



## Durham E-Theses

---

### *An investigation into the development of pre-service teachers in a guidance training programme and its implications for their guidance role in schools*

Lung, Jacob C. L.

#### How to cite:

---

Lung, Jacob C. L. (2002) *An investigation into the development of pre-service teachers in a guidance training programme and its implications for their guidance role in schools*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/4130/>

#### Use policy

---

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

**An investigation into the development of pre-service  
teachers in a guidance training programme and its  
implications for their guidance role in schools**

By

Jacob C. L. Lung

Supervisors: Professor Richard Gott

Dr. Philip Johnson



27 JAN 2003

A thesis submitted for the degree of

Doctor of Education

School of Education

University of Durham

2002

The copyright of this thesis rests with the author.  
No quotation from it should be published without  
his prior written consent and information derived  
from it should be acknowledged.

## **Dedication**

This thesis is dedicated to my wife, Wong Lai Wah, for her tolerance, love and encouragement.

## **DECLARATION**

*This thesis results from my own work and has not been offered previously in candidature for any other degree in this or any other university.*

## **STATEMENT OF COPYRIGHT**

*The copyright of this thesis rests with the author. No quotation from it should be published without his prior written consent and information derived from it should be acknowledged.*

## **Acknowledgements**

There are so many people to thank for their support, help, encouragement and guidance.

I would like to thank joyfully for my former supervisor Dr. Keith Morrison for his encouragement to start this study. But greatest thanks must go to Professor Richard Gott and Dr. Philip Johnson for their insightful ideas, timely support and academic guidance on developing the framework of this study, finding the best method of analysis, reviewing and commenting the drafts of manuscripts.

I also want to thank my student teachers for their willingness, involvement and enthusiasm in participating in the present research. My special thanks extends to a number of colleagues in Hong Kong Institution of Education for Mrs. Pattie Luk-Fong as learning partners, Dr. Magdalena Mok and Mrs. Chan Tam Mei Ngan as resource persons to discuss and comment on my initial thoughts and ideas, and Mr. Leung Yan Wing, Miss Sylvia Tang, and Miss Jocelyn Choi as intellectual comrades in the Postgraduate Research Seminar for their genuine sharing, providing academic inputs and encouragement.

With gratitude and appreciation, I would like to thank Miss Poon Chi Mei for proofreading the drafts of the manuscripts with constructive comments and suggestions. Above all, I must acknowledge my family, especially my wife, for their ever-lasting love, understanding, support, prayers and long-suffering patience. There are still many brothers and sisters, relatives and friends to thank for their psychological, technical, and spiritual support during my journey of doctoral study.

I also need to thank the Hong Kong Institution of Education for providing me

professional development grant, research support and time to pursue the study.

Last but not the least, I owe God my thanks. He gives me wisdom, strength and peace to finish the doctoral study. During the most difficult time in my study, He carries me through by sending many angels to offer help. May I devote myself to teacher education and make contributions to guidance and counselling study.

## **Abstract of Research**

### **An investigation into the development of pre-service teachers in a guidance training programme and its implications for their guidance role in schools**

This study investigates the development of pre-service teachers with reference to the core conditions of counselling in a guidance training programme, which is a part of a pre-service new B.Ed. module. It aims to make some suggestions for effective preparation of the pre-service teachers to play their guidance role in Hong Kong primary schools. Qualitative rather than quantitative research approach was used. The sample was a class of 37 pre-service teachers. Among them, 16 student teachers with some seemed to be very aware of, others largely ignorant about the guidance role of teacher were selected for in-depth interviews to chart their development. Their responses for handling of two different cases of pupils' problems in the interview schedule were analyzed. Classroom assessment technique for the whole class of student teachers was used to get feedback and to monitor the progress of the programme.

The results of the study show that student teachers had increased awareness and understanding of the guidance role of teachers during the training programme. They also developed their abilities in handling pupils' problems in terms of attitude towards pupil, feeling for pupil and counselling strategies and skills. Nearly all of them had progress in each of these three areas in different contexts of pupils' problems. However, they had greater progress in case 1 of an anxious pupil (with emotional difficulties) than in case 2 of an angry pupil (with emotional and behavioural difficulties). Moreover, bias towards pupils existed in both cases. Six different groups with different progress were identified among the 16 student teachers. The themes / patterns for change in attitudes, feeling and skills

were explored. They were suspension of judgment and empathetic understanding. From their learning experiences, the training methodology that help them most were watching videos, case study and newspaper cutting, understanding theories, lecturing and interacting with the lecturer, group discussion, role play and doing ranking in multi-response exercise. These were in descending order of reported frequency. The results of the present study have implications for policy setting and implementation of Whole School Approach to guidance in schools and teacher education programme. At the end, a model is proposed for removing or minimizing bias of teachers towards pupils in teacher education. This is very important for effective guidance and counselling.



## **Table of Contents**

|   |           |
|---|-----------|
| <b>Chapter 1: Introduction</b>  | <b>1</b>  |
| 1.1 Background  | 1         |
| 1.2 Overall research purposes of the study  | 5         |
| 1.3 Background of the research ground   | 6         |
| 1.4 Significance of the study   | 7         |
| 1.5 The parameters of the present study   | 8         |
| <br>  |           |
| <b>Chapter 2: Literature Review</b>   | <b>10</b> |
| 2.1 The core conditions of counselling  | 10        |
| 2.1.1 Introduction  | 10        |
| 2.1.2 Definitions and meanings of core conditions of counselling  | 11        |
| 2.1.3 Empirical evidence for the effectiveness of guidance and<br>counseling skills training                    | 16        |
| 2.1.4 Empirical evidence specific for the effectiveness of the core<br>conditions in the teaching field         | 18        |
| <br>  |           |
| 2.2 Studies on guidance and counselling skill training for teachers   | 22        |
| 2.2.1 Introduction  | 22        |
| 2.2.2 The nature, characteristics and duration of the guidance and<br>counselling skills training programmes    | 23        |
| 2.2.3 The impacts of guidance and counselling skills training on<br>teachers                                    | 25        |
| 2.2.4 A critical review of methodology  | 29        |
| <br>  |           |
| 2.3 Guidance role of teachers   | 32        |
| 2.3.1 Roles and functions of teachers   | 32        |
| 2.3.2 Rationale for the importance of the guidance role of teachers<br>in Hong Kong                             | 34        |
| 2.3.3 Roles and functions of teachers in the guidance and<br>counselling  | 38        |
| 2.3.4 Empirical studies about guidance roles of teachers  | 43        |
| <br>  |           |
| 2.4 Factors to be considered for designing an effective training<br>programme for the guidance work of teachers | 46        |
| 2.4.1 Introduction  | 46        |
| 2.4.2 Elements of an effective teacher education programme  | 46        |

|                   |  |           |
|-------------------|--|-----------|
| 2.4.3             | The nature and characteristics of guidance and counselling training programmes | 49        |
| 2.4.4             | Elements of an effective guidance and counselling programme for teachers       | 51        |
| 2.4.5             | Integrated model of guidance and counselling training for teachers             | 55        |
| 2.4.6             | Critical incidents for change  | 57        |
| <b>Chapter 3:</b> | <b>Methodology</b>   | <b>60</b> |
| 3.1               | Introduction   | 60        |
| 3.1.1             | Purpose of the present empirical qualitative research                          | 60        |
| 3.1.2             | The research objectives and research questions of the present study            | 61        |
| 3.2               | The Training Programme   | 62        |
| 3.2.1             | The background of the training programme                                       | 62        |
| 3.2.2             | The objectives and content of the training programme                           | 62        |
| 3.2.3             | The nature and characteristics of the training programme                       | 65        |
| 3.3               | Research design and data collection methods                                    | 67        |
| 3.3.1             | Research design  | 67        |
| 3.3.2             | Sampling   | 69        |
| 3.3.3             | Instrumentation and operational details  | 69        |
| 3.3.4             | The rationale for the use of interviews and the constructs studied             | 72        |
| 3.4               | Methodological issues  | 74        |
| 3.4.1             | Ethical concerns   | 74        |
| 3.4.2             | Reliability and validity   | 75        |
| 3.4.3             | Strategies for keeping tasks to be neutral                                     | 76        |
| 3.4.4             | Triangulation  | 77        |
| 3.4.5             | Interpretation on neutral ground   | 79        |
| 3.5               | Method of analysis   | 79        |
| <b>Chapter 4:</b> | <b>Results</b>   | <b>82</b> |
| 4.1               | Changes in attitudes and skills in different context of pupils' problems       | 83        |

|                              |  |     |
|------------------------------|--|-----|
| 4.1.1                        | Illustration of categories   | 85  |
| 4.1.2                        | The individual student teacher development in attitudes and skills during training   | 100 |
| 4.1.3                        | Grouping of student teachers' development across the three areas   | 112 |
| 4.1.4                        | Comment  | 114 |
| 4.2                          | The themes and critical incidents for change in knowledge, attitudes and skills of guidance and counselling skills training as perceived by student teachers | 119 |
| 4.2.1                        | The themes / patterns for change   | 120 |
| 4.2.2                        | The factors or critical incidents for change in training methodology   | 121 |
| 4.2.3                        | Characteristics of the training programme that facilitate the changes  | 124 |
| 4.2.4                        | Comments   | 126 |
| 4.3                          | The guidance role of class teachers  | 129 |
| 4.3.1                        | The development of the awareness and understanding of the guidance role of teacher   | 129 |
| 4.3.2                        | Summative evaluation of the training program   | 131 |
| 4.3.3                        | Comments   | 133 |
| <b>Chapter 5: Discussion</b> |  | 136 |
| 5.1                          | Introduction   | 136 |
| 5.2                          | General issues in effective preparation for the guidance role of teacher   | 138 |
| 5.2.1                        | Teacher Education  | 138 |
| 5.2.2                        | Policy planning  | 147 |
| 5.2.3                        | Implementation of policy in schools  | 150 |
| 5.3                          | A proposed model for removing or minimizing bias towards pupils  | 153 |
| 5.3.1                        | Bias found in handling pupils' problems  | 153 |
| 5.3.2                        | A proposed model for removing or minimizing bias towards pupils  | 158 |
| 5.3.3                        | The stages of the model  | 160 |

|   |            |
|---|------------|
| <b>Chapter 6: Conclusion</b>  | <b>171</b> |
| 6.1 Concluding the main themes of the present study   | 171        |
| 6.2 Validity and reliability of reasons for change of knowledge, attitudes, and skills  | 177        |
| 6.3 Suggestion for future research  | 178        |
| <br>  |            |
| <b>Appendices</b>   |            |
| Appendix 3.1: Module outline  | 180        |
| Appendix 3.2: Survey for the guidance role of a class teacher   | 184        |
| Appendix 3.3: Filtering question questionnaire  | 187        |
| Appendix 3.4: Initial in-depth interview schedule   | 188        |
| Appendix 3.5: Final in-depth interview schedule   | 192        |
| Appendix 3.6: Classroom assessment technique  | 196        |
| Appendix 3.7: Written consent   | 198        |
| Appendix 3.8: Summative evaluation of learning outcome: "Reaction" sheet  | 200        |
| Appendix 4.1: Case example for justification of categorization  | 201        |
| Appendix 4.2: Evidences for themes / patterns identified by groups in Part II of interview 2                                  | 209        |
| Appendix 4.3: Evidences of the factors and critical incidences  | 213        |
| Appendix 4.4: Evidences for the development in teachers' awareness, perception, understanding of the guidance role of teacher | 222        |
| <br>  |            |
| <b>References</b>   | <b>225</b> |

## List of Tables and Figures

|            |   |     |
|------------|---|-----|
| Table 1.1  | Teacher education bridges the gap between policy and practice   | 4   |
| Table 2.1  | Details of principal studies on guidance and counselling training for teachers  | 23  |
| Table 2.2  | Roles and functions of teachers   | 33  |
| Table 2.3  | Integrated Model of Training  | 56  |
| Table 3.1  | Objectives and content of the training programme  | 64  |
| Table 4.1  | The context of the two different cases  | 84  |
| Table 4.2  | Summary table of attitude towards pupils  | 85  |
| Table 4.3  | Summary table of feeling for pupils   | 90  |
| Table 4.4  | Summary table of counselling skills and strategies to pupils  | 95  |
| Table 4.5  | The change of individual student teacher in the three areas during training and the overall categories  | 102 |
| Table 4.6  | Sum of scores across the three areas in case 1 and case 2   | 110 |
| Table 4.7  | Summary table of the changes in categories in number of student teachers  | 119 |
| Table 4.8  | Frequency and reason of the factors and critical incidences which were mentioned by student teachers for the change in handling pupils' cases | 123 |
| Table 4.9  | Summary table of development in teachers' awareness, perception, understanding of the guidance role of teacher                                | 130 |
| Table 4.10 | The result of "Reaction" with mean and standard deviation   | 133 |
| Table 5.1  | The context of cases for training   | 142 |
| Figure 3.1 | Design of data collection   | 68  |
| Figure 4.1 | Individual Change in Attitude towards Pupils  | 103 |
| Figure 4.2 | Change in emotional involvement (feeling for client)  | 105 |
| Figure 4.3 | Individual Change in Counselling skills and strategies  | 107 |
| Figure 5.1 | Theoretical model to remove or minimize bias to pupils  | 159 |

# **Chapter 1: Introduction**

## **1.1 Background**

After working as a class teacher and guidance master in a secondary school for twelve years, my experience suggests that teachers can contribute much to the personal and social development of pupils. Since 1995, I have been working in the Hong Kong Institute of Education (HKIEd). Being a teacher educator trained in guidance and counselling, I have great interest in preparing the pre-service teachers to take up their guidance roles effectively in schools in Hong Kong. In September of year 2000, I taught a new B.Ed. module with three credit points. One of these credit points concentrated on the guidance role of teachers. I was the trainer and the researcher of that module. I developed, implemented the training programme, and conducted the present research.

Parents and teachers are the most important significant others in the personal and social development of primary school pupils (Stone & Bradley, 1994). Scholars in the world suggest that teachers, besides teaching, need to provide guidance, help and facilitate the whole person development and the healthy self concept of pupils (Costar, 1980; Hamblin, 1993; Lam, 1995, 1998; Lung, 1998; Lung & Luk-Fong, 1998; McIntyre & O'Hair, 1996; McGuinness, 1998; Watkins, 1995). In Hong Kong, in the educational policy of Whole School Approach to guidance in the Education Commission Report No. 4 (1990), all teachers are expected to play a guidance role to help pupils to recognize and overcome their problems in schools. The original statement of that policy is as follow:

*"All teachers play a vital part in helping students to recognize and overcome their problems. Being in the front line, teachers are often in better position to identify students in need of help and to offer assistance. Teachers, however, require the leadership of the school principals and the full support of the management, to create a positive environment in the schools in which students' problems are responded to in a positive and constructive manner, for example, by providing developmental and constructive programmes to facilitate personal development, social adaptation and adjustment in schools. We call this the "whole school approach." (p.28-29)*

For the contribution of teachers to the all-round development of students, this emphasis can be seen from three important official documents, A Statement of Aims (Education and Manpower Branch, 1993), Education Commission Report No. 7 (Education Commission, 1997) and Education Blueprint for the 21st Century (Education Commission, 1999). In the Education Blueprint for the 21st Century, teachers are asked specifically to:

- be aware that students play the main role in the learning process;
- have the responsibility to encourage self-motivated and effective learning among students, and provide guidance to students in the course of progress towards adulthood; and
- be a good role model in the cultivating of values in students. (p.26)

From the above documents, besides the role of instructor and facilitator to encourage learning, the guidance role to enhance personal development and the role model of values for pupils should be emphasized by all teachers. In brief, the guidance role of teachers and their contribution to the whole person development of students is affirmed in the official documents. However, questions arise concerning the nature and limitation of the guidance role of teachers, their major guidance responsibilities, the justification of "guidance role"

for teachers, and the relationship between the guidance role of teachers and their main duty of teaching. These are not yet clarified or spelled out explicitly in the documents. All of these are important questions for setting the foundations of the school guidance and counselling policies and they will be explored as part of the literature review in the next chapter.

Theoretically, teachers have much to contribute for the whole person development of students and in guidance work, but in reality, teachers may do little due to constraints in time, training and materials that are needed for doing these works satisfactory (Costar, 1980; Yau-Lai & Luk, 1986). In a study (Lung & Luk-Fong, 2001) about the evaluation of ten years of implementation of Whole School Approach to Guidance in 39 secondary schools in Hong Kong, the participation of school personnel in guidance work was far from satisfactory. Result of data analysis showed that only 44.1% of the school heads, 88.2% of guidance team heads, 70.6% of class teachers and 32.2% for other ordinary teachers were actively involved in the schools' guidance programme. Only a small percentage of school heads were involved in guidance work. The involvement of school heads was far less than guidance team heads. Questions like "What could be the reasons for this?" and "What are the implications for the quality of guidance services in schools?" became obvious. The involvement of class teachers was relatively high compared with school heads. As such, significant questions to be addressed were "Do class teachers have enough training in guidance and counselling?" and "What are the basic guidance and counselling training for class teachers?" The findings from this study showed that, in general, only guidance team heads and class teachers were highly involved in guidance work in schools, and that not all school personnel had been so involved in guidance systems in most schools. It seems that the deviation from the Whole



School Approach to guidance as advocated in the policy papers was substantial. There is a big gap between policy goals and actual practice.

Moreover, even though there is literature on the guidance work of teachers in secondary schools in Hong Kong (Education Department, 1986, 1993; Hui, 1994, 1998; Lam, 1995, 1998; Leung, 1993; Luk-Fong & Lung, 1999; Tong, 1998; Yau-Lai & Lau, 1986), little has been discussed about guidance work of teachers in primary schools. The present research explores the effective preparation of pre-service primary teachers with regards to their guidance roles and how this may contribute more understanding of guidance work in primary school and bridge the gap between policy planning and actual practice as shown in table 1.1. In order to implement the policy successfully and smoothly, we need to consider policy planning, staff development and the actual practice in schools.

Table 1.1 Teacher education bridges the gap between policy and practice

| Aspects       | Policy  | Staff development  | Practice   |
|---------------|---|--|--|
| Stages        | Setting the policy  | Teacher education  | Implementation of policy in schools  |
| Key questions | What are the rationales of the guidance role of teachers and the need for training? | How to prepare pre-service teachers for the guidance role of teachers effectively? | What can be done to help teachers to perform the guidance role effectively in schools? |

For the effective implementation of the guidance role of teachers in schools, the questions like “What are the rationales of the guidance role of teachers and the need for training?” “How to prepare pre-service teachers for the guidance role of teachers effectively?” and “What can be done to help teachers to perform the guidance role effectively in schools?” are three interrelated questions, which need to be explored.

Gaps between policy planning and implementation often exist, no matter how well the policy is viewed by the policy makers at the planning stage. There must be preparation for policy implementation, which may include the readiness of concerned parties, the readiness of resources, the time frame of implementation, and the legal preparations (Cheng & Cheung, 1996). This thesis will have a particular concern with readiness of trainee teacher for the classroom role. Therefore, the present study will focus on teacher development, and discuss issues in the three aspects of policy setting, teacher education and implementation of policy in schools from the point of view of a teacher educator.

## **1.2 Overall research purposes of the study**

There is a body of literature about the meaning and training for the guidance role of teachers (Costar, 1980; Fong, 1992; Hamblin, 1993; Hui, 1998; McIntyre, 1996; McGuinness, 1998). Training in guidance and counselling can make changes in teachers' behaviour, attitudes and classroom atmosphere with a more student-centered approach in teaching, feeling of competence to practise their guidance role, and more humanistic orientated in classroom climate (Dexter, 1996; Hall, Hall & Sirin, 1996; Hall, Hall & Abaci, 1997; See, Hall & Hall, 1998). In Hong Kong, there is a need for more guidance and counselling training for in-service teachers (Hui, 1998; Luk-Fong & Lung, 1999; Yau-Lai & Luk, 1986) as well as pre-service teachers as reflected in school heads' view in the contextual analysis for programme development for B.Ed. and PGDE of HKIEd in discussing the requirement of "a quality primary school teacher" (Contextual analysis research team, HKIEd, 1997). However, what ought to be the aims, content, pedagogy, and evaluation in a teacher education programme for preparing

pre-service teachers for the guidance role of teachers? What factors need to be considered in order to develop a teacher education programme for preparing pre-service teachers for the guidance role of teachers? These questions will be discussed in the literature review chapter. Then, what are the developments of the participants in knowledge, attitudes and skills in the training programme? What are the factors for bringing changes in participants in the programme? How do the student teachers' ability to handle pupils' problems and awareness of the guidance role develop during the training programme? All these are important and key questions which will be explored in the present study in order to have more understanding about effective preparation of pre-service teachers to take up their guidance role in schools. In brief, how to prepare pre-service teacher effectively with regards to their guidance role in the primary schools is the overarching question, which is seldom discussed or explored in the literature. Therefore, this will be the key concern of the present study.

### **1.3 Background of the research ground**

This study aims to study the development of pre-service teachers and make suggestions for effective preparation of the pre-service teachers with regards to their guidance role in Hong Kong primary schools. The suggestions are based on empirical data concerning the development of pre-service teachers and the critical factors for changes in attitudes and skills in a guidance and counselling training programme. The programme is a part of a pre-service new B.Ed. module, namely, Personal and Social Education: Implementation and guidance role of teacher in a (4-year full time in primary) teacher education programme in

HKIED. The new module was launched in September 2000 with three credit points, having one credit point concentrating on the guidance role of class teacher.

