for 'school-based' development, and exploration of the actual needs of the children in Hong Kong. There is no control of schools' interpretation and non-unique implementation. There is no improvement in the outdated teaching kits, or the targets, pedagogy, and evaluations for the PGE. There are inadequate counselling-related workshops. Also, time is inadequate for schools to prepare the implementation process within three years.

20. Personally, do you agree with the implementation of the PGE in primary schools? Is it really necessary?

A. Necessary	B. Quite	C. No Comment	D. Not Necessary	E. Useless	Not Answered
41	28	3	2	0	3
53%	36%	4%	3%	0%	4%

Most of the SGTs (89%) indicated the necessity of the PGE.

For those who chose A (necessary), their reasons to support the PGE are:

Because of the current situation in school and family:

- Other subjects are rushed to completion of the syllabus every year, with less in-depth learning for students about value, morals (做人的道理) and reflection.
- It is because our busy parents have no time to take care of their children and the greater challenge for the present generation under the prevailing social condition than the previous generations. Nuclear families in particular need this kind of counselling course.

For the goodness of our children:

The cognitive development of children in this aspect is weak at the primary school age. It is important too to teach children about life skills with a tailor-made curriculum that cares about the personal growth of children, which should start with the education of values and attitudes from an early age. It lets children have better personal and social development and helps them to build up self-concepts. It lets students learn how to solve problems and control their emotions and understand their personal and others' needs through multi-disciplinary learning methods. It also lets them learn about self-concepts, values, social skills, and thinking strategies, with more understanding of themselves. What is learned in the PGE is applicable throughout one's whole life; it is the important knowledge for healthy and happy lives that affects the children profoundly.

In view of curriculum and MCE development:

The content in the PGE is outside the syllabus: it is an effective route for growth education and caters to the personal needs of the students. It is the substantial part for MCE. MCE and positive attitudes should be rendered at the ages of 6 to 12.

For those who chose B (quite), their reasons are:**Regarding curriculum and teacher's growth:**

A lot of topics overlap with those in GS or other subjects. It is suggested that we integrate the curriculum, but this is difficult to be realized in the eyes of teachers, so the PGE is nothing. Indeed, it underscores the inadequacy in personal growth education within the current curriculum. Class teachers can understand their children better through the PGE. It broadens their experiences about children and builds up a positive relationship with students.

For the goodness of our children:

- Students can learn more about the positive values and life skills of mankind (學習做人的道理). To prepare our children for the future, we must educate them about moral values, skills, and attitudes. It helps students grow with guidance, with chances to think, to get in touch with growth issues for the positive messages and the skills of adversity management.
- The PGE is indeed a prevention curriculum for children beyond the formal curriculum; it also provides a good chance to train students before their Liberal Studies and for MCE through classroom learning.

For those who chose D (not necessary), their reasons are:

It has been included in GS and Life Education (生活科). That means it already exists in school in other forms.

21. How much pressure is exerted on you in PGE implementation? (1 means the least, 10 means the greatest.)

1	2	3	4	5	6	7	8	9	10	NA
1	0	6	10	11	10	11	15	5	4	4
1%	0%	8%	14%	15%	14%	15%	21%	7%	5%	5%

Answered: 73 Average: 6.25

22. How would you score the effort you put into the PGE implementation? (1 means the least, 10 means the greatest.)

1	2	3	4	5	6	7	8	9	10	NA
0	0	0	1	2	8	12	22	17	11	4
0%	0%	0%	1%	3%	11%	16%	30%	23%	15%	5%

Answered: 73 Average: 8.01

23. How would you score the development of the PGE in your school? (1 means the least, 10 means the greatest.)

1	2	3	4	5	6	7	8	9	10	NA
0	1	3	8	8	17	23	8	4	1	4
0%	1%	4%	11%	11%	23%	32%	11%	5%	1%	5%

Answered: 77 Average: 6.24

To conclude, different people have different perceptions about pressure: roughly, a normal distribution is found and biased toward the highest end. Effort input by SGTs is generally great. The outcome is so-so, with a median of 7, depending on the targets and standards of SGTs, i.e., whether they prioritize quality or quantity as most important.

