

B14	Summary of Feedback from the Questionnaires for Teachers in School B (2004/2006)
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**Summary of Questionnaire analysis of Pre-test and Post-test
about Implementation of the PGE in School B**

	Pre-test	Post-test
Questionnaires Issued	50	50
Questionnaires Returned	39	30
Return Rate	78.0%	60.0%
Date of Issue	2004 Winter	2006 Summer

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

A. 1-5years	B. 5-10 years	C. 10-15 years	D. 15-20 years	E. over 20 years
3	10	7	3	6
10.3%	34.5%	24.1%	10.3%	20.7%

Interestingly, in the post-test, with the correlation test, there are positive correlations between teaching experience and feeling toward the PGE and scoring for the PGE, around 4.4 to 4.5. That may relate to their confidence and experience in relationship to the continuous changes in education.

2. Within these two years, did you take any courses about counselling, moral education, civil education, or religious education? (post-test)

YES	9	NO	21
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Please answer the following questions about the implementation of the PGE.

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

Sources	Count	Percentage
School	18	50%
Teacher Training Workshop	5	14%
Colleagues	4	11%
SGT	3	8%
Friends	2	6%
EMB Notice	2	6%
The Changing Timetable	1	3%
In-service Study	1	3%

In the post-test, the focus is put on the time delay for teaching kit provision.

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

Pre-test

A. Happy	B. Elated	C. Annoyed	D. Worried	E. Other
6	1	6	17	13
14.0%	2.3%	14.0%	39.5%	30.2%

Post-test

A. Happy	B. Elated	C. Annoyed	D. Worried	E. Other
4	0	7	12	13
11.1%	0.0%	19.4%	33.3%	36.1%

Other comments :

Pre-test	Post-test
<ul style="list-style-type: none"> • Open-minded attitude (6). No big reactions about it. • Positive. • Too much work, no time to prepare the lessons. • Be suspicious. • It may affect the teaching schedule (2). It may affect the normal timetables. I think there is not enough time. It occupies other lesson time and increases the workload on class teachers. It should be integrated with other subjects. 	<ul style="list-style-type: none"> • Open-minded attitude (7). No special feelings (2). So-so. • It is our mission; students can learn how to love and treasure life through the PGE. • I hope the integration with other subjects could be done at the beginning of the academic year. • No time to understand the whole curriculum. I am afraid I cannot achieve the targets of the PGE. • Not familiar with the content of the PGE • Without experience (2). Without time and patience.

- In the pre-test, teachers have an open-minded attitude toward PGE. However, a lot of teachers are concerned about the workload and the time constraints. Somebody suggested integration.
- In the post-test, teachers started to realize the importance of the PGE. Some blamed themselves for having no time to understand the curriculum and no experience in it. Still, there was a teacher advocating integration of the PGE and other subjects.
- The percentages are more or less the same.
- Using the correlation test, it is found that the feeling about the PGE is positively related to information provision (6.1) in the pre-test and the training hours (6.9) in the post-test.

Researcher's Reflection and Point of View

- Previously, teachers felt angry, messy, stressed, and frustrated at having to accomplish superficial work yet again. After one year, more satisfaction is found because of the fairness, the definite time slot, and a more structured organization of the PGE.
- Teachers are more confident and more concerned about the integration and the content of the PGE. They demanded further improvement and linkage of the PGE with other subjects,

like integration and theme-based teaching. However, are such demands a way to enhance the quality as an excuse for reducing the teaching pressure? (From my point of view, either of them could be true. For some teachers, the PGE is a lesson for teachers, not a time to understand their students through interactions.)

5. 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
4	26	5	2	0
10.8%	70.3%	13.5%	5.4%	0.0%

Post-test

A. Very Necessary	B. Quite Necessary	C. Could Be or Not	D. Not Necessary	E. No Such Need
3	20	5	0	0
10.7%	71.4%	17.9%	0.0%	0.0%

Other Comments :

Pre-test	Post-test
<ul style="list-style-type: none"> In everyday teaching, we have affective education and MCE, so it is not necessary to add in teaching time and a teaching period for the PGE specifically. The topics selected should be able to help the growth of students. 	<ul style="list-style-type: none"> It helps students grow and make progress. It helps to solve the personal growth problems of students. It lets every teacher acquire some knowledge and skill in counselling; it is helpful for classroom management. It is requested by the EMB. Integration with other subjects (2).

In the pre-test, teachers in School B wondered why there is a PGE, because it is not necessary. In the post-test, more teachers realized the importance of the PGE. Integration with other subjects is still suggested and ambivalence was found when they know it is requested by the EMB. The percentages of pre-test and post-test are more or less the same.