#### **1.4 Significance of the study**

**Academic significance:** In addressing the research questions, the study can contribute to the understanding of the learning experiences and development of pre-service teachers in knowledge, attitudes and skills with regards to their guidance roles in schools.

**Practical significance:** The purpose of this study is to conduct research in teaching and learning, and applying outcomes to development and enhancement of the guidance and counselling training programme. The empirical results of this study will arrive at suggestions for effective preparation of pre-service teachers with regards to their guidance role in schools. This study will also give us hints and insights for the development, implementation and evaluation of other similar educational programmes in guidance and counselling training.

**Policy significance:** The results of this study and its hints and insights for the development, implementation and evaluation of other similar educational programmes would contribute knowledge and information to policy making concerning the adequacy of training in the guidance, counselling and caring aspect of teacher education.

This study has many aspects of significance, but one important point needs to be clarified about its significance or purpose which may be misunderstood by readers. The major purpose of this study is not to explore the effectiveness of the training programme, but to explore the learning experiences, development of participants and the factors for change of participants' attitudes, knowledge and

skills during the teaching and learning process. The purpose of this study is to gain insight into participants' development, learning and the process of teaching and learning rather than to assess the effectiveness of the training programme. Assessment of the programme has been done by the researcher for this study in order to understand more about the student teachers' learning in guidance and counselling. Teaching and learning are very complex activities. There are many factors affecting effective teaching and learning. Hence, for educators, it is important for them to have critical minds to look into their classrooms. They need to keep reflecting on their curriculum that includes aims, content, pedagogy and evaluation, so that they are able to construct the knowledge of teaching and learning and improve the curriculum. Since the author designs, implements the training programme, and conducts the present research, he is able to look at his teaching and student teachers' learning critically. This leads to continuous and effective improvements of the training programme. Also he can give suggestions for policy makers about teacher education and Whole School Approach to guidance in schools.

### **1.5 The parameters of the present study**

There are many approaches to guidance and counselling training, underpinned by different psychological theories. The present training programme focused mainly on the Rogerian, client-centered humanistic approach. This is not to devalue psychodynamic or behavioural approaches, but as a recognition of the consistent evidence in client-centered approach (Carkhuff, Berenson and Pierce, 1977; Rogers, 1957; Truax and Carkhuff, 1967) that the core conditions of counselling are a major factor for change in clients.

Following this line of thinking, the present study will explore the impact of the guidance training programme on teachers with reference to the core conditions of counselling. In addition, the client-centered approach is often used as a basis for training many paraprofessional helpers. It takes a relatively short time to learn this approach with its emphasis on mastering listening skills (Gladding, 1992).

## **Chapter 2: Literature Review**

### **Introduction**

Several topics will be reviewed in this chapter. The first topic reviewed is the meaning and effectiveness of the core conditions of counseling. The second topic is empirical studies on the impacts of short term guidance and counselling training for teachers. Then, the third topic is the nature, rationale and functions of the guidance role of the teachers while the fourth topic is the important factors that need to be considered in programme design in guidance and counselling for bringing changes in knowledge, attitudes and skills of participants.

### **2.1 The core conditions of counselling**

#### **2.1.1 Introduction**

The core conditions of counselling in the present study refers to unconditional positive regard, empathy and congruence. These are also the core conditions of counselling in Rogers's person-centred theory of counselling. Rogers (1957) hypothesized these core conditions as the "necessary and sufficient conditions of therapeutic personality change" (p.95). Many researchers have done studies concerned with the core conditions of person-centred therapy which contributes much to the science and practice of counselling (Brammer, Shostrom, & Abrego, 1989). Truax and Mitchell (1971) reviewed research on these conditions and stated that counsellors who were accurately empathic, genuine with positive regard in attitude would be effective in helping with many different kinds of clients regardless of their training or theoretical orientation. Aspy and

Roebuck (1977) found that teachers who were trained to provide higher levels of facilitative conditions, such as in empathy, positive regard and congruence, would develop an improved classroom climate and that climate would foster a range of positive learning and personal outcomes for their pupils. All these are the bases and reasons for the present study to explore the progress of student teachers with reference to the core conditions in a training programme. The definitions and meanings of core conditions, empirical evidence for the effectiveness of guidance and counselling training and empirical evidence for the effectiveness of core conditions in educational setting will be reviewed in the following sections.

### **2.1.2 Definitions and meanings of core conditions of counselling**

Rogers (1957) described empathy, congruence and unconditional positive regard as essential counsellor qualities which enhanced the process of therapeutic personality change. Rogers' claim was later supported by empirical research. Truax and Carkhuff (1967) identified empathy, congruence and warmth as the three core conditions and the pre-conditions which must exist for the client to benefit from any form of therapy or counselling. Rogers' article in 1957 and Truax and Carkhuff's research in 1967 are now taken as the basic texts on the core conditions of the therapeutic relationship (Dexter, 1996). The definitions and characteristics of the core conditions in counselling and psychotherapy will be introduced as follow.

#### **2.1.2.1 Definition of unconditional positive regard**

In 1957, Rogers (reproduced in Kirschenbaum & Henderson, 1990) defined unconditional positive regard as:

*"It involves as much feeling of acceptance for the client's expression of negative, "bad", painful, fearful, defensive, abnormal feelings as for his expression of 'good',*



*positive, mature, confident, social feelings, as much acceptance of ways in which he is inconsistent as of ways in which he is consistent. It means caring for the client, but not in a possessive way or in such a way as simply to satisfy the therapist's own needs. It means a caring for the client as a separate person, with permission to have his own feelings, his own experiences" (p. 225)*

Here, Rogers related the terms 'positive regard', 'caring', 'warmth' and 'acceptance' with this attitude. Mearns and Thorne (2000) offered a definition in a clear and simple way:

*"Unconditional positive regard is the label given to the fundamental attitude of the person-centred counsellor towards her client. The counsellor who holds this attitude deeply values the humanity of her client and is not deflected in that valuing by any particular client behaviours. The attitude manifests itself in the counsellors' consistent acceptance of and enduring warmth towards her client" (p. 64).*

Here, Mearns and Thorne emphasized the importance of the counsellors' attitude, respect and values of humanity. These two definitions help us to understand more of the underlying meaning of the concept of unconditional positive regard. It was suggested by Wilkins (2000) that the first definition focus on what it looked like, what must be done in order to offer it. It is an operational definition. The second definition tells us about the nature and characteristic of it, emphasizing that it is an attitude which must be held towards the others.

Mearns and Thorne (2000) commented that there were 'personal limits' of human beings, and so it was hard for counsellors to guarantee unconditionality. In addition, in its literal sense, it was also impossible to achieve "unconditional positive regard".

All these may be the reasons for other scholars (Carkhuff, 1969; Hawtin, 2000; Mearns & Thorne, 2000; Rogers, 1983; Wilkins, 2000) to use other names such as "acceptance", "non-possessing warmth", "respect", "prizing", "affirming"

and “valuing” to describe the spirit of this concept and making it to be more accessible by human beings.

#### 2.1.2.2 Definition of empathy

Rogers (1990) described empathy as:

*“The ability of the therapist to perceive experiences and feelings accurately and sensitively, and to understand their meaning to the client during the moment to moment encounter of psychotherapy..... Accurate empathic understanding means that the therapist is completely at home in the universe of the client...It is a sensing of the client’s inner world of private personal meanings as if it were your own, while never forgetting it is not yours...The ability and sensitivity required to communicate these inner meanings again to the client in a way that allows them to be “his” experiences are the other major part of accurate empathic understanding. To sense the client’s fear, his confusion, his anger, or his rage as if it were a feeling you might have (but which you are currently not having) is the essence of the perceptive aspect of accurate empathy. To communicate this perception in a language attuned to the client, which allows him more clearly to sense and formulate his fear, confusion, rage or anger, is the essence of the communicative aspect of accurate empathy.”(p.15-16)*

In this definition, there are two aspects of empathy. They are the perceptive and communicative aspects. In this view, empathy is conceptualized as an ability to “sense client’s inner world” and to communicate “this perception in a language attuned to the client”.

Mearns and Thorne (2000) defined empathy as:

*“Empathy is a continuing process whereby the counsellor lays aside her own way of experiencing and perceiving reality, preferring to sense and respond to the experiences and perceptions of her client. This sensing may be intense and enduring with the counsellor actually experiencing her client’s thoughts and feelings as if they had originated in herself.” (p.41)*

This definition emphasizes the situational specific cognitive-affective state of the counsellor, “sensing and experiencing client’s thoughts and feelings as if they

had originated from oneself'. These two definitions are conceptualized differently. The first one is focused on the counsellor's empathic ability. Dexter (1996) stated that the existence of empathy rested mainly on the ability of the two parties (counsellor and client) to willingly communicate complete understanding. Factors being a barrier to the communication might include language, and its intrinsic potential for misinterpretation; cultural, educational, and individual incompatibilities; the motivation and ability of the individual to communicate honestly and completely. Dexter pointed out that there were many external interpersonal and environmental factors as barriers. However, he neglected those intrapersonal or situational factors as barriers.

In the second definition, focus is on the empathic experience of the counselor, and this experience may be affected by situational factors or intrapersonal factors. Duan and Hill (1996) suggested that intrapersonal or situational factors may include counsellors' mood, knowledge of the client, and the awareness of the client's cultural background; the nature of clients' emotions; and client-counsellor values and their value differences. These need to be further researched to understand the cause-effect relationship between empathic experience and its influencing factors.

#### 2.1.2.3 Definition of congruence

Genuineness, congruence, transparency or authenticity have all been used to refer to the helper's effective avoidance of posturing, playing a role, or erecting a facade. In brief, the counsellor is being "real" (Dexter, 1996). Rogers (1961) used both genuineness and congruence interchangeably and defined congruence as:

*"individuals whom we somehow trust because we sense they are being what they are,*

*that we are dealing with the person himself, not with a polite or professional front.....he is exactly what he is, without a facade, or a pretence.....It is when the therapist is fully and accurately aware of his inner feeling and living genuinely to what he is experiencing at this moment in the interpersonal relationship with client. ....Congruence is the term used to indicate an accurate matching of one's outside behaviour and inner being.” (p. 61)*

This definition explains the importance, nature and characteristic of congruence. However, Mearns and Thorne (2000) defined congruence as:

*“Congruence is the state of being of the counsellor when her outward responses to her client consistently match the inner feelings and sensations which she has in relation to the client.” (p.84)*

This definition emphasizes the experience, the state of matching the inner and outer experiences of the counsellor. In addition, they also claimed that this concept of congruence or genuineness was difficult for research because “95 per cent of the counsellor’s congruent responding will go unnoticed” (p.85).

From the above discussions, Mearns and Thorne (2000) defined unconditional positive regard as an “attitude”, empathy as a “process” and congruence as a “state of being” for the counsellor in relation to her client. Meanwhile, Rogers (1957, 1961, 1990) defined unconditional positive regard as “attitude”, empathy as “ability” and congruence as “attitude”. There are variations in the definitions of the constructs of core conditions of counselling.

By comparing the views of Rogers and Mearns and Thorne, fuller meanings of core conditions of counselling is unfolded. However, a difference is also found in the conceptions or nature of the elements of core conditions. Mearns and Thorne’s definitions are simple and clear while Rogers’ definitions are detailed and concrete. Since there are variations in meanings, the core conditions such as congruence (Tudor & Worrall, 1994), empathy (Duan & Hill,

1996), and unconditional positive regard (Wilkins, 2000) were constantly reconsidered or reviewed by scholars. But most of these reviews are usually on a conceptual level and not on an application level such as in guidance and counselling training. Further research with empirical data may be required to bring new light to the application of these concepts in training. One of the directions for future research as suggested by Duan and Hill (1996) was finding how do counsellors' emotions or client's emotion predict counsellors' empathy. One of the objectives of the present study is to explore the relationship between client's emotion and helper's empathetic response.

### **2.1.3 Empirical evidence for the effectiveness of guidance and counselling skills training**

Before introducing empirical evidences for the effectiveness of core conditions in educational settings, the evidence for the effectiveness of guidance and counselling training will be discussed first. There is much research evidence indicating that teachers, after having training in interpersonal skills or guidance and counselling training, will have various desirable results. These results include improved classroom climates, changes in teachers' and pupils' perception, enhancing teachers' level of interpersonal functioning, fostering a range of learning and personal outcomes for pupils, reduction of teacher stress and better performance in teaching practice for student teachers.

For classroom climates and changes in teacher and pupils' perception, See, Hall and Hall (1998) found that 42 school teachers, after training in guidance and counselling skills, took a more "humanistic" rather than "custodial" attitude towards their pupils. A greater preference for "co-operative learning" rather than "competitive" or "individualized learning", with greater trust for their pupils' learning was found in those teachers with training. In addition, pupils with

teachers having training, also reported a remarkable change of classroom climate. They would perceive their classes as more cohesive, more diverse with interests and activities, and less guided by formal rules. Teaching methods matched the individual needs. Their learning environment was sufficient, having less friction, difficulties, apathy, competition, and cliques. It was more goal orientated, more democratic, with more satisfaction in class work.

With regard to enhancing interpersonal functioning of teachers and fostering a range of learning and personal outcomes of pupils, Aspy and Roebuck (1977) conducted a large-scale study with a series of many basic studies. The data suggested that counselling skills training could enhance teachers' levels of interpersonal functioning and at the same time promote a range of learning and personal outcomes for their pupils. The levels of interpersonal functioning was measured by an instrument which was adapted from Carkhuff for measuring the core conditions of counselling. Rogers and Freiberg (1994) reviewed their research and declared that Rogers' (1962) core conditions for the counselling relationship, of empathy, genuineness and positive regard, would contribute much, to the quality of teaching and learning in the classroom. In addition, Smilansky (1984) and Woodhouse, Hall and Wooster (1985) indicated that counselling skills training could have an impact on the reduction of teacher stress, which in return enhances the quality of the pupils' learning experience.

Concerning the performance in teaching practice, Burns (1992) found that student teachers who had training for about 15 hours of personal growth work with interpersonal skills, performed significantly better in school-based teaching practice than did those without training. The difference was reflected in the final teaching practice mark of those trained and untrained student teachers (67.4 versus 62.1) and a record of absence (0.2 versus 0.38 days per student teachers)

from the 10 week period of teaching practice. These differences were significant at  $p < .05$  level. There was also a significant difference between trained and untrained student teachers in stress symptoms after teaching practice with the untrained group manifesting the greater severity / incidence of symptom such as in general fatigue, dry throat, headaches, poor sleep and painful stomach.

#### **2.1.4 Empirical evidence specific for the effectiveness of the core conditions in the teaching field**

In most empirical studies, the most often used instrument for measuring the core conditions of counselling is the Carkhuff rating scales (Carkhuff 1969, v. I, p.174). These scales are used to assess helpers' positive regard, empathy, and genuineness. Positive regard involves a five point scale running from one to five, from the lowest level to highest level. To illustrate how the positive regard is being judged by raters, the full Carkhuff rating scale is shown below:

- “Level 1: The verbal and behavioral expressions of the helper communicate a clear lack of respect (or negative regard) for the helpee(s).*
- Level 2: The helper responds to the helpee in such a way as to communicate little respect for the feelings, experiences, and potentials of the helpee(s).*
- Level 3: The helper communicates the minimal acknowledgment of regard for the helpee's position and concern for the helpee's feelings, experiences, and potentials.*
- Level 4: The helper clearly communicates a very deep respect and concern for the helpee.*
- Level 5: The helper communicates the very deepest respect for the helpee's worth as a person and his potentials as a free individual.” (p.178-179)*

The empathy scale also runs from one to five. At the lowest level, “the first person appears completely unaware or ignorant of even the most obvious expressed surface feelings of the other person...” At the highest level the first person “...almost always responds with accurate empathic understanding to all of the other person's deeper feelings as well as surface feelings.” The genuineness

scale runs from level one where "...the first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative to what he is feeling as regards the second person..." to level five where the first person "... is freely and deeply himself in a non-exploitative relationship with the second person." In all these scales, level 3 is regarded as the minimal level of facilitative interpersonal functioning.

In the literature, there is strong evidence that the core conditions of counselling embedded in interpersonal skills and attitudes facilitate pupils learning and constructive change in attitude and behaviour. Dixon and Morse (1961) reported that empathy was related to positive pupil perceptions. Teachers with a "more open" attitude to listen to pupils' voices were perceived by their pupils as significantly more student-centred, that means being empathic, congruent, and unconditional in their level of regard. Truax and Tatum (1966) found that pupils having high levels of empathy and positive regard from their teachers would adjust better to school, teachers and their peers. Aspy (1969) extended these findings, pointed out that pupils of teachers offering high levels of empathy, warmth and genuineness demonstrated a higher gain in their reading achievement over a group of comparable pupils of teachers offering low levels of these conditions. Hefele (1971) examined the relationship between the offered level of interpersonal skills of student teachers and the academic achievement of deaf pupils and found that there was a positive relationship.

Carkhuff (1971) further examined this positive relationship by utilizing the analyses of the taped classroom recordings. He discovered that student teachers in elementary school, functioning at higher levels of core conditions of counseling, appeared to use (1) positive reinforcing behaviours, such as praise and encouragement, acceptance and clarification of pupils' feelings and ideas; (2)



more interaction with their peers; and (3) more extensively involved in classroom activities when stimulated by their peers rather than the teacher.

Aspy, Roebuck and Aspy (1984) stated that the National Consortium for Humanizing Education (NCHE) had intervened in several school systems trying to implement humane practices in education by improving the facilitative interpersonal skills. Results of the NCHE training indicated that improvement in empathy, congruence, and positive regard was accomplished. The mean levels changed approximately from 2.0 to 3.0 for these three Carkhuff (1969) scales (It must be noted that 3.0 or level 3 is regarded as minimal level of facilitative interpersonal functioning of the five point scale. Teachers at level 2 or 1 are regarded as poor or very poor in interpersonal functioning). Moreover, the major thrust of enhancing student performance was also achieved. The experimental group made significantly higher achievement test gains than did the control group for all grade levels except grade 10-12 students in English achievement.

Rogers and Freiberg (1994) summarized the result of the work of Aspy and Roebuck (1977), in which there is a large scale study involving six hundred teachers and ten thousand students from kindergarten to twelfth grade. Pupils of teachers who were trained to offer high levels of facilitative conditions including empathy, congruence, and positive regard and pupils of teachers who did not offer high levels of these facilitative conditions were compared. Pupils in classrooms of high facilitative teachers (when compared to low facilitative teachers) suggest the following:

1. Pupils miss five days per year as compared with nine days (for pupils in low-empathy teachers). That is missing four fewer days of school during the year. The difference was statistically significant at the  $p < .005$  level.
2. Pupils in grades three to twelve have increased scores on self-concept

measures, such as in teacher-school interactions, physical appearance, interpersonal adequacy, autonomy, academic adequacy, and their place within the total school environment, indicating a more positive self-regard. All the gains were significant beyond the  $p < .05$  level.

3. Pupils in grades one to twelve make greater gains on academic achievement, including both math and reading scores. Except for English achievement in grades ten through twelve, statistical significant achievement gains beyond the  $p < .05$  levels were reported in all grades in Mathematics and English.
4. Pupils in grades two to six with person-centred classrooms present fewer disciplinary problems and commit fewer acts of vandalism to school property.
5. Pupils are more spontaneous and more ready to use higher levels of thinking as measured by Bloom's Taxonomy of Cognitive Thinking.

Rogers and Freiberg (1994) found that in other studies conducted by Aspy and Roebuck (1975a, 1975b), teachers who provided high levels of empathy were also characterized by a cluster of other behaviours such as the following:

1. More response to pupils' feelings
2. More use of pupils' ideas in ongoing instructional interactions
3. More discussion with pupils (dialogue)
4. More praise of pupils
5. More congruent teacher talk (less ritualistic)
6. More tailoring of contents to the individual pupil's frame of reference (explanations created to fit the immediate needs of the learners)
7. More smiling to pupils

In order to differentiate the application of the constructs of core conditions in the teaching field versus counselling settings, Rogers (1983) suggested that the

names, but not the basic meaning of the constructs should be changed. Thus, empathy became “ understanding the meaning to the student of his experiencing”, congruence became “genuineness”, or “realness” and unconditional positive regard became “respect” or “positive regard”. They are important conditions for effective teaching and learning.

## **2.2 Studies on guidance and counselling skill training for teachers**

### **2.2.1 Introduction**

There are different kinds of guidance and counselling training programmes for professionals such as psychotherapists, counsellors, social workers, nurses, educational personnel and so on. Given the boundary and focus of this study, the present review is confined to those research studies directly related to guidance and counselling skills training programmes for in-service and pre-service teachers, and not for other professionals. In order to explore the impact of short term guidance and counselling skill training programmes on teachers, those studies with clear description of the training programmes and empirical data showing the impacts were reviewed. There are not many of this kind of studies, and table 2.1 shows the principal studies reviewed in this chapter.