The following table shows the simple statistical data of number of class, experience, pressure, diligence and satisfaction with the PGE development

	Number of Class	Experience	Pressure?	Diligence?	Satisfaction with PGE Development?
Mean	24.5	7.3	6.3	8.0	6.2
Medium	24	7	6	8	6
Mode	24	8	8	8	7
Standard Deviation	7.2	3.3	2.1	1.4	1.6
Skewness	-0.6	1.3	-0.1	-0.5	-0.3
Minimum	4	2	1	4	2
Maximum	44	20	10	10	10
Count	76	75	73	73	74

The following table shows the correlations among different variables.

Items	Satisfaction with PGE Development?	Pressure?	Diligence?	Experience	Number of Classes	Number of PGE Lessons	Number of Members	Teaching kit?
Satisfaction	1							
Pressure	-0.08	1.00						
Diligence	0.19	0.26	1.00					
Experience	-0.25	-0.28	0.00	1.00				
Number of Classes	-0.01	-0.06	0.06	-0.16	1.00			
Number of PGE Lessons	0.31	0.21	0.26	-0.29	-0.01	1.00		
Number of Members	0.39	-0.01	0.26	0.33	-0.20	-0.21	1.00	
Teaching Kit?	0.06	0.03	0.17	0.12	-0.05	0.08	0.25	1.00

The correlation test attempts to correlate different factors, but no strong correlations are found. There are slightly positive correlated relationships between satisfaction and diligence with number of lessons achieved, and number of PGE team members. This shows that the number of lessons achieved may slightly affect the satisfaction and diligence of SGTs.

Comparison of Pressure, Diligence, and Satisfaction in Relationship to Different Conditions

To compare the pressure, diligence, and the satisfaction of SGTs in relationship to the PGE with different situations (with or without the elements) individually, the following table shows the findings.

Items	Classification	Count	Pressure?	Diligence?	Satisfaction with PGE Development?
Number of Classes	> 24 classes	55	6.52	8.13	6.17
	< 24 classes	20	5.95	8.00	6.00
	difference		0.57	0.13	0.17
Religious Background of Schools	With	51	5.98	8.10	6.20
	Without	26	6.91	7.78	6.19
	Difference		-0.93*	0.32	0.02
UAP in Process	With	46	6.30	8.05	6.29
	Without	30	6.25	7.93	6.05
	Difference		0.05	0.12	0.24
Curriculum Training of SGT/SGO/SGP	With	31	6.03	8.03	5.98
	Without	44	6.43	7.95	6.37
	Difference		-0.39	0.08	-0.38
PGE Team?	With	26	5.28	8.16	6.72
	Without	51	6.75	7.94	5.99
	Difference		-1.47*	0.22	0.73*
With Definite Class Lessons?	With	64	6.21	7.95	6.32
	Without	12	6.42	8.33	5.79
	Difference		-0.20	-0.38	0.53
Integration?	With	28	6.67	7.93	6.11
	Without	48	6.04	8.04	6.29
	Difference		0.62	-0.12	-0.18
Organizer, only SGT/SGP/SGO?	Yes	54	6.56	7.96	6.03
	Others	22	5.64	8.14	6.91
	Difference		0.92*	-0.18	-0.88*
Perception of EMB's Support?	With	18	5.72	8.00	6.53
	Without	53	6.51	8.00	6.13
			-0.79	0.00	0.40
OVERALL		77	6.25	8.01	6.24

With t-tests, the figures in green boxes and with (*) denote that the differences are statistically significant.

Summary of the Negative and Positive Impact of Different Settings on the Pressure, Diligence, and Satisfaction in Relationship to the PGE that the Counsellor Perceived.

Items	Classification	Pressure?	Diligence?	Satisfaction with PGE Development?
Number of Classes	> 24 classes	+	+	+
Religious Background of Schools	With	-	+	+
UAP in Process	With	+	+	+
Curriculum Training of SGT/SGO/SGP	With	-	+	-
PGE Team?	With	-	+	+
With Definite Class Lessons?	With	-	-	+
Integration?	With	+	-	-
Organizer, only SGT/SGP/SGO?	Yes	+	-	-
Perception of EMB's support?	Positive	-	NA	+
OVERALL		6.25	8.01	6.24

Green box denotes that the differences are statistically significant.