6. Up until now, have you ever taught the PGE? (Please circle.)

Yes	No
32	7
82.1%	17.9%

7. 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

Score	1	2	3	4	5	6	7	8	9	10
Tally	0	0	3	2	1	11	14	8	0	0
%	0.0%	0.0%	7.7%	5.1%	2.6%	28.2%	35.9%	20.5%	0.0%	0.0%

Mean Score : 6.41

Post-test

Score	1	2	3	4	5	6	7	8	9	10
Tally	0	0	0	3	1	9	9	7	0	0
%	0.0%	0.0%	0.0%	10.3%	3.4%	31.0%	31.0%	24.1%	0.0%	0.0%

Mean Score : 6.50

Why did you score it this way?

Pre-test	Post-test
<p>Positive</p> <ul style="list-style-type: none"> The PGE meets the needs of students, so it is better to design a PGE lesson. It is helpful: students are so impressed. The responses from students are good (2). The multiple approach of the PGE is worthwhile and appreciated. Satisfactory. Generally, it is all right. <p>Negative</p> <ul style="list-style-type: none"> Time problem (7) as the PGE needs a longer lesson time: I suggest Wednesdays should be used. The curriculum affected the lesson time and the workload, especially for the class teachers. Understanding about the topic should be enhanced. Not mature yet (2). I taught the PGE, and I found it is not systematic and strategic in implementation. I see no obvious improvement, it is just a waste of time. It should be integrated into the curriculum before a new academic year starts. There is quantity without quality. There is room to improve (2). No time to deeply explore the information of the PGE lesson plan yet (2). 	<ul style="list-style-type: none"> More organized now. Students have grown up; in progress it is in progress and not the ideal case (2). It is okay by virtue of the 'target' set. Adequate in quantity, but not in quality. Because the content of the PGE still needs improvement. Linkage between lessons is weak, and the effectiveness is not obvious. No time to prepare PGE lessons. Teachers are incapable of handling it because of too much pressure. Too much for us and some of the lessons do not meet the needs of students. I am afraid I cannot achieve the targets.

- In terms of the percentages, the distribution of scores and the mean score are slightly higher in the post-test.
- In both the pre-test and post-test, it could be found that teachers find the PGE helps the students to a certain extent with good feedback in the lessons.
- In the pre-test, teachers are especially concerned about the time problem, the workload, preparation, and the scattered form of the PGE. They are quite disappointed about the arrangement.
- In the post-test, teachers see the improvements and their concern centers on the linkage, effectiveness, time for preparation, and the lesson plan quality. They desire further improvement.

- It is interesting that some teachers did not score for the whole development of the PGE, but they scored for themselves and their teaching performance with interpretation.
- **With the Z-test, there is no difference between the scoring in the pre-test and the post-test period; the p value (2 tailed) is over 0.05.**

8. 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. Other
9	0	1	7	16
27.3%	0.0%	3.0%	21.2%	48.5%

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, be more negative than before!	E. Other
11	2	9	1	7
36.7%	6.7%	30.0%	3.3%	23.3%

Other comments :

Pre-test	Post-test
<ul style="list-style-type: none"> • Positive ever (5) meaningful/so-so • From knowing nothing to knowing a little. Try to understand and handle the new information. Do not understand fully • Benefit to students is quite limited. • Need to link up with other subjects. • Need to strategically picture the development plan of the PGE. The direction of implementation should be improved. 	<ul style="list-style-type: none"> • With targets, lesson plans and teaching kits. In progress. Positive ever. So-so (2). • It is useless for the students. • No special feelings because all lessons must be prepared first and then taught in class. It is the job of a teacher. Gets harder to do. Too many worksheets.

Comparing the options is not appropriate because of the different options that have been provided. By judging the figures, positive feeling (65%) in post-time is more than that in the pre-test (50%). In the pre-test time, there are not too many bad feelings and teachers request a more strategic approach for implementation. They felt ambiguous about it.

There were no big changes in the post-test period, but 10% of teachers showed strong negative feelings. This may attributed to the fact that the formal implementation of the PGE has definitely increased the workload of teachers, and some are even feeling pressure about preparation and blamed the worksheets.

9. Did you think information provided by the school about the PGE is helpful for you to understanding the PGE?

Pre-test

A. Very Helpful	B. Helpful	C. So-so	D. Not Really	E. Useless
1	17	19	2	0
2.6%	43.6%	48.7%	5.1%	0.0%

Other comment: No time to read and it [the PGE] affects the normal timetable.

Post-test

A. Very Helpful	B. Helpful	C. So-so	D. Not Really	E. Useless
0	16	10	3	0
0.0%	55.2%	34.5%	10.3%	0.0%

Other comment: Time delay of the teaching kits and it is difficult to have the form meeting.