Table 2.1 Details of principal studies on guidance and counselling training for teachers

| Researchers                 | Year | No. in sample | Target | Programme nature                    | Duration (hr) | Types  |
|-----------------------------|------|---------------|--------|-------------------------------------|---------------|--------|
| Berenson, Carkhuff & Myrus, | 1966 | 12/12/12      | Pre    | HRT                                 | 20            | Q / VR |
| Black & Phillips            | 1982 | 54/51         | Pre    | HRT                                 | 22            | Q / V  |
| Burns                       | 1992 | 29/26         | Pre    | HRT                                 | 15            | Q      |
| Carkhuff                    | 1971 | 12/36         | Pre    | HRT (Carkhuff)                      | 25            | V      |
| Hall, Hall & Sirin          | 1996 | 82            | In     | HRT                                 | 30            | Q / I  |
| Hargie                      | 1984 | 7             | In     | micro-counselling skills            | 36            | VR     |
| Higgins, Moracco & Danford  | 1981 | 45/22         | Pre    | HRT (Carkhuff)                      | 20            | V      |
| Kapur & Cariapa             | 1978 | 18            | In     | Orientation and sensitizing         | 26            | V      |
| Long, Paradise & Coleman    | 1978 | 29/35         | Pre    | HRT                                 | 3             | V      |
| Miller                      | 1973 | 8/8           | In     | HRT (Carkhuff)                      | 18            | VR     |
| See, Hall & Hall            | 1998 | 42/7          | In     | HRT                                 | 27.5          | Q      |
| Siefer                      | 1997 | 30            | In     | Guidance and counselling strategies | 11            | Q      |
| Warner                      | 1984 | 29/14         | In     | videotape, HRT (Carkhuff)           | 0.6           | V      |

Pre = pre-service; In = in-service; HRT = human relation training

I = individual interview; Q = questionnaire; VR = video record rating; V = vignettes

### **2.2.2 The nature, characteristics and duration of the guidance and counselling skills training programmes**

For the nature of the programmes being reviewed, most of the guidance and counselling skills training programmes for teachers in the literature were human relation training (HRT) while the others had emphasis on micro-counselling skills, guidance and counselling strategies, and in sensitizing teachers to pupils' emotional problems. The key elements of the HRT programmes were the core conditions of facilitative communications such as empathy, genuineness, and positive regard. There were usually three phases of training in a typical HRT programme. Firstly, the rationale and the use of skills were explained. Secondly, these skills were demonstrated by the instructor or by using multimedia.

Thirdly, the skills learned were practiced by the participants (Higgins, Moracco & Danford, 1981).

With reference to the characteristics of the training programme, most of the HRT programmes used the Carkhuff training model. According to Miller (1973), there were three main reasons for choosing Carkhuff's method. Firstly, the Carkhuff method concentrated on the conditions conducive to the pupils' development. Secondly, there were reasonable amounts of empirical studies, more than twenty, to support the effectiveness of the Carkhuff training method with different samples (Carkhuff, 1969; p.301-310), indicating the overall effectiveness of the Carkhuff method. Thirdly, it involves a structured format which was replicable from one training programme to another. In Carkhuff's training method, usually a small group of eight to ten people would discuss personal and / or professional problems under the guidance of a trainer. One or more of the following dimensions would be explored: 1) empathic understanding, 2) respect, 3) genuineness, 4) specificity of expression, 5) self-disclosure, 6) confrontation, 7) immediacy. The specific dimensions selected for a particular training programme depended on the group involved and the amount of time available for training.

Finally, most of the programmes were mainly for in-service teachers with some for pre-service teachers. The duration of the short term guidance and counselling skills programmes varied. For pre-service teachers, the duration of training was around 20 hours with the shortest being 3 hours to the longest being 25 hours. The range of the in-service training time was even greater with the shortest being a videotape programme of 38 minutes to a module of micro-counselling in a diploma programme of 36 hours.

### **2.2.3 The impacts of guidance and counselling skills training on teachers**

The impacts of the training programmes on participants can be categorized into four different types. They are:

- A) Stylistic changes or attitude changes in teaching, such as the teacher-centred approach to child-centred approach (Burns, 1992; Hargie, 1984) or from the custodial attitude to a more humanistic attitude towards pupils (See, Hall & Hall, 1998). There is another kind of attitude change. This is an attitude change towards oneself, such as greater scores for pre-service teachers' attitude toward themselves as teachers and as ideal teachers, (Higgins, Moracco & Danford, 1981) and more confidence in tackling pupils' problems in school (Kapur & Cariapa, 1978).
- B) A significant increase in application of guidance and counselling strategies, such as using body language, minimal encouragement, reflection of feeling and content, self-disclosure and expression of feeling in both personal and professional life (Hall, Hall & Sirin, 1996) and in classroom management practices for pupils being at-risk in school failure (Siefer, 1997).
- C) A significant increase in scores of interpersonal functioning in empathy, positive regard and genuineness (Berenson, Carkhuff & Myrus, 1966; Carkhuff, 1971; Miller, 1973).
- D) Significant improvement in affective sensitivity such as in empathic responding (communicated empathy) (Black & Philips, 1982; Higgins, Moracco & Danford, 1981; Long, Paradise & Coleman, 1978; Warner, 1984).

The impacts of type C and D categories, in interpersonal functioning and affective sensitivity, are most relevant to the present study. They will be discussed in detail as follows.

In type C category, there are three experimental design studies concerning

interpersonal functioning. Regarding Berenson, Carkhuff and Myrus's (1966) study, volunteer college students were randomly selected to one of the three groups. The responses of the participants for a standard interview were recorded on tape and were rated by experts. After 16 hours of interpersonal functioning training and 4 hours of group therapy experience, the experimental group (12 college students) changed from 1.88 to 2.70 in their overall average score in a five point scale with dimensions in empathy, positive regard, genuineness, concreteness and self-exploration. There were improvements in the interpersonal functioning of the experimental group, with about one level higher compared with little progress (from 1.85 to 2.08) of a control group.

In Carkhuff's (1971) study, all 36 student teachers' written responses to the helpee stimulus expressions presented in the Communication Index of Interpersonal Functioning (CIIF) were rated independently by two raters. CIIF is a composite assessment of the seven dimensions in accurate empathy, positive regard, genuineness, concreteness, immediacy, significant other reference and confrontation. These dimensions were operationally defined on Carkhuff's scale (1969). There was a significant increase in the score of CIIF for experimental group (12 student teacher) from 1.717 to 2.663 after their training and that was nearly one level higher on a five point scale, after 25 hours of HRT.

For Miller's (1973) study, 16 elementary school teachers received 18 hours of HRT training during an intensive weekend programme. Due to limited time for training, the dimensions of empathy, respect, genuineness and specificity of expression were focused on learning. The Communicated Index was used to measure learning. The Communicated Index contained sixteen detailed written expressions of helpee's problems to which the teachers wrote a helping response for each of the expressions. Based on Carkhuff's (1969) scale, the written

expressions were rated and the result was reflected in the Communication Index. The Communication Index of the experimental group was 2.20 before training and 2.78 after training with about a 0.5 level of improvement based on a five point scale.

The results of the above studies showed that participants, after training for about 20 hours, made significant gains in their interpersonal skills with a 0.5 to 1 level higher in a one-to-one counselling relationship. However, Miller's study also illustrated that the acquired interpersonal skills might not be transferred to daily classroom interaction as reflected in t-tests of rating scores. Due to the limitation of this quantitative study, no inferential statements about the reasons of no transfer were made and further research or reference to other literature was encouraged (Miller, 1973).

In type D category, there were four experimental design studies concerning affective sensitivity, empathic responding, and communication empathy. In Black and Phillips's (1982) study, after 22 hours of training for HRT, student teachers, as an experimental and control group, were measured for their communicated empathetic understanding by Gazda's Index of Responding which was based on Carkhuff's (1969) scale. It was found that the experimental group had significant improvement in communicated empathy in the post-tests result at  $p < 0.001$  level. For Higgins, Morocco and Danford's (1981) study, after 20 hours of the HRT course, a measure for empathic responding was measured by rating student teachers' responses to 15 teaching vignettes with typical concerns for school age children. The experimental groups, especially the one with the group approach, had greater scores for empathic responding than the control group.

Long, Paradise and Coleman (1978) and Warner (1984) had similar studies concerning about enhancing teacher-affective sensitivity. There were consistent



and contradicting results obtained between these two studies. Comparing the results between them, the treatment groups consistently had higher scores in empathic responding than the control groups, but there was a significant difference in the quality of the responses to the emotional state of the client. The details of these two studies are described below.

Long, Paradise and Coleman (1978) investigated the effect of facilitative communication training on the quality of the teacher responses to various pupils' problems together with the accompanying emotional states of anger, joy, or depression. The subjects (64 student teachers), after having 3 hours of human relationship training, responded in writing to 15 audiotaped stimulus vignettes. Each stimulus vignette was about three sentences in length, along with a problem stimulation and accompanying emotion of the pupil. In five of the stimulus, the emotion was anger, another five was depression while the remaining five was joy. The responses were rated according to Carkhuff's 5 point scale by an experienced rater. By using analysis of variance with emotion and problem type as repeated factors, the results showed that there were significant differences in between trained and untrained groups, as well as differences in quality of responses due to emotion. Teachers had greater empathy for pupils with joy, followed by pupils with depression and then, anger.

Using a similar approach, Warner (1984) examined the effect of a video programme on enhancing teacher affective sensitivity. Forty-three in-service teachers were randomly assigned to two treatment and one control groups. After viewing a 38-minute interpersonal communication skill development videotape programme, the two treatment groups gave written responses to the three stimulus vignettes. The vignettes were mainly classroom simulations of an anxious, depressed and angry pupil trying to express concerns to his / her teacher. The

responses were rated according to Carkhuff's scale by two experienced raters. The inter-rater agreement was 0.90. The results showed that the treatment groups had significantly greater scores on empathic responding on all three stimulus vignettes, but there was no significant difference in scores among states of emotion for both treatment and control groups. For the contradicting results between these two studies, in order to determine whether these differences in quality of responses were a result of using practicing teachers versus student teachers as subjects or due to the quality of stimulus vignettes (video versus audio presentations), further research was strongly recommended for clarification (Warner, 1984).

#### **2.2.4 A critical review of methodology**

The approach of using qualitative research in the present study is different from many other empirical studies in the literature. Most of the studies reviewed used quantitative research method. They were mainly studies with experimental design. In these studies, results of experimental and control groups in the areas of attitude changes towards pupils, attitude changes towards oneself, scores of interpersonal functioning, and score in empathic responding were being compared. Most of these studies only measured one or two of these areas and the most often measured quality was in the dimension of empathy by using Carkhuff's scale (Carkhuff, 1969).

However, there were few studies that measured several areas in one study or used qualitative method to investigate the areas. Moreover, there were very few studies which used qualitative method, such as in-depth interviews to explore the reasons or factors for change, in the above studied areas or in knowledge, attitude and skills of guidance and counselling.

The instruments and methods, used in the above, reviewed studies that were

usually of four types:

1. Questionnaires for evaluating change in attitudes or behaviour by participants' self report.
2. Responses to stimulus vignettes rated by experts using Carkhuff's scale for scores in interpersonal function such as in empathy, positive regard and genuineness.
3. Video record of interviews rated by experts by counting frequency or time for specific behaviour such as talk-time.
4. Use of semi-structured interviews conducted by researchers.

Most of the reviewed studies used questionnaires, responses to stimulus vignettes and video record of interviews. There were problems with research using these instruments. For example, there were problems in measuring empathy by experts in rating the video records of interviews. Cutcliffe (1999) criticized this kind of attempt to measure empathy including the problems associated with using audio tapes judged by third parties, the training of these third parties and the resulting problems of inter-rater reliability. Moreover, these studies were limited in measuring only the communication component of empathy without the unobservable empathic experience (Scott, 1984). Therefore, inaccuracies might arise in the translation of both the helper's and the helpee's empathic experience into the communication by the third party. Cutcliffe (1999) concluded that the third party rating could not capture the 'felt sense' of the therapeutic interaction, but only measure audible (and if video tape was used, visual) expressions of empathy. Therefore, some researchers (Long, Paradise & Coleman, 1978; Warner, 1984) used a self-rating scale instead of video record of interviews. The researchers provided the participants with a series of clinical case vignettes, and then, rated the participants' empathic responses to each of the

vignettes. However, the same problem of inter-rater reliability and only measuring the communication component of empathy, still existed as in expert rating in the video records of the interviews. In addition, empathy was not a single response that could be measured in this way. Mearns and Thorne (2000) commented that it was difficult to extract examples of empathy from tapes of counselling sessions or responses to vignettes because empathy was a process rather than a single response or some separated response. They commented that some researchers, who worked with the quantifiable empathic response rather than the empathic process, had restricted and reduced the complex and rich human processes to simple and separated responses. Therefore, there should be more research in exploring the complex and rich human processes.

Thinking in this line, the research on teaching community began to move away from quantitative methods that dominated process-product studies of teaching, by incorporating more qualitative research methods (Borko & Putnam, 1996). They observed that more researchers used the interpretive perspectives and qualitative methods in recent years in order to capture the richness and complexity of teachers' knowledge and belief systems and the changing process.

Therefore, in order to avoid the limitations in methodology, as mentioned above, and problems in some measuring instruments, qualitative method may be a good choice. To address the complexity of learning and the reasons for change, qualitative research method of in-depth interviews will be used in the present study. In-depth interviews, before and after attending the guidance and counselling programme, are used to explore the participants' attitudes, feelings, and application of counselling skills and strategies to pupils' problems. The whole process of interviews and the multiple continuous responses will be used to investigate the extensive views and learning experiences of the participants rather

than to study certain single areas or to capture single responses of the participants.

## **2.3 Guidance role of teachers**

### **2.3.1 Roles and functions of teachers**

According to Biddle (1995), when discussing teachers' roles, there were three different conceptions, "role as behaviour", "role as social position" and "role as expectation". The concept of "role as behaviour" mainly focused on the nature of a teacher's job. "Role as social position" focused on the status of teachers in society. "Role as expectation" referred to what the layman expected from teachers.

The following discussions are focused on the "role as behaviour and expectation" in order to explore the role and function of a class teacher in guidance and counselling in a school-working environment.

Kottler and Kottler (2000) suggested that teachers had multiple roles and functions, and they were not only imparting knowledge, but also giving advice, care, support, and challenges to the pupils. Teachers were somebodies whom pupils could trust. They were powerful, just like their parents. Hoyle (1969) admitted that there were two basic sets of duties for teachers in the classroom: one set emphasized their major function as instructors, role models and evaluators and the other focused on their "facilitating roles". The "facilitating role" of a teacher was to help students learn to work independently and to maintain the classroom as a place for learning.

To be more specific, according to Wattenberg and Redl (1951), teachers had many different roles and each role had a unique function as shown in table 2.2:

Table 2.2 Roles and functions of teachers

| <i>Roles</i>              | <i>Functions</i>  |
|---------------------------|---|
| Representative of society | Introducing proper moral concepts to pupils                         |
| Judge                     | Evaluating pupils' works  |
| Resources                 | Imparting their knowledge and skills to pupils                      |
| Helper                    | Offering guidance to pupils with difficulties                       |
| Referee                   | Disputes settler  |
| Detective                 | Discovering those who go beyond the limits                          |
| Object of identification  | Acting as a role model  |
| Limiter of anxiety        | Helping children to control impulses                                |
| Ego-supporter             | Enhancing children's self-esteem                                    |
| Group leader              | Establishing the climate of the group                               |
| Parent surrogate          | Being someone whom children can seek attention                      |
| Target for hostilities    | Being someone whom children can express their anger and frustration |
| Friend and confidante     | Being someone whom children can trust and share secrets             |
| Object of affection       | Meeting the psychological need of children                          |

Comparing Hoyle's conceptions about teachers' functions to a sociological standpoint, the basic roles and functions of teachers were further discussed in Wattenberg and Redl's classification from the perspectives of interaction between teacher and pupil. However, teachers' roles and functions can be seen mainly from the pupils' entitlement and welfare perspectives, such as for whole person development, conditions for effective learning and the mental health of pupils. Hence, many scholars emphasize the facilitating roles such as 'Helper', 'Ego-supporter', 'Parent surrogate' and 'Object of affection'. These facilitating roles are also often named as the guidance role of teacher.

Some teachers may argue that their main duty in school is to teach, and not guidance and counseling, and so there is no need for teachers to be trained in

guidance and counselling. This view reflects that even teachers themselves may not see the importance of the guidance role of teachers. The following section will explore this issue.

### **2.3.2 Rationale for the importance of the guidance role of teachers in Hong Kong**

In different cultures and in different times and places, the importance of the guidance role of teachers varies. To explore the contribution that can be made by class teachers to the personal and social development of students in Hong Kong, the educational context and the role and responsibility of class teacher will be introduced first.

In Hong Kong and Mainland China, nearly all primary and secondary schools use the "Class System" to allocate students into different classes. In the "Class System", there are around 35 and 40 students respectively in a normal class in primary and secondary schools with a slightly higher number in China. A teacher is assigned, by the school principal, to each class to take care of the moral education, the social development and the welfare of the students (Lung, 1999, 2000; Yau-Lai & Luk, 1986). Nearly all teachers in Hong Kong and Mainland China have been assigned as the class teachers voluntarily or by the school principal on a yearly basis during their teaching career. Societies have changed rapidly in both Hong Kong and China. Homes are smaller, and more parents go out to work, thus creating less parent-child interaction. Together with a higher divorce rate and the negative influence of mass media and peer culture, schools are more involved in the upbringing of children, helping them to survive, to grow and to face the challenges and difficulties ahead. Under these circumstances, higher expectations from parents, employers, community leaders will be put on schools. The demands on class teachers will grow sharply. A class teacher has

to get acquainted with the class and establish a good relationship, communicating with the students and understanding their needs, using effectively the class / form teacher periods to monitor class interaction and to settle problems among students.

With the introduction of the nine-years' universal, free and compulsory education in 1978 in Hong Kong, pupils' development, educational and personal problems became more and more visible, especially among adolescents in secondary schools. The class / form teacher has been recognized as the most suitable first contact person to deliver guidance to students by government officials. The first official job description of a class / form teacher was listed in the suggested guidelines of guidance work for secondary schools in 1986 (Education Department). These guidelines can be applied to primary schools especially to primary class teachers. The class / form teacher has to assist in:

1. managing classroom discipline;
2. identifying problems encountered by pupils;
3. orientation and encouraging pupils to approach the guidance team or the school social worker whenever there is a need;
4. making referrals to the guidance team or the school social workers, when and where appropriate;
5. cooperating with the guidance teachers or the school social workers in the intervention process; and
6. assisting in the implementation of the development and preventive programme.

Except for the first item, which is about classroom management, all the other items are concerned with the guidance work of class / form teachers. A class / form teacher is expected to pay special attention to the problems or difficulties encountered by students in their process of adjustment and development to



adolescence, then to adulthood. The approach that is suggested by the guideline for class / form teachers was a passive and responsive type to the behavioural problems of students. The guidelines were a response remedy to the problems that emerged after the introduction of compulsory education. There was little concern with the moral, political and physical development of students. The concern for the whole-person development of students and the collaboration with parents were not enough in the document.

Different scholars had different emphasis on pupils' entitlement and rationales for the guidance role of teachers. Theoretically, there were three main rationales, looking from three different perspectives, namely the philosophical, practical and ethical point of view.

From the philosophical point of view, a number of scholars suggested that teachers could enhance the "full development", "total development", and "whole personal developments' of pupils" (Costar, 1980; Lam, 1998; Ligon & McDaniel, 1970; Lung, 2000; McGuinness, 1998; McIntyre & O'Hair, 1996; Stone & Bradley, 1994). They argued that the aims and goals of school education and school guidance and counselling were the same, taking the developmental perspective rather than prevention or remedial perspectives as schools' main direction and mode. Also, they insisted that a holistic personal growth should include physical, intellectual, social, emotional, vocational and career development. The guidance role of teachers could enhance the whole person development of pupils and improve school effectiveness as well as provide quality education for pupils.

From the practical point of view, scholars also insisted that the guidance role of teachers supported teaching and learning (Costar, 1980; Ligon & McDaniel, 1970; McGuinness, 1998; Myrick, 1993; Rogers, 1983). Rogers (1983) claimed that the attitudes, which were effective in promoting learning, included a

transparent realness in the facilitator, and a willingness to be a person with an empathetic understanding to the feelings and thoughts of the learners. Once this realness and willingness included prizing, caring, trust and respect for learners, the climate for learning was enhanced in a free climate, self-initiated learning and growth. The learners were trusted by teachers to develop such learning and growth. Teachers holding such guidance and counselling attitudes and acting on them did not simply modify classroom methods, but revolutionized them. They were catalysers and facilitators who offered more freedom and opportunity for pupils to learn. In addition, when pupils received high levels of understanding, caring and genuineness, pupils would learn more and behave better. This finding was based upon research and training projects that involved more than six hundred teachers and ten thousand students. The research and projects were focused upon interpersonal functioning of teachers in classrooms and learning outcomes of pupils (Aspy & Roebuck, 1977).

From the ethical point of view, some scholars affirmed that the guidance role of teachers to a certain extent, safeguard the mental hygiene or mental-health of pupils (Hamblin, 1993; McGuiness, 1998; McIntyre & O'Hair, 1996). The very nature of teaching, involving human helping interactions, took teachers into the realm of socio-emotional helping. As a consequence of this involvement, teachers needed skills beyond the academic / intellectual to discharge professionally their responsibilities. Daws (1967) stated that "mental health is every teacher's business". Therefore, the skills of the counsellor would not be an optional extra for teachers, but a fundamental and necessary part of the skills of the effective professionals (McGuiness, 1998). McGuiness, (1998) continued to suggest that all new teachers should be trained in the "basic skills of counselling", not having these skills would lead teachers to the edge of unethical activity of

entering the classrooms being under-prepared.