- i For schools with religious background, the pressure is statistically significantly lower than for those without, but the data show there is no obvious help to reduce the effort input or enhanced satisfaction with the PGE.
- ii If schools have a PGE team, lower pressure and greater satisfaction are found to be statistically significant from those without a PGE team. In turn, if the organizer is the SGT only, the pressure is greater, but it does help the satisfaction with the PGE development, and it is statistically significant.
- iii The other categories do not have statistically significant differences. SGTs have higher pressure in schools with more 24 classes and those without curriculum training. SGTs gain greater satisfaction with the PGE if there is a definite lesson time for it, if their schools have joined the UAP, and if they have positive perceptions about the EMB's support. On the other hand, integration of the PGE with other subjects increases the pressure on SGTs: both the effort input and satisfaction are shown to be low.

In short, collaborative planning, a PGE team, and the religious background of a school may help. A very important message is that 'brain' input and collaboration plays the crucial part in the whole process. Thus, we may conclude from the results:

- Of the 77 school counsellors (respondents), about 92% of them are organizers of the PGE, about 67% of them work alone on the PGE, 48% of them (half) have to teach the PGE as well as organize it, 17% of them have no definite lesson time for the PGE, nearly 70% of SGTs feel that support from the EMB is inadequate, but 89% insist on the necessity for the PGE. Why are such biased and quite isolated situations happening for SGTs? Is this the reality? Is this a healthy development for student guidance in primary schools?
- Can the religious background of a school help the PGE? Does Religious Education function well, or is it malfunctioning? What about the actual situation inside the classroom regardless of whether there is a

definite lesson time? A lot of teachers suggest integration, but does it help? Is it feasible or necessary? What further support should the EMB give to facilitate the PGE and student guidance in schools?

24. In the whole process, what are your experiences and reflections ?

Brief Conclusion about the SWOT Analysis

Success

Guidance teachers can successfully develop a guidance curriculum that meets or even exceeds the requirements of the EMB and that is accepted by the whole school. Throughout the process, SGTs show their abilities and get the chance to be exposed to different resources, material, and teaching skills, so it is an exciting journey. Moreover, through this process, they improve connections and communication with principals, teachers, and students, and learn more about the actual needs of students. Besides, it is good to see the growth in teachers, students, and SGTs themselves and the enhancement of their mutual understanding and relationships. The PGE is also a good chance to let the counselling concepts diffuse into daily teaching, increasing the sensitivity and knowledge of teachers and parents about the psychological development of the children. Some SGTs are excited about integrating the PGE into other related areas such as MCE, Life Education, or Religious Education. The whole programme is developed stepwise: some SGTs enjoy the team spirit of colleagues in this issue, and the bottom-up process. The atmosphere of academic bias is improved.

Failure

The failure of the PGE mainly occurs when there is no support from principals, ignorance, no acceptance and negative perceptions from teachers, poor teaching skills and stubbornness of teachers, mismatch of curriculum, no integration with similar subjects, lack of time and space, and lack of teacher training. Some SGTs are working on their own without a team to back them up. Some teachers still think the PGE is SGTs' Curriculum. It makes SGTs think it is tough to further implement PGE.

Crisis

This includes the sudden cancellation of the PGE because of activities in schools. PGE implementation exerts high pressure on SGTs and teachers, with less time for case work, difficulties in integration, and the stereotypical negative impression of the PGE, which makes things worse. Moreover, the inadequate training for teachers and their impractical expectations of the PGE may spoil or contaminate the benefits to students.

Opportunities

One SGT pointed out that the PGE should begin with collaboration with other subjects like MCE, with input of the greater teaching power from other related subjects. An example shows that if there is a similar curriculum in school, such as the collaboration between GS and MCE, teachers generally accept the introduction of the PGE. PGE provides a good chance to further polish the pedagogy with material about personal growth, facilitates guidance and counseling development comprehensively, enhances the in-depth communications between students and teachers and parents, and helps to discover the problem students in advance. There is still plenty of room to further develop PGE. A theme-based approach is suggested.