10. Do you think the PGE in this school is successfully being implemented? Why?

Because: (post-test)

Yes (8)	<ul style="list-style-type: none"> • Succeed (2) • There is a definite place for the PGE. Both students and teachers have a positive attitude about it. • Some lessons meet the needs of students. Students like the PGE and it increases the interaction between teachers and students. It gives students Life Education.
OK (7)	<ul style="list-style-type: none"> • It is on the right track and in progress. It is the first step, but there is room for further improvement. The effort in curriculum design and effort of teachers should be appreciated. • All teachers participated in the programme. • It gives the students a lot of chances. It is better than nothing for the students. • Time is so limited and the lessons are too frequent.
so-so (6)	<ul style="list-style-type: none"> • Because part of the PGE is not suitable for students, and I cannot teach the lesson in depth, it affects its effectiveness. • The lesson time is too limited and there is no time to follow up with the students in need after the PGE lessons. • It will succeed. There is room for further improvement. It is difficult to measure the success.
No (4)	<ul style="list-style-type: none"> • It is still not systematic. The content of the PGE is scattered. • Teachers are so busy looking after too many things, with no time to seriously care about it and follow what is going on with the PGE.

In terms of the success of the PGE, it is good to see that teachers appreciated the curriculum design, the time for communication between students and teachers, having a definite time for the

PGE, and everything being on the right track with the participation of the whole school. Besides, students learned through the programme.

Some teachers are not satisfied with the content of the lesson plans and require a more systematic approach. Besides, some are hoping for sympathy because of their heavy workload.

11. Do you want to change the present condition of the PGE? Why?

Because: (post-test)

- We should respond to the ESR report.
- More co-teaching. I hope teachers are the helpers and not the conductors.
- Reduce the number of topics and try to 'deepen' the problems for sharing and discussion in every lesson. It is a problem of time and space (3). I hope for better arrangement [time]. I suggest arranging it on Wednesdays. Integrate it with other subjects to save time. Link up with GS or other subjects.
- Students are too tired to have the PGE lesson at the end of the school day.

12. If changes are needed, what strategy is the most appropriate? Because: (post-test)

- A definite lesson for the PGE. (2) Arrange the PGE in the activity week. Reorganize the present activities in school.
- I like co-teaching.
- I prefer conducting the lessons in small groups if there is enough manpower.
- Integration with other subjects (2).

Overall, co-teaching and integration are their main concerns, followed by their demand for further improvement of the PGE, and reduction of the pressure and workload to save time for other subjects. Some teachers point out the problem of class size and the bias toward extra-curricular activities in School B and ask for reorganization of them.

13. From 2004 to the present moment, how many training hours of the PGE did you attend? (post-test)

Mean training hours is about 2.6 hours per respondent.

14. Do you think the PGE is a hard-sell policy from the EMB? Please comment. (post-test)

Too much workload for teachers and too many activities for students: it scatters the attention of both teachers and students to be involved in the programme.

15. If there is a chance, are you willing to join in the curriculum design and management of the PGE? Why? (post-test)

Yes (none), No (17), not answered (13)

Not willing to join because:

I lack experience (2), it is not my expertise (2) and interest (2), heavy workload (5), no confidence, further study, and health.

Overall Reflections of the Questionnaires Returned

The main problem lies in the growing workload, the limitation of lesson time, and the stress of the preparation meeting. Teachers are basically passive and are not willing to change.

1. A lot of management problems in School B made the arrangement of the PGE difficult because of the priority-bias toward the academic performance of children and the rich and versatile activities.
2. Some strongly requested integration or they wanted to tell the SGT, 'Please do it in another corner.' There is an apparent paradox between the better feedback and the intention to kill the PGE in other forms.
3. Within these two years, the PGE has been transformed from an implicit status to an explicit form with improved structure, organization, better provision of materials, training, co-teaching, and demonstration. An obvious change is that teachers find the growth of students important and appreciate the impacts and implications of the PGE on them.
4. Teachers in School B are relatively mild and amenable to accepting the new policy. However, from the questionnaires, it could be found that in spite of the great effort made, changes are almost invisible. Seemingly, it is done in the whole-school approach with preparation meetings and full evaluation. However, it reflects that teachers appreciate the administrative improvement but are unhappy with the workload and lack of integration, which would save time. Beyond the critics of the PGE, there was no willingness shown for helping with the PGE or joining the PGE team.
5. Everyone has his or her own way to face new challenges. In School B, a small group of teachers seek quality and pursue in-depth communication with students. And a great portion of teachers are passive and laissez-faire. They work like robots and commit obediently to the minimum they can when they are under pressure from the top. Most of the teachers reflect that co-teaching, detailed lesson plans, clear curriculum framework, more training, and demonstration are the way to go. The teaching confidence and experience are additional problems.