In summary, from the above discussion, the guidance role is seen to be crucial for the whole person development of pupils. In addition, guidance and counselling supports effective teaching. There is a clear link between teaching and guidance and counselling. Both activities have emphasis on change, growth and development of pupils with interpersonal relationships as a medium of change in the process of both activities (McGuinness, 1998; McIntyre & O'Hair, 1996). And to a certain extent, teaching without concern for mental health of pupils is unethical. Good guidance and good teaching are going parallel in terms of a helping relationship (Myrick, 1993). To conclude, looking from the philosophical, and ethics of teaching, the guidance role of teacher is inherent in the role of teachers and this role supports teaching and learning from the practical point of view.

### **2.3.3 Roles and functions of teachers in the guidance and counselling work**

There are different views from scholars about the role and functions of the guidance role of teacher. Counselling is a one-to-one interaction process often involving a client (pupil) and a counsellor (school counsellor or teacher). The teacher helps the pupil to understand oneself and solve one's problems. Guidance may include counseling, but the emphasis is more on developmental aspects for the individual as well as for the whole class (Dejnozka, Gifford & Kapel, 1991). Some scholars place more emphasis on the guidance role for the whole class, some emphasize both guidance and initial counselling contact while some push the line further to include more individual counselling work.

#### **2.3.3.1 More on Guidance**

Myrick (1993) suggested that the teachers should be involved more in implementing classroom guidance programmes or curriculum to pupils as there

were insufficient school counsellors and other specialists to implement a whole school developmental programme. Teachers were the key to developmental guidance. Teacher involvement and commitment were needed for all grade levels of developmental guidance to become possible (Myrick, 1987). Teachers were the heart of a school's guidance programme as they worked directly with pupils in their classes and the atmosphere of the school was highly affected by pupil-teacher relationships. Teachers worked as pupil-advisors and they collaborated with other specialists to assist pupils. Myrick (1987) also suggested that elementary school teachers had taken up this role more readily than secondary school teachers. Part of the reasons may be the difference in the working environment, subjects taught, and the nature of interactions between teacher and pupils.

Elementary school teachers had traditionally involved themselves as guidance teachers in helping pupils with personal problems and they recognized the value of classroom guidance. They worked closely with their pupils in self-contained classrooms and the situation enabled them to be keenly aware of pupils' needs and interests. Working with the same group of pupils for most of a school day, elementary school teachers had more opportunities to build close relationships with their pupils and to provide them with timely guidance lessons and activities. The topic of the developmental guidance lesson or programme might include wellness, self-assessment, peer relationships, communication skills, study skills and habits, decision making and problem solving, conflict resolution, community involvement and so on (Myrick, 1993).

#### 2.3.3.2 Both guidance and initial counselling contact in school

Some scholars such as Costar (1980), Ligon and McDaniel (1970), McIntyre and O'Hair (1996), Stone and Bradley (1994) suggested that teachers should be

involved in both guidance and counselling work.

With reference to the guidance role of teachers, teachers had functions in classroom guidance, such as assessing needs of pupils, organizing, implementing and evaluating the classroom guidance programmes. Classroom teachers were in a good position and might have the best opportunity to help pupils develop positive feelings about themselves and develop attitudes and habits that would determine their future learning success. Teachers could plan a programme directed at meeting those needs and assisted in developing and carrying out need surveys, in setting goals, and in finding ways to meet those goals (Stone & Bradley, 1994).

According to Muro and Dinkmeyer (1977), for the teacher's role in initial counselling contact, teachers were not professional counsellors and it was not their duty to conduct counselling sessions. Most teachers did not receive any training in counselling nor did they have the time to do so. However, as they spent a lot of time with the pupils in school, sometimes even more than that of their parents or other specialists on counselling in school, they had the best understanding of their pupils and their needs. Gibson and Mitchell (1999) suggested that teachers could establish a relationship with pupils based upon mutual trust and respect and were frequently served as someone who listened and helped pupils to find solutions. Therefore, even though teachers would not "counsel" according to the traditional definition, they could serve as the initial counselling contact in the school. Costar (1980) claimed that the guidance and counselling services which were better provided by teachers than either counsellors, school psychologist or social workers to average pupils fell into five main categories:

1. Career development

2. Educational planning
3. Collaboration with parents
4. Social development
5. General school adjustment

He also stated that in order to carry out their functions effectively, teachers needed to have skills which included the following aspects:

1. Learning about pupils – recording data about pupils, observing pupil behaviour
2. Providing information to pupils – educational information, health information
3. Counselling with pupils and parents – individual interviewing skills, collaborating with parents
4. Using consultants – utilizing community resources, making referrals inside and outside the school
5. Administering guidance services – providing helpful public relations activities, helping with scheduling and educational programme planning

McIntyre and O'Hair (1996) admitted that on-site counsellors were not always found in all schools, especially in elementary and middle schools. Therefore, teachers should bear more responsibility to help with counselling and advising pupils. Gibson and Mitchell (1999) had defined six roles that teachers could anticipate in the classroom as part of their guidance role:

1. Listener and Adviser
2. Referral and Receiving Agent
3. Human Potential Discoverer
4. Career Educator
5. Human Relations Facilitator

## 6. Counselling Programme Supporter

### 2.3.3.3 More counselling work

Some scholars basically agreed with the guidance and initial counselling contact role of teachers, but they suggested that some teachers should do more counselling work while others should possess basic counselling skills (Hamblin, 1993; Kottler & Kottler, 2000; McGuinness, 1998). That means every teacher should be equipped with counselling skills. McGuinness (1998) contented that under pastoral care and personal and social education, all teachers were required to have basic counselling skills, and some teachers after adequate training would have special expertise in counselling, beyond the basic. A key performance indicator for a pastoral care system was its ability to individualize pupils, and the task of individualizing every pupil in the school was a task of the immediate counselling skills of the classroom teacher. Engaging in this facilitative teaching was not to convert teachers into a counselor, but to require teachers to possess the basic facilitative skills of a counsellor. As for the role of teachers and the levels of counselling, Hamblin (1974, 1993) and McGuinness (1998) suggested that in the first immediate level, the main concern was promoting a 'positive climate for learning'. It involved all teachers to create a respecting 'counselling relationship' with pupils, and deploying the core conditions of helping and basic counselling skills in a way that enhanced the learning of pupils. It also involved all teachers to identify pupils in difficulties and skillfully refer them to educational personnel or counsellors. Teachers trained with specialist expertise in counselling and school counsellors are personnel with the time, responsibility and training for the second intermediate level or even the third intensive level of counselling.

### 2.3.3.4 Summary

To conclude, with regards to the guidance role of teachers, there were differences in emphasis between guidance and counselling among scholars. About the nature of the work of the guidance role of teachers, there was general agreement among the different emphasis. Broadly speaking, there were three aspects, namely the individual aspect in helping pupils in difficulty, whole class guidance aspect in conducting classroom guidance programme and in the school community aspect such as in teacher parent conferencing and also making referrals within and outside of the schools. These three aspects are closely related to the work of the class teacher in Hong Kong. In the present study, these three aspects will be included in the design and curriculum content of the guidance and counselling skills training programme.

Furthermore, the guidance role of teachers has its own limitation especially in doing counselling work. The main duty of teachers is not for doing one-to-one counselling just as the school counsellors do. Teachers may not have the necessary time, training and status for doing in-depth counselling. Lang (1999) stated that counselling skills, which are valuable to all teachers, are different from professional counselling in which teachers should not be involved unless adequately trained and working within a clearly defined role such as the school counsellor. Counselling involves a strictly professional relationship with issues of ethics and confidentiality which are completely different between teachers and school counsellors. Therefore, the main duty of teachers is teaching and teachers need to have basic counselling skills in creating a respecting interpersonal relationship or core conditions of guidance (Rogers, 1962) in the classroom for facilitating teaching and learning.

#### **2.3.4 Empirical studies about guidance roles of teachers**

There were few empirical studies about teachers' attitudes to guidance and



counselling and the guidance role for teachers. Lytton, Webster and Kline (1970) used attitude questionnaire to explore teachers' attitude toward guidance and counselling service and the need for counselling training. In a sample of 299 teachers in 45 secondary schools in Devon in Britain, they found that 87.6% supported career guidance and 75% of the sample teachers accepted the need for personal counselling for pupils in schools and 75% of them recognized the need for teachers to have specialized training in counselling before becoming a school counsellor. Moreover, 93% of the sample thought that certain personal qualities were required for a counsellor. The personal qualities thought to be essential were: sympathy (42.5%), understanding (23.8%) and experience of life (23.8%). The other qualities were tolerance, patience and friendliness. However, 56% of the sample teachers were not willing to do extra work to make counselling services possible in schools due to a more heavy workload for them. By using a questionnaire, Rees (1982) had similar results for a sample of 400 teachers in seven secondary schools in North Wales in Britain. The sample teachers regarded personal guidance (80.0%), educational guidance (94.0%) and vocational guidance (92.0%) as necessary in schools. 77% of them thought that all teachers should receive some form of training in guidance and 88% of them thought that student teachers should receive such training in initial teacher education. Even though the samples were not similar and the questions set in the questionnaires were not the same, both findings recognized the need for guidance and counselling services in schools and training for the teachers.

Concerning the role and function of class teacher, in a sample of 130 secondary school teachers in Hong Kong, Yau-Lai and Luk (1986) found that nearly all the sample teachers (97%) recognized the importance of the functions of "class system". The class teacher had a guidance role of facilitating the growth

and development of students, enhancing their relationship with classmates and schools, giving educational and vocational guidance, cooperating with their parents, helping them to solve their own problems and referring them to professionals. Many of them agreed that they had to perform such functions and needed guidance training. Hui (1998) explored further the meaning of school guidance and guidance role of teacher and found a similar result in a sample of 2045 students and 267 secondary school teachers in Hong Kong. Both students and teachers held similar beliefs about school guidance and guidance role of teacher as reflected in the responses in the questionnaire. They valued the proactive and developmental nature of guidance and counselling services, but had reservations towards remedial service such as making referrals. Both teachers and students affirmed the guidance role of teachers, especially in individual concern and care and classroom guidance, and viewed this role as a way of helping students develop their potential and help them deal with their own problems. All of these are empirical evidence that schools need guidance and counselling services. Teachers and students viewed the guidance work as an integral part of any teachers' job, especially the class teacher. In addition, many teachers recognized their need for some form of training in guidance.

However, most of these studies (Hui, 1998; Lytton, Webster & Kline, 1970; Rees, 1982; Yau-Lai & Luk, 1986) used quantitative methods such as a survey to explore views of teachers and pupils about guidance roles of teachers in schools rather than qualitative methods. In addition, there are even fewer studies to explore the impact of training on the perceptions of the participants about the guidance role of teachers. If teachers are expected to carry out the guidance role, there are strong implications for teacher education programmes (King, 1983; Luk-Fong & Lung, 1999). Teacher educators and institutions need to explore

how to prepare pre-service and in-service teachers effectively for such important roles for the benefit of participants, pupils, parents and society.

## **2.4 Factors to be considered for designing an effective training programme for the guidance work of teachers**

### **2.4.1 Introduction**

In order to design an effective training programme for the guidance role of teachers, the factors and critical incidents for change need to be identified. The focus of literature reviewed in this section is regarding factors and critical incidents for change in knowledge, attitudes and skills of participants in a short-term guidance and counselling programme for teachers in education. To explore the factors and critical incidents for change, the elements of an effective teacher education programme will be explored, followed by a discussion of the nature and characteristic of guidance and counselling training and the important elements of an effective guidance and counselling programme for teachers. Finally, the factors need to be considered, in designing an effective programme for guidance and counselling training for teachers, will be proposed.

### **2.4.2 Elements of an effective teacher education programme**

Based on a large-scale study which included the pre-service, in-service teacher education and the state-mandated teacher induction programme at the University of Texas in United States, Griffin (1986) identified the key elements of effective teacher education programmes across the three levels of training. The programmes should be related or embedded in school context and be (1) context-sensitive, (2) purposeful and articulated, (3) participatory and collaborative, (4) knowledge-based, (5) ongoing, (6) developmental, and (7)

analytic and reflective. Sprinthall, Reiman and Sprinthall (1996) summarizing the above empirical results, claimed that effective teacher education programmes were based on four aspects:

1. Teacher growth and development
2. Understanding the complexities of classroom, school, and community
3. Grounded in a substantial and verifiable knowledge base
4. Sensitive to the ways teachers think, feel, and make meaning from their experiences

More specifically, looking for effective learning and acquisition of comprehensive instructional models of teaching which may include direct instruction, inductive inquiry and interpersonal approaches to learning, Joyce and Showers (1980, 1988) examined carefully at a significant amount of studies. Based on the analysis of more than 200 studies about instruction strategies and models of teaching, Joyce and Showers (1980) provided five working hypotheses for teacher education and school-based staff development. These five hypotheses were regarded as important elements for acquiring teaching models effectively:

- Presentation of theory or description of the new strategy
- Modelling or demonstration of skills or models of teaching
- Practice in simulated and classroom settings
- Structured and open-ended feedback
- Coaching for application (hands-on, in class assistance with the transfer of skills and strategies to the classroom).

On the other hand, as a teacher educator looking from the theoretical perspective, putting teaching and learning processes as the core of teacher

education programmes, Gore (2001) stated that high-quality classroom practice that was needed in schools was also important for teacher education. The framework she proposed included four key elements:

1. Intellectual quality

Participants should engage in higher order thinking, and knowledge needed to be treated as dynamic and problematic rather than static or unquestionable.

2. Relevance

Training programmes should suit the needs of the participants to become both professional teachers and citizens in the future. Links between parts of the programmes should be made explicit rather than presenting participants with a fragmented curriculum.

3. The environment should be supportive of learning

There should be both expectations and encouragement in order to make participants engaged seriously in learning, and they should know what they had to do and what achievements to make.

4. Cultural difference should be valued and incorporated

Participants from all kinds of backgrounds should be included. Their diverse cultures and backgrounds should be valued and incorporated into teacher education curriculum to provide participants with diverse views and rich experiences.

All four key elements of classroom practice were crucial for teacher education. High-quality learning for all participants would not be achieved with any single element.

In summary, based on empirical and theoretical perspectives, the above findings and claims are very good suggestions for teacher education institutes to design effective teacher education programmes and for teacher educators to reflect

upon the teaching of effective instructional models or transferring new skills to participants. However, all these suggestions may be too general for guidance and counselling training programmes since guidance and counselling training is different from ordinary educational courses. Guidance and counselling training programmes are different in nature, aims, scope, pedagogy and evaluation from ordinary education courses.

#### **2.4.3 The nature and characteristics of guidance and counselling training programmes**

With reference to nature, Nelson-Jones (1999) claimed that much of the counselling skills training was about unlearning rather than learning. What learners needed to learn was to listen and to respond similar in ways which were completely different from their daily interaction. Therefore, learners need to unlearn those mal adaptive behaviours which were opposite to the counselling role. Also, counselling skills training was not only learning academic knowledge, but also practical skills. Only knowing what to do and why to do it was insufficient. One should be able to perform whatever needed to be done. The learners needed to have more practice. Furthermore, counselling skills training was not just acquiring knowledge and applying skills, its ultimate aim was to involve the learner as a person to help, as a facilitator in the helping process and as a genuine person to have human encounter. All these might be quite different from some other educational courses.

Hargie (1988) highlighted the effects of such training on experienced teachers who wished to develop a particular counselling role within the school. In such an instance, the teacher needed to develop a new professional style of interacting, which might involve having to unlearn, or at least re-focus, some of his or her existing repertoire of skills.

Dexter (1996) also suggested that the possible differences between counselling training and other educational courses sometimes might not be obvious. However, it was really significant when considering the accumulative effects on the overall experience of the learners. Counselling training was a combination of theoretical study, self-awareness and the practical experience of working with pupils under supervision and integration of thoughts, feelings and behaviours which was seldom required in other courses.

About the aims of training programmes, Carkhuff (1969) found that most of the aims of training programmes were to produce counsellors who could relate effectively to pupils who were in need of help and to facilitate positive movement. The focuses of these programmes were usually placed on (1) sensitivity training or the teaching of interpersonal skills and (2) inducing change in the personality and the attitudes of the trainees themselves. Most of these programmes were based on core conditions of counselling such as empathetic understanding, positive regard and genuineness.

For scope and content, according to Mcleod (1998), there were six key components of most counselling training programme:

1. Develop theoretical frameworks
2. Acquire counselling skills
3. Work on self-awareness
4. Explore professional issues
5. Supervised practice
6. Research skills and awareness of research-informed practice

After studying different types of counselling training programmes with short term, medium term and long term duration, Dexter (1996) found that most training programmes were largely focused on the teaching of the values and

philosophy of counselling, the behavioural competencies, supervised practice and the development of personal growth which when joined together were distinctive from other educational programmes.

Finally, for pedagogy and evaluation, Dexter (1996) listed a number of techniques which were special in context in guidance and counselling programme for bringing desired change of trainees such as:

1. Specific focused exercises — helping trainees to analyse their values, beliefs and assumptions for increasing their awareness.
2. Feedback — ongoing feedback from various sources can stimulate trainees to open their minds and consider things from different perspectives. The sources could be other trainees, the tutors, supervisors, or audio / video recorded materials.
3. Direct challenge — may come from different sources as means for trainees to reflect upon their assumptions or presuppositions made.

In short, guidance and counselling training programmes are a certain extent different from ordinary educational programmes, especially with much emphasis on the development of the person. Elements for effective teacher education programmes may not exactly apply to guidance and counselling training programmes. The following section will explore elements which are specific for an effective guidance and counselling programme for teachers.

#### **2.4.4 Elements of an effective guidance and counselling programme for teachers**

In the literature, different scholars emphasized different aspects as the key factors that contributed to the success or effectiveness of a guidance and counselling programme. Carkhuff (1969) stated that the effectiveness of a guidance and counselling programme for teacher education depended on three



factors: (1) trainers and (2) trainees and (3) types of programmes implemented in training. He pointed out that in some cases, the participants might not grasp any technique or skills for guidance and counseling, even after years of training, whereas some training gave significant effects within months.

With reference to the nature of the training programmes and the trainers, Carkhuff (1969) suggested that the most effective ones were those focused upon primary facilitative and action-oriented dimensions involving potential preferred modes of treatment and integrating the didactic, experiential and modelling aspects of learning. The primary facilitative and action-oriented dimensions included empathy, respect, genuineness, self-disclosure, concreteness, immediacy and confrontation. Carkhuff and Berenson (1967) also suggested that the integrated programmes based on core conditions of counselling had shown the most constructive outcomes on those trainee's experiential and empirical indexes. From the models proposed above (Carkhuff, 1966a, 1966b, 1967, 1968, 1969; Carkhuff & Berenson, 1967), they suggest that the counsellor-trainer was not only offering high levels of facilitative and action-oriented dimensions, but also established himself as a model for an individual who could sensitively share experiences with another person as well as act upon these experiences, both within and without the pertinent interpersonal process. In addition, more effective outcomes would be achieved in the process if trainer was also systematically focused on his didactic teaching and "shaping" upon the conditions employed in interaction specific to the needs of the trainees.

In addition, other eclectic programmes that showed positive evidence were also programmes that focused upon core conditions shared by all interview-oriented processes supported by research and emphasized the integration of the different critical sources of learning (Carkhuff, 1969).

Moreover, one thing that is crucial to the effective training is at what level the trainer is functioning for the constructive change on the participants. From research findings, the trainers of the guidance and counselling programme should function at minimally facilitative level (level 3) or approximately one level or more higher than the trainees. The trainers should be experienced in the relevant areas and should have demonstrated a level of expertise or excellence in the relevant area (Carkhuff, 1969).

Concerning the human and physical resources, Nelson-Jones (1999) suggested that some factors would help to create a joyful and productive environment for learning guidance and counselling:

1. The professional competence and personal qualities of the trainer
2. The size of the training group which Dryden, Horton and Mearns (1995) recommend a maximum staff-student ratio of one trainer to 12 trainees
3. Physical resources allocated to training such as furnished large group rooms and smaller interview rooms for individual counselling
4. Counselling skills library facilities including books, journals, cassettes and videotapes
5. Easy access to library facilities and audiovisual aids such as video recording and playback facilities.

For the trainees' learning style, Stokes (1998) suggested that, if possible, teaching and learning activities need to be designed and organized to fit trainees' different styles of learning for activist, reflector, theorist, pragmatist and so on. To get the attention of the trainees at the beginning of training, it was advantageous to provide a variety of activities and learning experiences to cater for different trainees' learning styles. For example, for the activist, there would be new experiences, involvement with others and "here and now" activities. For

the reflector, there would be opportunity to think and to review the activities and what was happening in the activities by standing back from them. The theorist would have time to explore what was being studied and fit into systems, models and theories with intellectual extension. The pragmatist would seek links between theory and practice and the practical application of any given model.

To make a guidance and counselling programme successful, Harvey (1964) and his colleagues suggested that selecting participants was crucial. Participants selected were preferably to be someone who exhibited a sincere regard for others, had tolerance and ability to accept people with different values, possessed a healthy regard for the self, and a capacity for empathy.

Referring to the design of guidance and counselling training curriculum, Kapur and Cariapa (1979) pointed out that for training to be effective for teachers, several factors needed to be considered in the design of curriculum. Those factors were: 1. The content of the course should be simple and unambiguous and not to be too academic. 2. The problems faced in school situations were very different from those seen in clinics, so behavioural problems, problems of normal sexual development and social pressures on children and adolescents should become focal points of discussion rather than mental retardation, infantile autism or childhood schizophrenia, which were rarely met within schools. 3. Children belonging to different age groups posed varied kinds of problems in schools. Therefore, teachers of nursery, primary, high school children required training programmes which had to be tailored according to the context with which the teachers were facing.

Finally in administration, there is a body of literature in principles of administration and programme planning (Boone, 1985; Boyle, 1981; Hardingham, 1996; Houle, 1972; Knowles, 1980; Lewis & Dunlop, 1991). After interviewing

32 trainers who were involved in 118 different types of training programmes, Lewis and Dunlop (1991) identified four key elements for highly successful programmes. The key elements that were reflected by practitioners were (1) instruction, (2) administration, (3) programme planning principles and (4) interpersonal factors. Synthesising the above findings, the author of this thesis proposed that the key factor in administration included several areas such as (1) principles of programme planning, (2) selection, (3) management, and (4) positive relationships and supportive environments.

#### **2.4.5 Integrated model of guidance and counselling training for teachers**

The above discussion is an attempt to explore the general elements of an effective teacher education programme and elements specific for effective guidance and counselling programme. The author of this thesis has tried to combine and synthesis the various factors mentioned above and to propose an integrated model of training. The key factors identified for an effective guidance and counselling are training programme, trainer, trainee, resources and administration. For each key factor, there are key areas that need to be considered for an effective programme. In order to illustrate the issues and concerns needed to be considered in each key factor, the key areas and its subsequence characteristics are listed in table 2.3.

**Table 2.3 Integrated Model of Training**

| Key Factors        | Key Areas                           | Characteristics  |
|--------------------|-------------------------------------|--|
| Training programme | • aims                              | • self-awareness; personal and professional growth and development; learn and unlearn  |
|                    | • content                           | • interpersonal skills, focus on core conditions of counselling; theoretical frameworks; professional issues; relevant to the needs and working context of participants  |
|                    | • pedagogy                          | • presentation of theory, demonstration of skills, practice in simulated settings;<br>• integrate the didactic, experiential and modelling aspects of learning;<br>• coaching for application<br>• engage in high order thinking<br>• fit different learner styles         |
|                    | • evaluation                        | • specific focused exercise; structure and open-ended feedback; direct challenge   |
| Trainer            | • level of functioning              | • need to be above minimally facilitative level (level 3)  |
|                    | • personal quality                  | • self acceptance, high self-esteem  |
|                    | • professional competence           | • knowledge, experience, expertise and professional ethics   |
| Trainee            | • personal qualities                | • preferable to have a healthy regard for the self, with warmth and sensitivity for others   |
|                    | • behavioural styles of teachers    | • to identify those mal adoptive behaviour of teachers opposite to counselling role  |
| Resources          | • class size                        | • suitable ratio of trainer to trainee   |
|                    | • physical resources                | • suitable furnished group room and interview room, with audio-video aids, videos recording and playback facilities  |
|                    | • library resources                 | • books, journals, cassettes and videotape   |
| Administration     | • principles of programme planning, | • programme should be simple and clear; tailor made to the needs and level of participants that are facing; participants being involved in the decision-making process of programme planning; good instructional design including the aim, process, content and evaluation |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• selection</li> </ul>   | <ul style="list-style-type: none"> <li>• selection of effective trainer and appropriate trainee</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• management</li> </ul>  | <ul style="list-style-type: none"> <li>• effective management, advertising, budgeting, and customer support services with appropriate scheduling and venue</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• positive relationships and supportive environment</li> </ul> | <ul style="list-style-type: none"> <li>• Caring, safe, friendly learning climate with strong institutional support and cooperation</li> </ul>                         |

In summary, the integrated model of training is constructed by general factors which are elements of an effective teacher education programme and specific factors for guidance and counselling training effectiveness.

#### **2.4.6 Critical incidents for change**

Critical incident analysis is used in job analysis or in research as a way of helping participants to reflect on the important parts of their work or to identify significant learning experiences. A critical incident can be any experience at work or during learning, including very ordinary or typical events. Examples are events that usually went well; went badly or lead to problems, a task demanding or challenging or that made a real difference in one's learning or work (Knasel, Meed & Rossetti, 2000).

In a study about the critical incidents for counsellor development, critical incidents were defined as developmental turning points which were perceived as having an impact on one's work (Skovholt & McCarthy, 1988). The sample of participants, in the study, submitted their personal critical incident reports to the researchers. Out of 159 submissions which came from all areas of the United States and from a wide variety of counselling settings, 58 reports were selected and analyzed. There were 11 categories of critical incidents identified. Theoretical awakening was one of the critical incidents. In theoretical

awakenings, theoretical concepts like counselling process, concept of repression, nature of resistance, and unconditional positive regard, could clear participants' confusion and illuminate experience and understanding.

In the same study, looking at the same set of reports, Cormier (1988) concentrated on reports of critical incidents which happened during the course of the professional training programmes. She found that critical incidents, which happened during training, were more controlled by the academic programme and the kind of faculty, supervisors, and training methodology associated with it. In contrast, the critical incidents that happened after training were of greater varieties and were affected mostly by external circumstance and individual internal response. After reading all the critical incidents, she concluded that during training, besides the training methodology such as significant videotapes, book, computer teaching disks and other "training methodology", it was the significant mentoring relationship with faculty members and supervisors that made the learning environment meaningful. In addition, the themes and patterns behind many of the critical incidents reported were the powerfulness of mistakes, personal crises and vulnerability, and the powerfulness of the experience of empathy. The experience of empathy here means attempting to understand others, the potential damage when one does not understand, and the impact of both offering and receiving understanding.

For some guidance and counselling programmes, there may be specific critical incidents for changes in knowledge, attitudes and skills. There are very few studies about these with empirical evidence of the critical incident. These incidents may have relations to programme characteristics or specific to the nature of the guidance and counselling training programme. For example, in multicultural training for counsellors, Tomlinson-Clarke (2000) found that those

critical incidents for enhancing multicultural counselling learning from the perspectives of trainees were: 1. participants' interactions with each other, 2. culturally diversity of the participants' backgrounds and experiences and 3. diversity of experiences discussed are explored. For critical incidents studies, much attention has been paid for counsellor education or professional development, and seldom has attention has been paid to guidance and counselling skills training for teachers.

In brief, for systematic and effective training, the factors or critical incidents for change need to be identified in a training programme. These will be helpful in the better design and improvement of future programmes and other related training programmes.

As a summary, after reviewing the above topics, definitions and meanings of core conditions are unfolded. Empirical evidence confirms the effectiveness of guidance and counselling training and the effectiveness of core conditions in educational setting. Moreover, empirical studies show that guidance and counselling training have significant impacts on teachers with various desirable results. The nature, rationale and functions of the guidance role of class teachers are explored while the important factors that need to be examined in programme design in guidance and counselling for bringing changes in knowledge, attitudes and skills of participants are considered. Based on the literature review, the present study was constructed. The next section will introduce the research background, the training programme, research design, methodological issues and method of analysis of the present study.



## **Chapter 3: Methodology**

### **3.1 Introduction**

The author of this thesis was the trainer and researcher of the guidance and counselling training programme in the present study and developed, implemented the programme and conducted the in-depth interviews. To illustrate what and how to accomplish the present research, this chapter will discuss the research background, the training programme, research design, data collection methods, methodological issues and method of analysis. The research background includes purpose of the present empirical qualitative research, the research objective and research questions which will be introduced first.

#### **3.1.1 Purpose of the present empirical qualitative research**

The literature review identified that a quantitative approach was used in most of the studies about short term guidance and counselling training for teachers. Quantitative approaches such as using survey methods, experts' rating on responses to stimulus vignettes and video recording of interviews could evaluate guidance and counselling training outcomes. However these studies could not provide specific information about the experiences and development in attitudes and skills of trainees over a certain period of time as well as the factors and critical incidents necessary for such kinds of changes to happen.

The present study was an attempt to use a qualitative approach to explore the learning experience of the trainees and their development in knowledge, attitudes and skills acquired in a guidance and counselling training programme. By using a qualitative rather than a quantitative approach, the underlying reasons for

development in pre-service teachers can be investigated by in-depth interviews. This can give insights for development of effective guidance and counselling training programme in teacher education.

### **3.1.2 The research objective and research questions of the present study**

In order to understand the learning experiences of participants, effective ways in preparing student teachers for their guidance role and factors to be considered in programme design of the training programme, the following overarching and specific research questions were used to guide the present study.

The overarching research question was:

What is the development of student teachers in competence (awareness, attitudes and skills) with regards to their guidance role of teachers in a guidance and counselling skill training programme?

The specific research questions were:

1. How do student teachers develop their positive regard, empathy, counselling skills and strategies in different contexts of pupils' problems? Will it be the same for all student teachers? Will there be some who never change their attitudes and skills?
2. What seem to be factors and critical incidents which leads to change in their attitudes and skills? What characteristics of the programme are necessary for that changes to occur?
3. How do student teachers' awareness, perception, understanding of the guidance role of teachers develop during the training programme?

## **3.2 The Training programme**

### **3.2.1 The background of the training programme**

The guidance and counselling training programme was offered by Hong Kong Institute of Education in the first semester of the academic year 2000 to 2001 as part of a compulsory module. The participants were full-time, year-three student teachers of primary B.Ed. (4-year primary). Before studying in this module, they had not yet received any training in guidance and counselling in the institute. Since the training programme was embedded within the 36 direct contact hours module (appendix 3.1), the description of the module synopsis and its aim will be introduced first to help readers understand the background and environment of the training programme.

**The module synopsis:** This module examines the knowledge, skills and attitudes required to implement personal and social education and perform guidance responsibilities effectively in primary schools. It focuses on the development of caring attitude among student teachers in order that they may contribute to the creation of a positive school environment in which the potential of students is enhanced and problems are responded to in a constructive manner.

**The aim of the module:** to prepare student teachers to enhance primary school students' personal and social development through the whole school experience especially through the guidance role of primary school class teachers.

### **3.2.2 The objectives and content of the training programme**

Since the module was a new one, need analysis was used to determine the objectives of the training programme. The need analysis in the planning stage included a pilot study in the form of intensive interviews with a principal, ten experienced teachers and a student guidance teacher in a primary school. In

addition, a self-administered questionnaire for survey (appendix 3.2) based on the information of the pilot study and literature review was developed to collect more data from 80 in-service teachers in 15 different schools. The survey was followed by a focus group interview to tune finely the objectives of the training programme to meet the job requirement in the field. Based on the results of the need analysis, the objectives and content of the training programme were defined as shown in Table 3.1. There were four sessions, each three hours, in the 12 hour training programme.

Table 3.1 Objectives and content of the training programme

| Objectives      |                | Student teachers are able to  |  |
|-----------------|----------------|---|--|
|                 |                | I   | enhance their awareness of the guidance role                                   |
|                 |                | II  | be willing to practise the guidance role                                       |
|                 |                | III   | have more knowledge, attitudes and skills to practise the guidance role        |
|                 |                | IV  | acknowledge the limitation of the guidance role                                |
| Sessions        | Objectives     | Contents  | Visual teaching aids   |
| 1 <sup>st</sup> | I, II, III, IV | <p>Introduction to guidance and counselling, and crisis management in schools</p> <ul style="list-style-type: none"> <li>● definition of guidance and counselling</li> <li>● assessing children's problems (crisis identification/suicide)</li> <li>● case analysis in crisis management</li> <li>● acknowledge the limitation of the guidance role of teacher</li> </ul>   | Video "It is OK to tell" (a case about sexual abuse)                           |
| 2 <sup>nd</sup> | I, II, III, IV | <p>Individual level</p> <ul style="list-style-type: none"> <li>● the guidance role of teachers and whole person development of pupils</li> <li>● caring attitude such as warmth, respect, empathy and genuineness (the definition of core conditions) and basic counselling skills</li> <li>● establishing good relationships with individual students (the use of core conditions)</li> <li>● the guidance and counselling process (Egan' model)</li> <li>● providing guidance and counselling to students in need (practise caring attitude and guidance and counselling skills)</li> </ul> | Video "Feeling left out" (a case about family divorce)                         |
| 3 <sup>rd</sup> | I, II, III, IV | <p>The class level</p> <ul style="list-style-type: none"> <li>● obtaining information about individual students</li> <li>● establishing good learning atmosphere and team-spirit in class (the use of core conditions)</li> <li>● classroom ethos</li> <li>● classroom guidance programme (enhancing self-esteem)</li> </ul>  | Video "Thank you teacher" (a case about teacher-pupil relationship in a class) |
| 4 <sup>th</sup> | I, II, III, IV | <p>The school-community level</p> <ul style="list-style-type: none"> <li>● parent-teacher conference</li> <li>● providing information and support in case conferences</li> <li>● collaborating with Student Guidance Teacher, administrators and professionals in the community</li> <li>● making effective referrals</li> </ul>  | Video "Teacher parent cooperation" (a case of teacher-parent conferencing)     |

### **3.2.3 The nature and characteristics of the training programme**

Based on the elements of an effective guidance and counselling programme for teachers in the literature review, the present training programme was designed. The nature of the present guidance and counselling training programme was similar in nature and approach to a human relationship training programme with the same key elements and phrases of training as suggested by Higgins, Moracco and Danford (1981). The key elements of facilitative communications such as empathy, positive regard and genuineness were emphasized in nearly every session of the training programme. The three phrases of training in logical sequence were firstly, introduction and explanation of concepts and skills; secondly, demonstration of skills and thirdly, practice of skills. However, the third phrase was often cut short in the present study due to the limitation of time for the lessons. The present programme was mainly based on Egan's model of helping (Egan, 1990) and Carkhuff's model of training (Carkhuff, 1969).

There were some other unique characteristics in content and pedagogy of the present programme. These included:

1. The curriculum design was simple, clear, practical and relevant to the working context. All these characteristics were reflected in the content of the training programme as shown in table 3.1. The first section was an introduction to guidance and counselling and crisis management in schools to raise the awareness and acknowledge the limitation of the guidance role of teachers. Then the second, third and fourth sessions were the theories and practice of the guidance role in the individual level, the class level and the school-community level.
2. Core conditions of facilitative communications such as empathy, positive regard and genuineness were being repeated by progressive reinforcing in

nearly each session with different approach and format. For example, in the second session of the training programme, the meaning and definition of the core conditions was introduced and then was applied in establishing a good relationship with individual pupils through a multiple response exercise and in case analysis. In the third session, after using diagrams to explain the importance of the core conditions, student teachers were required to record those examples illustrating the core conditions which were demonstrated by Mr. Wong, the class teacher, in establishing good relationships and a learning atmosphere for the whole class as shown in the video. In the fourth session, student teachers were once again required to identify the core conditions which were demonstrated by the teacher during the teacher-parent conference recorded in a video programme.

3. The content and materials used during the teaching and learning process, video records of cases, theories, case studies and newspaper cuttings were used and were all directly relevant to the primary school setting, and to the needs and level of participants. Video records of cases were used as concrete examples to illustrate the establishment of counselling relationships, and the existence of core conditions which were abstract and difficult to understand. Critical cases such as suicide cases of primary pupils from newspaper cuttings were used to give vivid examples of the seriousness of pupils' problems in order to raise the awareness and sensitivity of student teachers to the needs of pupils.
4. For the teaching and learning activities, there were a variety of activities and learning experiences that catered to the different types of learners. Video shows were used in each training session to demonstrate counselling processes, attitudes, skills and the linkage between theory and practice.

Discussion in groups followed by group reports and whole class discussions were used to promote active involvement, exchange of views and engagement of participants in high-order thinking. Case analysis in groups for exploring the reasons behind presenting problem, and multi-responses exercise for deciding appropriate and inappropriate responses to pupils, were used to develop an open-minded, cooperative and supportive environment for learning. Role play was used to practise skills and to apply a particular theory or helping mode in simulated situations.

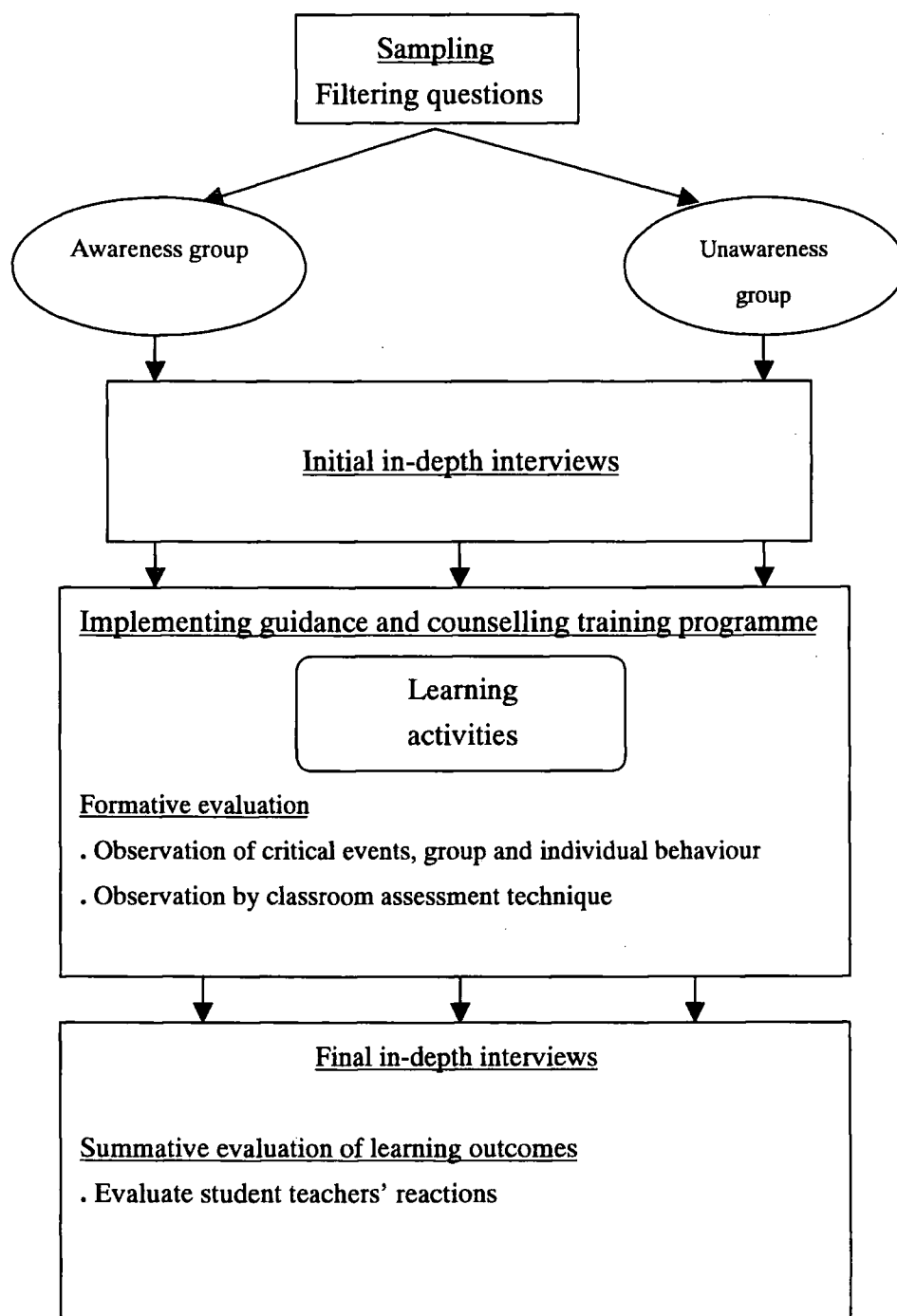
### **3.3 Research design and data collection methods**

#### **3.3.1 Research design**

The research design for collecting data for studying the development of student teachers in competence with regards to the guidance role of teacher in the guidance and counselling training programme is shown in figure 3.1.



Figure 3.1 Design of data collection



### **3.3.2 Sampling**

The sample was a class of 37 year-three student teachers of primary B.Ed. (4-year primary) in Hong Kong Institute of Education participating in the guidance and counselling training programme. There were 7 male and 30 female student teachers. Their ages ranged from 21 to 23 years old with a majority of 21 year olds (52.1%) (Student Affairs Office, 1998). By using filtering questions with the 16 student teachers, 8 seemed to be very aware of guidance role of class teachers and the other 8 were largely ignorant about the guidance role of class teachers. Those selected, 2 males and 14 females, had the highest or the lowest scores in filtering questions in order to include the whole span of student teachers. Sixteen student teachers rather than 37 were chosen because it was a representative sample and was a manageable sample size with in-depth interviews in a qualitative study. After getting their written consents, they all had in-depth interviews before, and after the training programme to chart their change in awareness, perception, understanding of the guidance role of teachers and their ability to handle pupils' problems.

### **3.3.3 Instrumentation and operational details**

In order to choose the 16 student teachers with some who seemed to be very aware of, some being ignorant and yet other antagonistic about the guidance role of class teachers, a filtering questionnaire (appendix 3.3) with 10 multiple choice statements, exploring their understanding and attitudes, was developed. Questions 1 to 5 were about the knowledge of the guidance role of teachers. For example, in question number 1, the statement was "*I have a clear understanding of what the guidance and counselling work of a primary school class / form teacher is*". While 6 to 10 were about the willingness to play such a role. For example, in question number 6, the statement was "*Even if it takes extra working*

*time for me, I am willing to express my opinions on the guidance work of my school to the responsible personnel.”*

To monitor the progress of the programme, classroom observation of the whole class, group mini-interviews of learners, and classroom assessment for individual learners were used. In addition, the personal journals of each session recorded by the researcher were used to reflect on the teaching and learning process.

An initial in-depth interview schedule (appendix 3.4) which focused on the component parts of the guidance and counselling work of a class teacher was constructed. The interviewing questions were set with reference to the core conditions of counselling. In the schedule, there were two simulated incidents that occurred in a primary school setting as shown below:

*Situation 1:*

*John is a 10 year-old bright student in your class. He has done well in his examination. He has pushy parents expecting him much in his academic work. Recently, during the lessons, John doesn't answer any of the questions except those directed to him. Today, he even hands in all his assignments in blank (doing nothing) to you.*

*Situation 2:*

*Mary is a 9 year-old average talented student with a normal family. Sometimes she explodes with temper tantrums when she does not get her way. She is provocative and doesn't care about other children's feelings. She is discovered to fight, and steal others' things. Today, after class, she comes to you with tears in her eyes. She accuses her classmates of not making friends with her and saying bad words to her and her family.*

The incidents were two cases of pupils' problems which were not

extraordinary and would most probably be handled by class teachers in schools. The nature and details of the two cases were similar to those that really happened in the schools with consultation from an experienced student guidance teacher. The interview schedule was further examined by a teacher educator who was a counsellor with clinical counselling experience. Then the interview schedule was field tested by interviewing two student teachers in another primary B.Ed. programme to check the clarity, the flow and timing of the interviewing questions. After an amendment, the interview schedule was used to interview the sample student teachers.

In the initial interviews, student teachers were asked how they would respond, feel and react to the cases, what they thought the causes of the problems might be, and how they should take actions immediately and in the longer term help pupils to solve their problems. More of this kind of neutral questions, rather than leading questions directing to the core conditions of counseling, were used. It took about 50 minutes to complete each initial interview and the duration for finishing the initial interviews was about three weeks.

After finishing all of the initial interviews, based on the result of preliminary analysis, those questions in the initial interview that can differentiate the responses were picked out as interview questions to ask the participants again in the first part of the final interview in this research study. Most of the interview questions remained the same as in the initial interview except question number 4 which was added in the final interview to acquire more data about the attitude of empathy and the skill of empathy used. In addition, in the second part of the final interview (appendix 3.5), direct and indirect questions were used to ask student teachers to explore the reasons for changes in competence with regards to the guidance role of class teachers. In order to evaluate and compare changes of

student teachers in knowledge, attitude, and skills with regard to the guidance role of class teachers, the same two cases and many of the interview questions were used in the initial and final interviews. The final interview schedule was fixed after consultation with the same teacher educator mentioned above. It took about 60 minutes to complete part I and part II of each final interview and the duration for finishing the final interviews was about three weeks.

To get feedback from the participants in the process of training and have formative evaluation, the classroom assessment technique with the Lesson Feedback Form (appendix 3.6) would be used at the end of the first three sessions.

The face validity of the instruments (filtering questionnaire, in-depth interview schedules, Lesson Feedback Form) was ensured by interviewing subjects in another programme as pilot and interviewing subjects in the present main study. They responded to two questions, (a) if they understood the questions in the instruments, and (b) whether these questions were meaningful for serving the purposes of those instruments. Modifications were made in accordance with responses in the pilot study of the above two aspects and after interviewing some subjects in the pilot study. The responses of the subjects in the present study affirmed that no items were identified as being out of place within the context of the instruments.

#### **3.3.4 The rationale for the use of interviews and the constructs studied**

In the present study, in-depth interview was used as the major method for collecting data. McLeod (1996) stated that for gathering qualitative data, the most widely used method was the research interview. Interviews could be developed with schedules of questions or could be more open-ended in nature. The advantage of using the face-to-face interview in the present study was its flexible technique for gathering in-depth and extensive views and experience of

informants. Moreover, the researcher could be readily aware whether the informant understood the meaning or wording of questions, and could check the researcher's own understanding of what the informant had disclosed by reflecting back at regular intervals. In addition, the advantages of using interviews as summarized by Marshall and Rossman (1999) were: 1) fostering face-to-face interactions with participants; 2) useful for uncovering participants' perspectives; 3) collecting data in natural setting; 4) facilitating immediate follow-up for clarification; 5) useful for describing complex interactions; 6) good for obtaining data on nonverbal behaviour and communication; 7) providing context information; 8) facilitating analysis, validity checks, and triangulation.

However, there were also limitations for using interviews as a research method. The limitations included that data were: 1) open to multiple interpretations due to cultural differences and 2) especially dependent on openness and honesty of participants and 3) highly dependent on the ability of the researcher to be resourceful, systematic, and honest. All these needed to be considered carefully in the research design, implementation and analysis stages.

In the qualitative interviews of the present study, two of the theoretical constructs of core conditions, such as empathy and positive regards, would be studied. In addition, counselling strategies and skills used would be explored as well. However, the core condition of genuineness would not be explored in this study because this construct was illusive and very difficult to measure. Genuineness was seldom investigated in other empirical studies as shown in the literature review. 95% of the helper's genuineness responding will go unnoticed (Mearns & Thorne, 2000). On the contrary, the most often studied constructs were empathy followed by counselling strategies and skills used in other empirical studies. These three constructs (empathy, positive regards, counselling

strategies and skills used) would be investigated together in the present research while in many other different studies, only one or two of these constructs have been explored.

### **3.4 Methodological issues**

#### **3.4.1 Ethical concerns**

The author's dual role as researcher and assessor in the training programme might create ethical issues and problems during the process of study. For example, some participants might want to please the assessor to get higher grades by joining the study or giving desirable answers during the interviews while those not joining might be threatened by giving a bad impression to the assessor.

In order to handle those ethical issues and problems, measures were taken to safeguard the validity of the study and to protect the rights of the participants. Before inviting the participants to join the study in the third lessons of the module, some ground work was done in building up the relationship and trust between the researcher and the participants. In the first and second lessons of the module, the researcher disclosed some of his background and his intention to help pupils with problems in Hong Kong by conducting research and study. This might help to build up the relationship and to clarify the ultimate objective of the study. Moreover, at the very beginning of the study, the whole class was informed that their participation in the study would not affect their grading.

To protect the rights of the participants, participants joining the research had been informed, consulted and advised about the objectives of the inquiry. The researcher had made the ethical contractual criteria known to all involved and

participants could withdraw from the study without the obligation to give any reasons.

The researcher got organizational permission and written consent (appendix 3.7) of participants before the implementation of the programme. The researcher was responsible for the confidentiality of the data and needed to be non-judgmental to the participants. To be non-judgmental and not affecting the life chances of participants (for better grading or worse grading), the individual assignments of the whole class was blind marked by the author at the end of the module. In addition, the researcher kept efficient records of the project and would make these available to participants and those concerned on reasonable request.

#### **3.4.2 Reliability and validity**

Banister, Burman, Parker, Taylor and Tindall (1990) stated that in all researches, perspectives and methods were value laden, biased, limited, as well as illuminated by researchers' frameworks, particular focus and blind spots. However, qualitative researchers argue that their approach can produce valid and reliable results by using different methods such as triangulation, analysis of negative cases and participant consultation (Coolican, 1990). All these methods will be used in the present study to safeguard the reliability and validity of the present study. For method of triangulation, the learning experiences of the participants will be explored by in-depth interviews, classroom assessment techniques and data from summative evaluation of the "reaction" (appendix 3.8) of student teachers. In "reaction", participants are consulted to collect their views and comments for the improvement of the programme. And when there are negative cases which do not fit the major patterns outlined as a result of analysis, the reason for this will be explored. Moreover, in order to overcome or minimize the limitations suggested by Banister, Burman, Parker, Taylor and



Tindall (1990), Johnson & Gott (1996) proposed three basic methodological principles that should guide efforts to establish and develop a neutral ground to have more reliable and valid results. The three principles were that the task be neutral; "triangulation" should be seen as a priority and that interpretation take place on the neutral ground. All these principles were applied in the present study to further overcome or minimize the limitations mentioned above. The application of these principles is described in the following sections.

### **3.4.3 Strategies for keeping tasks neutral**

The first principle is that the task should be neutral. Hall, Hall and Abaci (1997) claimed that during the interview process, interviewees might have a good idea of what constituted a sociably desirable response to the interviewer's questions. Asking direct questions about the main study variables could be cueing them to provide the data that they believed were wanted and this cueing would constrain thinking and possible response. But without asking direct questions, data could not be obtained. In order to solve this dilemma in the present study, the interview schedules were designed with simulated cases and neutral questions rather than leading questions. Two simulated cases were used to put the interviewees in the context of taking the teacher's role to handle pupils' problems. By such design, interviewees were concentrating on handling pupils' problems as if they were the teacher in charge of the cases. Facing the reality, they were engaged in preparing themselves as a class teacher, thinking of ways to solve the problems, having learning, self-exploration, investigation, and reflection rather than having time to guess the sociably desirable responses.

To help interviewees to genuine responses, before the in-depth interviews, interviewees were once again informed that their participation in this study would not affect their grading in this module. Moreover, in order to further minimize

the chance of getting sociably desirable responses, interviewees could say "I don't know or I don't want to respond" to those questions that they did not know or felt uncomfortable to answer. They were informed that the objectives of the study were to explore what they thought and what had happened in their experience of learning in the training programme, so they could say freely what they were thinking. The objective of this study was not to get predicted or correct answers, but for the improvement of the training programme. In addition, in order to get valid and precise responses, the responses, comments and statements made by interviewees were usually followed by questions asking for support with specific evidence, illustrations and examples. These were common responses in exploring the factors and critical incidents for change in attitudes and skill in part II of interview 2. For example, questions in part II would be like:

*Part II: Questions to explore the changes in awareness and understanding of the guidance role of teachers and the key elements in counselling after the training sessions:*

1. *Do you think you have changed your mind in handling these cases? If yes, what is the change? What make you change your mind or think differently? If no, what is the reason for no change?*
2. *Did any teaching and learning activities change your mind? If yes, please name them. What are their impacts to you?*
3. *What are the critical incidences (special or important event) during the training sessions that impress you? If yes, please name them. What are their impressions to you? What is your reflection?*

#### **3.4.4 Triangulation**

The second principle is about 'triangulation'. Triangulation is the making use of combinations of different data sources, methods, investigators and

theoretical perspectives to facilitate richer and potentially more valid interpretations. There are different types of triangulation such as data triangulation, method triangulation, investigator triangulation, and theoretical triangulation (Banister, Burman, Parker, Taylor & Tindall 1990). The types of triangulation in the present study were mainly data triangulation and method triangulation.

In data triangulation, during the interviews, when appropriate, "circular questioning" was employed to explore the same constructs by more than one question. This was not simply paraphrasing the same question, but was exploring the same constructs from different perspectives. For example, the key questions for exploring the construct of positive regard in question number 1 and 2 and the construct of empathy in question number 3 and 4 would be:

1. *What is your view towards the deviant behaviour of the student?*
2. *What is happening to the student? What are the possible reasons for the behaviour of the student?*
3. *What will be the feelings inside the student? And what may be the chief one? How can you understand the feelings of the student?*
4. *How would you talk to the student when you meet him? (i.e. role play of supposing the student is sitting in front of you, how would you talk to him directly now?) What will you do to build up the relationship with the student? What can you do to let the student feeling that you understand his / her feeling and situations?*

It may not be very reliable by comparing only the responses that were made some times ago in interview 1 with the later responses made in interview 2 to identify the changes in responses after training. Therefore, to double check the changes in the quality of responses or the honesty of the interviewees, the

interviewees were asked directly to describe explicitly their understanding of the constructs studied before and after training in part II of interview 2 (appendix 3.5). This helped to check and verify the changes in attitudes and skills after training with reference to those changes between the verbatim in interview 1 and part I of interview 2.

For the method triangulation, qualitative methods, such as classroom assessment technique for the whole class and the in-depth interviews of the 16 student teachers, were used to explore the underlying reasons of development in knowledge attitudes and skills of participants.

#### **3.4.5 Interpretation on neutral ground**

The third principle of interpretation taking place on neutral ground, interpretation needs to be based on interviewees' own sayings, meaning, specific terms and frame of reference rather than only from the researchers' frame of reference. Researchers must guard themselves against imposing meanings on interviewees' saying from researchers' frame of reference. The principle and its process of interpretation were discussed in the following method of analysis section with detailed examples and illustrations in the later chapter of result of the present study.

### **3.5 Method of analysis**

Both quantitative and qualitative data analysis were used to analyze the data. Quantitative data analysis for finding the frequency, mean, standard deviation of the responses in the questionnaires and self-developed reaction sheet were used to reflect the cognitive learning and the reaction of the participants after attending the training programme. For the 20 multiple choice questions questionnaire,

pre-test and post-test results were compared by means of using t-test to evaluate the learning of student teachers and the effectiveness of the training programme.

The main qualitative data were obtained from interviews with participants before and after training and the interviews were transcribed verbatim.

The data analysis of the interviews started with its transcription. All of the 32 in-depth interviews before and after training were transcribed. The transcripts of the interviews were carefully examined and fractured into smaller meaningful units to produce concepts which matched the data in order to identify the major concepts contained in the transcripts.

The major concepts identified were marked down in a chart sheet which was used to accumulate more concepts in constant comparisons with other interview data. Those concepts were then grouped and re-grouped to generate "data-driven" categories. This process was similar to Edwards's four stages in developing codings. Edwards and Talbot (1999) stated that stages in developing codings were: 1) taking the extracts that comprising a robust category and looking for similarities and differences between them; 2) grouping the extracts according to their similarities and be prepared to justify the groupings and these now comprising your coding groupings; 3) listing each coding grouping under the category label, and descriptor on the prepared page, giving at least one example for each coding; 4) giving a number to each coding grouping.

In the present study, the whole interview, not just a single response or phrase, was analyzed. From the analysis described above, categories and indicators were defined. Then, 10 to 15 key quotes from case 1 and case 2 in initial interview (interview 1) and final interview (interview 2) were extracted for the process of further analysis and the classification of categories. The responses in the quotes were judged by the indicators. The classification of categories was

made according to the frequency, intensity and quality of responses made in the quotes. Responses from interview 1 and interview 2 were compared with the same set of indicators and criteria.

## Chapter 4: Results

This chapter presents the results in three sections. They are:

1. Change in attitudes and skills in different context of pupils' problems
2. The themes and critical incidents for change in knowledge, attitudes and skills of guidance and counselling skills training
3. The guidance role of class teachers

These sections are linked to the guiding research questions such as:

- a) How do student teachers develop their positive regard, empathy, counselling skills and strategies in different contexts of pupils' problems? Will it be the same for all student teachers? Will there be some who never change their attitudes and skills?
- b) What seem to be factors and critical incidents which leads to change in their attitudes and skills? What characteristics of the programme are necessary for that changes to occur?
- c) How do student teachers' awareness, perception, understanding of the guidance role of teachers develop during the training programme?

Each section will begin with a brief introduction, followed by a result summary and description of findings. Direct quotes from the interviews are used if they are useful for explaining the findings. Comments will be made for the result of the present study with comparisons to other literature especially to the literature review in chapter two. Based on the results in this chapter, chapter five will discuss "bigger" issues related to teacher education programmes, implementation of Whole School Approach policy in schools and a proposed model of training for minimizing bias towards pupils.

The result of this research study is based on the analysis of a sample of 16 student teachers in the guidance and counselling training programme. In order to choose the 16 student teachers, a filtering questionnaire (appendix 3.3) with 10 multiple choice statements was used to determine their level of awareness concerning the class teacher's guidance role. From the analysis of the data, no antagonistic group identified (with scores below 20) and only awareness and unawareness groups appeared (with scores ranging from 32 to 46). The selection for the in-depth interviews was comprised of eight student teachers as the "awareness group" having highest scores and another eight student teachers as the "unawareness group" having the lowest scores. Since there is no antagonistic group identified, interviewing these two groups will ensure that the whole span of student teachers in the class were included. The results in this chapter focused on these two groups.

#### **4.1 Changes in attitudes and skills in different context of pupils' problems**

Two different cases were used in the same interview schedule. They were used to collect data and to compare the responses in the two cases in the areas of attitudes, counselling strategies and skills used. Before and after training, the same set of questions were used to explore the similarities and differences in the responses in the areas of the knowledge, attitudes and skills of student teachers in different contexts. The context of the cases was different, especially in behavioural history and in the nature of problems, with case 1 having emotional difficulties while case 2 had emotional and conduct difficulties. This difference may affect the quality of responses of the student teachers as discussed in



literature review (Long, Paradise & Coleman, 1978; Warner, 1984). The details of the two cases, in terms of the pupils' gender, age, talent, family background, behaviour history, nature of problems and the presenting problems, are shown in table 4.1.

Table 4.1 The context of the two different cases

|                            | Case 1   | Case 2                                 |
|----------------------------|--|--|
| <b>Gender</b>              | Boy  | Girl                                   |
| <b>Age</b>                 | 10   | 9                                      |
| <b>Talent</b>              | Bright   | Average                                |
| <b>Family background</b>   | Pushy parents  | Normal family                          |
| <b>Behavioural history</b> | No behavioural problem but does not answer question in class | Temper tantrums, fighting and stealing |
| <b>Nature of problems</b>  | Emotional difficulties                                       | Emotional and conduct difficulties     |
| <b>Presenting problem</b>  | Hand in blank assignments                                    | Tears in her eyes                      |

A comparison of responses for both cases was conducted before and after training sessions. It was found that, the guidance and counselling training programme seemed to have an impact on student teachers' knowledge, attitudes and skills in the following three areas. These areas were:

Area 1: Attitude towards pupil (Positive regard or not)

Area 2: Feeling for pupil (Emotional involvement)

Area 3: Counselling Skills and Strategies

In each area, the categories were first defined, followed by the result summary and definition of indicators. Direct quotes with open coding as interpretations were used as examples to illustrate the different level of categories. The detailed extracts of responses of student number 11 in case 1 and case 2,

before and after training, (appendix 4.1) were used to illustrate the process of analysis and justification of categorization. Finally, the profile of student teachers in the development of the three areas in different contexts will be shown in figures 4.1 to 4.3.

#### 4.1.1 Illustration of categories

##### 4.1.1.1 Area 1: Attitude towards pupil with positive regard

There were three categories of responses in this area:

1. Rejection: means do not accept the pupil (the person) since the cause of the problem may mainly due to the pupil's character, intention or behaviour.
2. Partial Acceptance: means try to accept the pupil since the cause of the problem is not mainly arising from the pupil.
3. Acceptance: means accept pupil (the person) with positive regard since cause of pupil's deviant behaviour is external to the pupil.

The following table gives a result summary of the number of responses classified in different categories of the sixteen student teachers before and after training in case 1 and case 2 in the area of attitude towards pupils.

Table 4.2 Summary table of attitude towards pupils.

| Categories                |          | Attitude towards pupils |          |                |           |
|---------------------------|----------|-------------------------|----------|----------------|-----------|
|                           |          | Before training         |          | After training |           |
|                           |          | Case 1                  | Case 2   | Case 1         | Case 2    |
| <i>Rejection</i>          | <i>1</i> | <i>3</i>                | <i>9</i> | <i>0</i>       | <i>2</i>  |
| <i>Partial Acceptance</i> | <i>2</i> | <i>2</i>                | <i>6</i> | <i>3</i>       | <i>11</i> |
| <i>Acceptance</i>         | <i>3</i> | <i>11</i>               | <i>1</i> | <i>13</i>      | <i>3</i>  |

The indicators of the three categories were as follows:

1. Rejection: The indicators of this category are (a) strong blame or (b) often

## blame on the pupil

### Examples in Case 1

*Student teacher 3 (Before training): I think that he wants to testify to how his parents and teachers will treat him by showing deviant behaviour.... Maybe his academic performance is too bright in school, he regards himself as very clever. He may think that it is not a big deal whether he completes his homework or not. He may probably regard his teachers' supports as not effective so it is not a big deal whether he gives reply to their questions. He also has the same attitude towards doing homework as he may think having bright results in the examination is enough. (Q4) {put the blame on pupil; may not understand pupil's situation}*

*Student teacher 6 (Before training): I think he has done something wrong and should be punished [laughs]. (Q2) {to blame the pupil strongly; judgmental}; He acts like this intentionally in order to attract other's attention, as he is lonely and wants to get other's attention. (Q3.2) {judgmental to pupil's intention}*

### Examples in Case 2

*Student teacher 3 (Before training): I think that she may not have enough care from her family members.... Her rebellious character may account for her deviant behaviour. (Q3.1) {to blame family and pupil}; She is selfish even though human nature is full of selfishness and kindness (Q11).... Her motivation of doing deviant behaviour is caused by selfishness so I will let her know the feelings of others concerning her deviant behaviour. (Q11.1) {don't accept pupil's character}*

*Student teacher 6 (Before training): This is her personal character. Her temper is bad and needs to be improved. (Q2) .... Her character is too self-centred and she does whatever she wants to do. She does not care about others' feeling. (Q3) {judgmental, blame the pupil strongly}; As a teacher (Q5.1) .... She needs my help and I will try my best to help her by telling her that her classmates treat her like largely due to her character and behaviour. (Q5.2) {put the blame on pupil's character and behaviour}*

*Student teacher 16 (After training): If she loses her temper so frequently, this may be due to the fact that her parents spoil her so much but no one tries to stop her....she loses her temper so frequently. (Q1) {blame often on pupil; put blame on parents and other}; Maybe she regards herself as the "Big Princess" in the class. If other students do not obey her, she will fight with them....She may have frustration in her studies....Mental illness concerning hyper-activeness, overactive and losing temper without control. (Q2.1) {blame on pupil's intention; and suggest other reasons}*

2. Partial Acceptance: The indicator of this category is that student teachers put mild blame on pupils.

*Examples in Case 1*

*Student teacher 16 (Before training): He may have lost his temper, not knowing how to cope with pressure, feeling toilsome as his parents' expectation is too high (Q2).... His relation with other classmates may be not good and this makes him unhappy. As he may be shy, passive and not willing to communicate with others. His relationship with other classmates may be not good. This may also make him not interested in studying. (Q3.1) {put the mild blame on pupil and heavy blame on parent; may not understand pupils' situation}; I will not think he is troublesome. I want to help him. (Q10) {try to accept the pupil}*

*Student teacher 3 (After training): I think that there are some hidden reasons for his deviant behaviour. (Q1) {cognitive response}; Maybe he thinks that he is very clever so there is no need to do such easy homework due to his bright examination result.... Maybe some problems happened in his family so he has no incentives to do his homework.... Anyway, he wants to take a rest. (Q2.1) {mild blame on pupil; cause may be due to family problem}*

*Examples in Case 2*

*Student teacher 2 (Before training): There may be some reasons behind her behaviour so I have to find out why she is acting like this. (Q2) {exploring, suspend judgment}; I do not have too much feeling.... It is different from John's case. Before that I felt very sorry for him.... It seems unsuitable to be sorry, it is not worth it as she really has done something wrong. (Q5) {not concerned for Mary as much as John; since she deserves}*

*Student teacher 9 (Before training): She may have learnt fighting from the media or she used to act like this with her sibling. Maybe her father treats her mother like that. She may not know that stealing is wrong. (Q3.1) {mild blame on pupil, strong blame on parent and media}*

*Student teacher 3 (After training): Maybe she wants more people to make friends with her but she cannot achieve her goal so she does deviant behaviour as a means of expressing her grievances. (Q2).... Maybe she cannot control her temper.... I think that she has mental illness of inborn nature such as over-active syndrome but if she explodes with temper tantrums, I think that it is another kind of mental illness. (Q2.1) {mild blame on pupil; aware the possibility of illness}; I think that she is unwilling to do deviant behaviour but she cannot control herself so she feels unhappy as she cannot control her temper.... She is also afraid that classmates will not be her friends. (Q3) {try to accept pupil behaviour; may understand part of pupil's feeling}*

3. Acceptance: The indicator of this category is putting no blame on pupil.

*Examples in Case 1*

*Student teacher 1 (Before training): He does homework and goes to school every day to fulfill the high expectation of his parents. They are not satisfied even if he gets very good results; therefore, he is under pressure and acts like that. (Q3) {not to blame pupil but blame parent}; The student is the most important.... communications between different parties is very important in order to understand each other. I think there is a reason for everything and we need to understand the root of the problem in order to solve it. (Q8) {accept pupil; explicit principle}*

*Student teacher 9 (After training): I think that he may have some family problems. As he is a student with good conduct and bright academic results, some hidden reasons have resulted into his deviant behaviour. (Q1) {not to blame pupil, some underlying reasons}; I guess that the student may have family problems. (Q2).... Maybe the student has a disharmonic relationship with his friends, relatives and family members. The student may lose his lovely pets or other valuable things and all the above-mentioned reasons will bring him down. (Q2.1) {not to blame pupil, see problem as developmental or natural}*

*Student teacher 16 (After training): I think that some events of unhappiness happened to him. There are many reasons for his deviant behaviour. His deviant behaviour is most likely associated with the pressure from his parents' high expectations on him. (Q1){cognitive response; not to blame pupil but the parent}; Whatever the student has done is wrong or not, I will accept the student at first before making conversation. Even though the student says that the reason for handing in blank assignments is to express his anger, I will not blame the student. I will just say: "I totally understand what you said." In this way, the student will know that I can understand his problems so he will disclose his problems to me. On the other hand, I will give more encouragement to the student such as nodding my head or putting my hand on the student's shoulder. In this way, the student will know that the teacher is taking care of him and eager to help him. (Q4.2){acceptance of pupil; showing empathy}*

*Examples in Case 2*

*Student teacher 2 (After training): She is lonely. She has a problem in being together with her classmates, but she cannot understand it. (Q2).... She wants to have attention and concern from other people.... Perhaps she is unhappy in her family as she is always scolded by her parents, or her parents blame each other. She finds nowhere to express her feeling and so she has such deviant behaviour. (Q2.1) {not to blame pupil but parent}; I feel that I am in a dilemma. It is because she has her own reasons for making her errors. I cannot blame her.*

*However, she needs to know that her behaviour is wrong.... Yes, it is hard for me to communicate with her. She will insist in closing her mouth if I accuse her immediately, so I will talk with her only when she has been calmed down. (Q5) {genuine feeling; reasons for error, acceptance; dilemma, concern both pupil and task}*

*Student teacher 8 (After training): She may have mental illness. [Say with deep feelings] Have I mentioned to you that I have a student who is very bitter and similar to Mary?...She has a bad inter-relationship with the people who have interactions with her....(Q2) Maybe her parents spoil her due to the fact that she is the only child in the family. {not to blame pupil, since cause may be due to illness or poor parenting}*

*Student teacher 14 (After training): She has some emotional problems..... She may not know that she had done something that affects other herself. (Q1){not to blame pupil; Mary may not do it intentionally}; She may be sick. May be there is some emotional symptoms on her. It could be a kind of psychosis but she does not know this illness leads to her abnormal behaviours.(Q2).... Maybe her parents love her too much and will not blame her for some misbehavior. Therefore she gets used to this. (Q2.1){not to blame pupil; problem may be due to illness or poor parenting}*

#### 4.1.1.2 Area 2: Feeling for pupil (Emotional involvement)

There were three categories of response in this area:

1. Antipathy: to have bad feelings or dislikes for pupils.
2. Sympathy: concern for the pupils and have pity towards them.
3. Empathy: stand very close to pupil's point of view and understand most of their feelings and situation.

The following table gives a result summary of the number of responses classified in different categories of the sixteen student teachers before and after training in case 1 and case 2 in the area of feeling for pupils.

Table 4.3 Summary table of feeling for pupils.

| Categories       | Feeling for pupils |        |                |        |    |
|------------------|--------------------|--------|----------------|--------|----|
|                  | Before training    |        | After training |        |    |
|                  | Case 1             | Case 2 | Case 1         | Case 2 |    |
| <i>Antipathy</i> | 1                  | 3      | 8              | 0      | 3  |
| <i>Sympathy</i>  | 2                  | 10     | 8              | 5      | 11 |
| <i>Empathy</i>   | 3                  | 3      | 0              | 11     | 2  |

The indicators of the three categories were as follows:

1. Antipathy: The indicator of this category are (a) sign of bad feeling for pupil or (b) negative labeling of pupils' behaviour, intentions or characters.

*Examples in Case 1*

*Student teacher 3 (Before training): Yes, he not only looks down on the importance of homework but also the importance of teachers (Q4)... Many reasons contribute to his behaviour but the chief one is that he receives too much pressure. As he feels very exhausted, he wants to isolate himself. (Q4.1) {not understand the feeling of pupil}; His behaviour is not harming others in nature but is caused by his own unhappiness. He is not attacking others and he is only driven by his own unhappiness so he is not willing to reply to questions and then receives poor academic results. All of his behaviour is not intentional in nature.... He is selfish and he is also very unhappy and has inferior academic results so he cannot understand his parents and teachers' care towards him.... He is kind, selfish and regardless of others' care towards him. (Q11.1) {blame pupil; dislike pupil}*

*Student teacher 6 (Before training): Maybe something happened in his family. After I learnt that his parents have very high expectations on him, I started to think that he might want to rebel and escape from their control. Their expectation may be too high for him to fulfill. (Q3) {to blame pupil and parents}; Uhm...Methods? I will contact him directly and offer individual counselling. I will ask him, "You used to do very well, why didn't you do the homework this time? Don't you know how to do it? But I don't think so because you are so clever." (Q4.2) {dislike pupil's behaviour, challenge pupil, give pupil more pressure}*

*Examples in Case 2*

*Student teacher 3 (Before training): I think that she is too young and immature.... I think that she*

does things her own way. She is more rebellious than her classmates, so she has the courage to do such deviant behaviour. (Q2) {to blame pupil}; I will not give her much sympathy as she must bear the results of her wrongdoings. Anyway, her action is wrong. But if she comes to see me with tears that means even though I will not extend sympathy to her, I will try my best to help her.... it is difficult to approach due to her rebellious character in the past. But she has trouble this time; I will try my best to help her if she wants to follow my advice. (Q5) {she deserves; not much feeling for pupil; conditional support}

Student teacher 9 (After training): I feel very annoyed and helpless. Because this problematic student is very difficult to solve her own problem and she makes bad impacts on the whole class. Unlike John's behaviour of handling blank homework and having no incentives in the classroom, Mary's provocative behaviour and bad temper make the whole class dislike her. I think I will be in a dilemma as I don't know how to face the whole class in handling Mary's problem: If I punish her for her deviant behaviour, I am afraid that she will have more rebellious behaviour as a retaliation; if I forgive her, her classmates will regard me as a lenient teacher spoiling Mary. On the other hand, I am afraid that I cannot handle her emotion. (Q1) {strong emotional response; bad feeling to the pupil; one in a dilemma}

2. Sympathy: The indicators are having (a) pity on pupil; (b) may not understand or understand part of pupil's feeling, but no sign of empathy or antipathy; (c) concern and worry about pupil's situation and student teachers' own ability to handle cases.

#### Examples in Case 1

Student teacher 9 (Before training): I think that it's a pity. If this situation goes on, it may have a great effect on his study and development.... I feel pity if a good student like him turned into one so inferior and passive. (Q5.1) {pity and worry on pupil}

Student teacher 16 (Before training): He feels anxious and wants to get help but does not know how to express himself. He may never tell his mother that he cannot do what she expects, so he feels helpless. (Q4) {may understand part of pupil feeling}; I want to know what is going on with him at the beginning to see what I can do to help him (Q5).... My feeling? My feeling towards this case or.... Uhm, my feeling? [slight pause] .... So far I think he is quite pitiful. (Q5.1) {quite hard to express one's feeling; pity on pupil}

Student teacher 3 (After training): I will use a friend-friend role to talk with him, together with soft



intonation and not to question him with the reasons for handing in blank homework. What I want to do is use a friend's role to know why he hands in blank homework with the use of soft intonation.... I hope that I can let him know that I am not blaming him but asking him out of curiosity. (Q4.2) {only superficial gesture to show concern and care}; I feel regret as why such a bright student will do his homework with blank assignments. I hope I can help him and let him become a hard-working student as shown in his past performance. (Q5) {have pity on pupil}

Student teacher 6 (After training): He feels pressure as his parents have high expectation on him. If what I guess is correct and other students are jealous of him, he may feel lonely as he cannot get into his classmates' circle. If he were sick, he may feel tired and weak. (Q3) .... The main one is that he feels great pressure. (Q3.1) {may understand pupil' s feeling}; Worry. I am worried about his results and afraid that he will have more deviant behaviour in the future. I am afraid that it will be more difficult to follow in the future. (Q5) {concern task more than pupil and worry about one's own ability to handle case}

#### Examples in Case 2

Student teacher 9 (Before training): I think this is disturbing and this may make others not want to contact her. Someone may try to tackle her together. She may be isolated or boycotted. (Q2) {one stand on an objective, neutral position; and no sign of empathy or antipathy}

Student teacher 3 (After training): I will not make a conclusion that she is wrong as she will think that her classmates are wrong. I will give her room so she can analyze her behaviour and then let her make a conclusion for which parties have done the wrong things. (Q4.2) {no attempt to show empathy}; I think that she is a person misfortunate. Because she treats her classmates so badly, she has received negative feedback from them. As history cannot be rewritten, her classmates may not change their impressions towards her even if she improves. (Q5) {have pity on pupil}

3. Empathy: The indicator of this category is the sign of understanding pupil's feelings and situation.

#### Examples in Case 1

Student teacher 1 (Before training): I believe that he is under great pressure and does not know how to relax. He may feel very tired or he wants to attract others' attentions. He wants people to see his inner world. (Q2) {sensitive to see this as a sign for seeking help; understand pupil' s situation and feeling}; I cannot say I am sad,

but I feel unhappy. I think there are many students like this, but we always ignore them. (Q5)... Someone who can help him solve the problem and make him tell his inside feelings. A guidance (Q5.1)... He had encountered a lot of problems and felt anxious and helpless. A teacher is to help him share his feelings and understand that he has these needs. Such is not something to be shamed of since it is natural to have such needs. I have to admit this to him. A counselor is to help him face his problem and to have contact with his family to help him. (Q5.2) {concern pupil very much; showing empathy}

Student teacher 8 (Before training): He may feel contradiction in himself. (Q4) {understand pupil's possible situation, feeling}; Listen to him first. Listen to what happen to him first and see how he thinks. I will not say that he is right or wrong at this moment. (Q5.1) {suspend judgment; try to understand pupil}; A better relationship between my students and me will enable me to know them better. This makes me get into their world more easily and will also help in my class. (Q5.2) {try to understand pupil, have empathy}

Student teacher 2 (After training): I will talk with John in this way, 'John, recently you look unhappy. I notice that you handed in a blank assignment today. Why did you do this? What's the matter with you? Can you tell me something?' [caring tone](Q4)... I will stand on his side and say, 'I know this is very hard. Is there a lot of pressure on you? You can tell me your problem so that I can decide whether I can help you or not. Actually, I also had this similar feeling in the past. My experience is that ...' To conclude, I will state that teachers are not above students. They are not always correct. They also have their own problems. The occurrence of his problem is not abnormal. (Q4.1) {immediacy; have empathy; personal sharing}

Student teacher 16 (After training): Being unhappy, disillusioned, and eager to get other people's care, I would tend not to bother him or push him to hand in homework. He wants other people to know what is happening to him. (Q3) {understand and sensitive to pupil feeling and situation}; John's case is very typical in Hong Kong, teachers must pay attention to that situation... I will have some unhappiness if his academic performance isn't so good in the meantime. (Q5) {reflection on John's case, more sensitive to pupil's need; express one's feeling}

#### Examples in Case 2

Student teacher 1 (After training): I will spend a longer time talking with her, establish a relationship with her based on mutual trust, and direct her to say something about her feelings. Besides, I will try to understand more about her family background. (Q3.2)... I will talk with Mary like this, 'Mary, what's the

*matter with you? Have you just met something that made you unhappy? [slight pause] I recently saw you having a quarrel with your classmates. What happened to you? Can you tell me about it?' [soft tone with concern] (Q4) {try to understand pupil feeling; exploration}; I will show my consent with her feelings, and tell her about my observation of her. I will express my desire to help her to solve her problems and listen to her words. When I listen to her words, I will not make any comments. (Q4.1) {to show empathetic understanding; try to be non-judgmental}*

*Student teacher 8 (After training): I will say: "Mary, why you are crying now? Don't cry and why are you not happy? I know you have unhappiness recently but can you tell me the reasons?... Next time you can say to them that saying bad words to others is not correct and others will be hurt by what you say (Q4)... When she says that she is unhappy, I will reply: "How bad was your classmates' languages to you!" and let her know I am going with her thinking and will not overlook what she said to me. I will share with her when she is speaking to me. (Q4.2){showing empathy; positive regard towards pupil}; I will think that she is very bitter when thinking of her unhappy experiences in school. She will think her school life is meaningless when she is thinking of it. (Q5){understand pupil' s feeling, see things from pupil point of view}*

#### 4.1.1.3 Area 3: Counselling Skills and Strategies (CSS)

There were three categories of response in this area:

1. Disabling: most of the counselling skills and strategies used are inhibiting, blocking and damaging.
2. Partial Enabling: some of the counselling skills and strategies used are reasonable, growth enhancing and facilitating.
3. Enabling: most of the counselling skills and strategies used are reasonable, growth enhancing and facilitating.

The following table gives a result summary of the number of responses classified in different categories of the sixteen student teacher before and after training in case 1 and case 2 in the area of counselling skills and strategies to pupils.

Table 4.4 Summary table of counselling skills and strategies to pupils.

| Categories                | Counselling skills and strategies |        |                |        |
|---------------------------|-----------------------------------|--------|----------------|--------|
|                           | Before training                   |        | After training |        |
|                           | Case 1                            | Case 2 | Case 1         | Case 2 |
| <i>Disabling</i> 1        | 3                                 | 6      | 1              | 5      |
| <i>Partial Enabling</i> 2 | 9                                 | 8      | 4              | 6      |
| <i>Enabling</i> 3         | 4                                 | 2      | 11             | 5      |

The indicators of the three categories were as follows:

1. Disabling: The indicators of this category are (a) pre-judgment of problem; (b) preaching; (c) instructing or giving advice; (d) forcing pupil to do something; (e) unskillful ways of handling cases; (f) threatening; (g) punishment; (h) confronting and teaching.

*Examples in Case 1*

*Student teacher 3 (Before training): If he refuses to answer questions in class, I will require him to give responses. As for his deviant behaviour of not doing homework, I will guide him to complete the task. If he does not hand in an assignment everyday, I have no choice but to force him to finish his homework after school. As for his inner world, I will take more opportunities to talk with him (Q7).... I will ask him whether he feels exhausted with his studies. If he says no, I will ask him what the reasons are for not doing his homework and behaving so lazily in classroom. If he says yes, I will comfort him. (Q7.1){concern task more than pupil; forcing pupil to do something, not counselling}*

*Student teacher 16 (Before training): I think it is better not to ask him directly why he did not hand in the homework. If he really does not want to tell you, then ask him directly. (Q4.2){no immediacy}; If he feels that he does not have friends, I will encourage him to play with others or I will ask some of his friends to go out with him. Or at least encourage him to join some activities, like decorating the notice board. Because his main problem may be he does not know how to get along with others. (Q6){pre-judgment about the cause of problem}*

*Examples in Case 2*

*Student teacher 3 (Before training): I will comfort her. [Pause] if classmates do not want to make friends with her, she must make improvements. She must improve herself*

*and start to treat others more friendly. After that, I will advise her to treat others more friendly and speak to her concerning the reasons leading to her past experiences and I will get a conclusion to her that what she has done is wrong (Q7).... I will organize more group activities in the classroom to make her classmates have more interactions with her. I will use these activities to teach her how to treat others, so I will try my best to organize these group activities to make sure she can have more chances to interact with others. (Q7.1){preaching, not counselling}*

*Student teacher 16 (Before training): I will say to her, "you do not have to care about what others say if it is not true".... And she has to tell them that you are angry when they say something bad about you and your family. (Q7){advice giving}; I have to observe her to see if she still acts like before. Fighting and stealing things are not allowed in school or in society. If she exhibits such behaviour, I would order her to stop and let her know that she is wrong. I will ask those students who scold Mary to be friend and tell them that Mary has changed. I think students will listen to their teacher as they are still young. (Q7.2){underestimate the complexities of the situation; unskillful way of handling}*

*Student teacher 9 (After training): "Mary, why do you come to see me with tears? (Maybe she will stand next to me) Can you tell me what is the matter? Are you quarrelling with your classmates? In the meantime, only you can blame your classmates but they cannot fight back." (Then she will say that her classmates said bad words to her parents and are unwilling to make friends with her.) Then I will say: "How unhappy are you when classmates do not want to be your friends and say bad words about your parents? Do you have a reflection that your classmates will have the same feeling of you as you are doing the same thing compared with your classmates? Do you have a reflection that of what you did was wrong in treating your classmates? Now your feelings of unhappiness and anger are just the same with your classmates when you treat them so badly in the meantime. Do you have a reflection of your behaviour and think about it when you are in home? If you want to get the respect of other people, you should respect other people in advance. (Q4) {confronting and teaching, not counselling}*

2. **Partial Enabling:** The indicator of this category is that some of the counselling skills and strategies used are appropriate, growth enhancing and facilitating while some are not.

*Examples in Case 1*

*Student teacher 2 (Before training): I will show him that I am very concerned about him and ask him, "How have you been recently?" .... It will scare him if I ask him to talk with me on purpose. (Q4.3){concern pupil, not task but no immediacy}; I will pay more attention to his everyday behaviour and talk to him. His performance can also reflect his feeling, like the homework he did, and I can also ask other students about his situation. (Q6) {strong awareness of pupil's situation}*

*Student teacher 6 (After training): I will talk to him and try to find out the reasons for handing in the blank assignments and for not willingly answering questions in class first. Then I will try to understand his behaviours at home. Also I will remind him to do the homework but not blame him. I will tell him that I just want to see if he knows what to do or ask if there is anything I can help him with. For the long term, I will encourage him to answer questions in class and I will ask other students to comment and give feedback for his answers in order to connect him and his classmates. Then I have to observe him for a while to see if he has any deviant behaviour. If the situation does not improve, I will consider meeting his parents. As I know, they have high expectations on John. I will tell them that "It is good to have expectations on your child but if the expectations are too high, then it will become a pressure to your child." (Q6) {immediacy; appropriate steps}; Yes. I will tell him, "Every parent has expectations on their children and wish that they can do their best. However, the children do not need to feel too nervous about that. Your parents will see what you have done if you have already tried your best and will be appreciated." (Q8) {preaching, giving advice }*

#### *Examples in Case 2*

*Student teacher 2 (Before training): Firstly, I will question her with the first item that you asked about my initial response. Then I will ask her more questions in order to understand the reasons behind her behaviour. (Q4.1) {concern task more than pupil; want to know the cause}; I will try to express that I care about her and not try to blame her. Make her understand that I want to help her....(Q7.1) If there is someone who supports her and understands her, she will cheer up. (Q7.2) {not to blame pupil; try to concern pupil, establish and value relationship}*

*Student teacher 9 (Before training): Firstly, I will try to lower the frequency of her exploding temper and not be so provocative and tough with others. Teach her how to respect others and to get along with others.... Let her know the feelings of others. (Q7.2) {appropriate way and strategies}; Yes. I will threaten her, "If you continue to act like this, nobody will play with you and it will be a pity to have lessons on your own." (Q9) {use warnings, threatening, and be strict by*

*telling her the consequences}*

*Student teacher 6 (After training): Immediately, I will tell her not to cry. Then I will discuss with her why nobody wants to be friends with her. I hope that she will notice that it is her behaviours that make people not like her.... For long term, I will help her make a plan, such as "Good Children Plan" and I will ask her to fill a table and if she does not have any bad temper for that day, I will give her a ticker or a stamp. If she keeps doing this for a certain period of time, I will praise her or give her a present. (Q6) {immediacy; use behaviour modification}; "A good child should not expose his / her temper to others. When you do that, you even fight with others, this will hurt others and it is wrong to do so. (Q8.1) {preaching}*

3. Enabling: The indicators of this category are (a) immediacy; (b) express one's genuine feeling; (c) using different methods wisely to help pupil; (d) explicit principle and strategies of handling cases; (e) systematic steps and strategies; (f) assist pupil to help oneself; (g) finding more resources.

*Examples in Case 1*

*Student teacher 1 (Before training): Talk to him immediately. I think I should not be very harsh on him. He has not handed in the homework but I will tell him to do it again. I think mainly I need is to talk with him. (Q7).... It is important to let him know that I care about him but not his homework. (Q7.1) .... I think I have to contact his parents. It is not only the relationship between teacher and student but I also have to take care of the parents. We can communicate on how to solve the problem of the problem. Talk with the student to understand his view and feelings. (Q7.2) {handle case with care and systematic steps and strategies}*

*Student teacher 2 (After training): I will find him first, and then ask him about his recent living. In this way, I can understand what happened to him recently so that I can find any possible solutions. (Q6).... Even though he knows his problems, he cannot solve them immediately. I will help him to do so, step by step. I need to continuously follow his case and observe him whether he has made improvement. I will also give him my opinion to help him solve his own problems.... I will also think about the impacts of the students when carrying out actions. I may face difficulties that affect him in helping the student. In this way, I will consider other suitable people to help.... My attitude should be mild. No order or command should be required. (Q6.1) {immediacy};*

*systematic steps; finding more resources}*

*Student teacher 16 (After training): I will encourage the student to speak about what is happening to him. If he refuses to disclose his problem, I will observe the student for one or two days. If he wants to finish his assignment, he can stay at the school (Q6).... I will try to understand the situation first. If the problem cannot be solved temporarily, I will spend two recesses a week to talk with him in order to know whether he has had changes or not.... Or I will talk with his parents to know whether his performance at home is just the same when compared at school or not. Maybe I will seek the SGT' s help to follow this case and talk with the student. (Q6.1){systematic counselling skills and strategies; finding more resources to help}; Helping the student to build up his confidence and let him to turn back to his past situation.... Not to harm, force, or worsen the student's problems. (Q7){explicit goals and principles; respect}*

*Examples in Case 2*

*Student teacher 1 (After training): I will talk with her at once to understand the causes of her problem. It will spend a period of time discussing with her. Besides, I will discuss with other teachers and try to give her an opportunity to correct her wrongdoing. In addition, I will talk with her classmates and her parents to find out methods to help her together. (Q6).... It is time-consuming to help Mary. I will continually build and maintain the relationship with her, and make a plan with her about controlling her emotion and being together with other people.... Apart from solving her emotional problem, I can help her to have a healthy growth, being well with other people and solving problems by herself during the process. She can begin to solve problem by herself.... It means that she can learn how to solve her problems. (Q6.1) {immediacy; systematic steps; using different methods wisely to help pupil}; Besides, she needs to have self-control over her deviant behaviour, and be responsible to her behaviour. A teacher cannot follow her continually. She needs to solve her problems by herself. So she needs to notice and correct her behaviour.... (Q7) {emphasis pupil's responsibility; assist pupil to help oneself}*

*Student teacher 8 (After training): After settling her situations, I will use her situations to ask her the reasons for leading her to similar experiences in the past and to explore the real reasons of having such a deviant behaviour. (Q6).... if she has mental illness, I will follow this case based on her illness. If her parents can cooperate with me, I will talk with her parents. (Q6.1) {systemic steps}; I will not use the wording of giving advice but say: "Your parents and I feel very unhappy with your deviant behaviour." (Q8){not to give advice, but express one's genuine feeling}*



From the above discussions, many of the student teachers changed their attitudes and improved their skills in handling the pupils' problems. In summary, after training, in the areas of attitude towards a pupil, feelings for a pupil and counselling skills and strategies, more student teachers had a high level of acceptance and empathy towards their pupils, with more enabling counselling skills and strategies. Nearly all of them moved to higher levels in either case 1 or case 2 or both in the three areas as shown in table 4.5 which will be discussed in detail in the following sections. For the process of analysis and the rationale for justification of categorization, the three areas are illustrated in the case example as shown in appendix 4.1.

#### **4.1.2 The individual student teacher development in attitudes and skills during training**

In order to have an overall view of the development made by the student teachers during training, the change of individual student teachers in the three areas and their corresponding categories were summarized in table 4.5. In the table, the student teacher number, the nature of the group (screened by the filtering questions), scores before and after training across the three areas and total change were all listed for comparison.

To visualize the change, the developments in the three areas (attitude towards pupil, feeling for pupil and counselling skills and strategies) are shown in figures 4.1 to 4.3. In order to describe the changes in the figures clearly, the state symbol will be used. For example, state symbol (3,1) means the student teacher responses were classified as level 3 in case 1 and level 1 in case 2. That means the first figure in the bracket describes the level attained in case 1 while the second figure describes the level attained in case 2. Usually, the levels attained in case 1 and case 2 might not be the same in the present study. In addition, the

state (1,1) will be regarded as having the lowest level both in case 1 and case 2 while (3,3) will be regarded as having highest level both in case 1 and case 2 and at the desirable highest state.

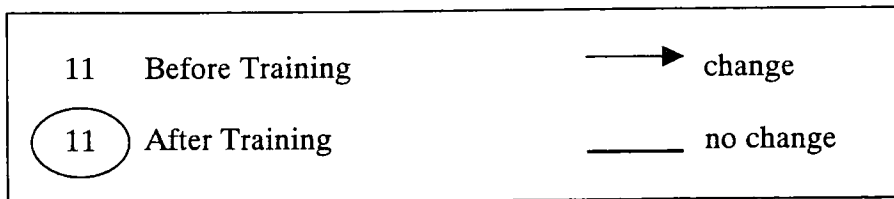
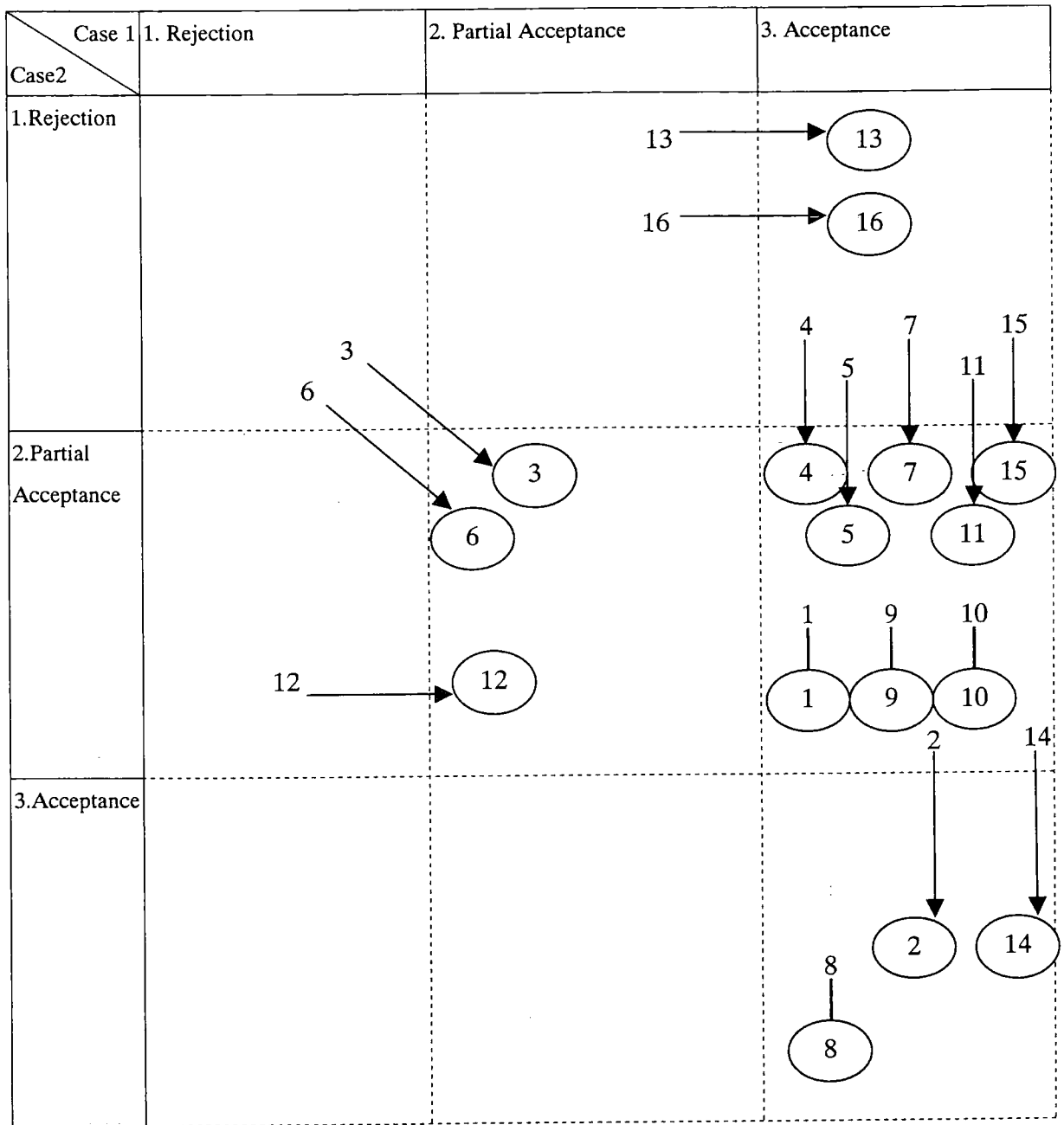
In each area, the pattern of states, before and after training, and the overall pattern of change will be described first. After developing a clear picture of the pattern of changes, individual student teachers' development and their changes regarding the context of the two different cases will be discussed in detail in order to explore the difference in development among student teachers and between cases.



Table 4.5 The change of individual student teacher in the three areas during training and the overall categories

| Student No.            | Group | Total Change after training (level) | Attitude towards pupil |        |        |        | Feeling for pupil |        |        |        | Counselling skills and strategies |        |        |        |
|------------------------|-------|-------------------------------------|------------------------|--------|--------|--------|-------------------|--------|--------|--------|-----------------------------------|--------|--------|--------|
|                        |       |                                     | Before                 |        | After  |        | Before            |        | After  |        | Before                            |        | After  |        |
|                        |       |                                     | Case 1                 | Case 2 | Case 1 | Case 2 | Case 1            | Case 2 | Case 1 | Case 2 | Case 1                            | Case 2 | Case 1 | Case 2 |
| 1                      | A     | 1                                   | 3                      | 2      | 3      | 2      | 3                 | 2      | 3      | 3      | 3                                 | 3      | 3      | 3      |
| 2                      | U     | 4                                   | 3                      | 2      | 3      | 3      | 2                 | 2      | 3      | 2      | 2                                 | 2      | 3      | 3      |
| 3                      | U     | 4                                   | 1                      | 1      | 2      | 2      | 1                 | 1      | 2      | 2      | 1                                 | 1      | 1      | 1      |
| 4                      | A     | 3                                   | 3                      | 1      | 3      | 2      | 2                 | 2      | 3      | 2      | 2                                 | 2      | 3      | 2      |
| 5                      | U     | 4                                   | 3                      | 1      | 3      | 2      | 2                 | 1      | 3      | 2      | 2                                 | 2      | 3      | 2      |
| 6                      | A     | 6                                   | 1                      | 1      | 2      | 2      | 1                 | 1      | 2      | 2      | 1                                 | 1      | 2      | 2      |
| 7                      | U     | 2                                   | 3                      | 1      | 3      | 2      | 2                 | 1      | 2      | 2      | 3                                 | 2      | 3      | 2      |
| 8                      | A     | 1                                   | 3                      | 3      | 3      | 3      | 3                 | 2      | 3      | 3      | 3                                 | 3      | 3      | 3      |
| 9                      | U     | 0                                   | 3                      | 2      | 3      | 2      | 2                 | 2      | 3      | 1      | 2                                 | 2      | 3      | 1      |
| 10                     | U     | 3                                   | 3                      | 2      | 3      | 2      | 2                 | 2      | 3      | 2      | 2                                 | 2      | 3      | 3      |
| 11                     | A     | 3                                   | 3                      | 1      | 3      | 2      | 3                 | 1      | 3      | 2      | 3                                 | 2      | 3      | 3      |
| 12                     | A     | 2                                   | 1                      | 2      | 2      | 2      | 1                 | 2      | 2      | 2      | 2                                 | 2      | 2      | 2      |
| 13                     | A     | 5                                   | 2                      | 1      | 3      | 1      | 2                 | 1      | 3      | 2      | 2                                 | 1      | 3      | 2      |
| 14                     | A     | 1                                   | 3                      | 2      | 3      | 3      | 2                 | 2      | 2      | 2      | 2                                 | 1      | 2      | 1      |
| 15                     | U     | 2                                   | 3                      | 1      | 3      | 2      | 2                 | 1      | 3      | 1      | 2                                 | 1      | 2      | 1      |
| 16                     | U     | 4                                   | 2                      | 1      | 3      | 1      | 2                 | 1      | 3      | 1      | 1                                 | 1      | 3      | 1      |
| The overall categories |       | 1                                   | Rejection              |        |        |        | Antipathy         |        |        |        | Disabling                         |        |        |        |
|                        |       | 2                                   | Partial acceptance     |        |        |        | Sympathy          |        |        |        | Partial enabling                  |        |        |        |
|                        |       | 3                                   | Acceptance             |        |        |        | Empathy           |        |        |        | Enabling                          |        |        |        |

Figure 4.1 Individual Change in Attitude towards Pupils



In area 1: Attitude towards pupil (Positive Regard)

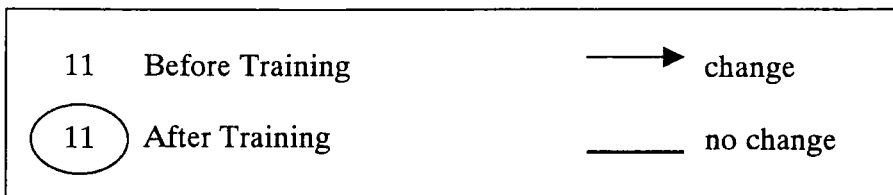
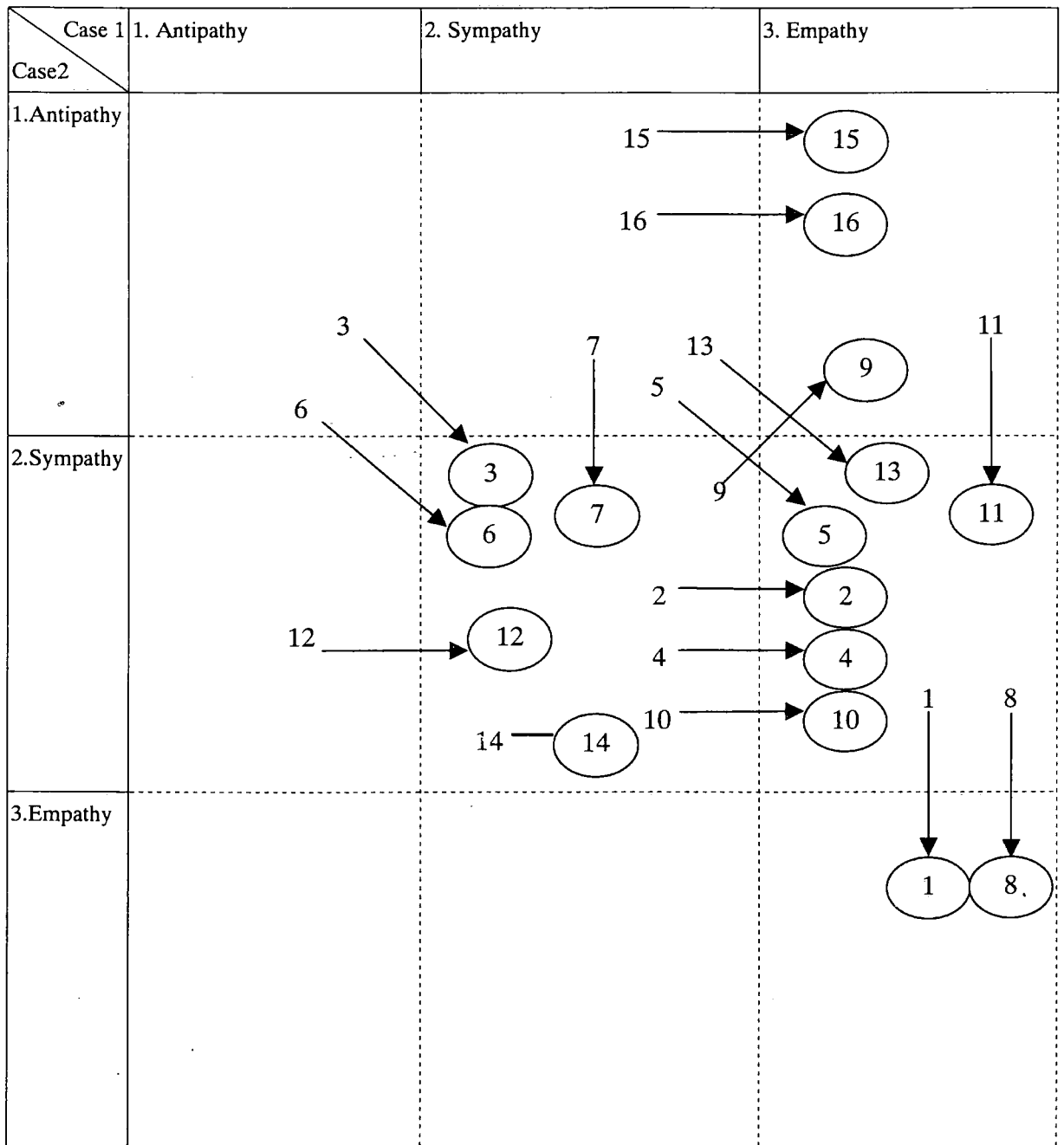
Regarding the pattern of states, before training, more than half of the student teachers were in the state of (3,1), (3,2), with one in (3,3) which is the most desirable state. After training, most of the student teachers were in the state of (2,2), (3,2), (3,3), with three in (3,3), reaching the most desirable state. That means there is a trend of some student teachers moving to higher states.

For the general pattern of change, there were gradual changes of the student teachers' attitude toward pupils. The changes were usually one level higher in the two studied cases without any great jump from level 1 to level 3. All the changes were moving to a higher level, to the direction of acceptance, and progressing to the most desirable state (3,3) which is at the right bottom corner of the figure.

For the individual student teacher development, the changes were not the same for all student teachers. Two were both one level higher in both case 1 and case 2 (student number 3, 6). Three were one level higher in case 1 only (student number 12, 13, 16) while seven were one level higher in case 2 only (student number 2, 4, 5, 7, 11, 14, 15). Three were no changes in either case (student number 1, 9, 10) while one (student number 8) stayed at the highest level.

Regarding the context of the two different cases, the number of changes to a higher level in case 1 was five, and the other eleven stayed at their highest level. The number of changes to the higher levels in case 2 was nine while six remained at the same level (without progress) and the other one stayed at the highest level. Comparing the two cases for those who were in lower level, in case 1, every one progressed while in case 2, there were six having no progress. That means more student teachers made no progress in case 2 than in case 1. In other words, it was harder for student teachers to have progress in case 2 than in case 1.

Figure 4.2 Change in emotional involvement (feeling for client)



In area 2: Feeling for pupil (Emotional involvement)

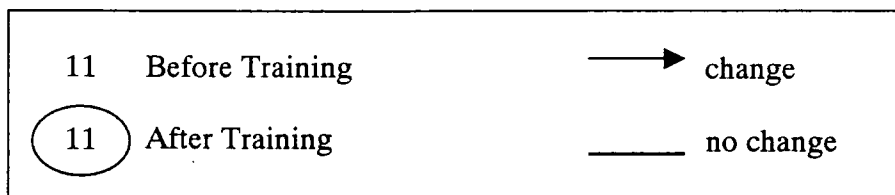
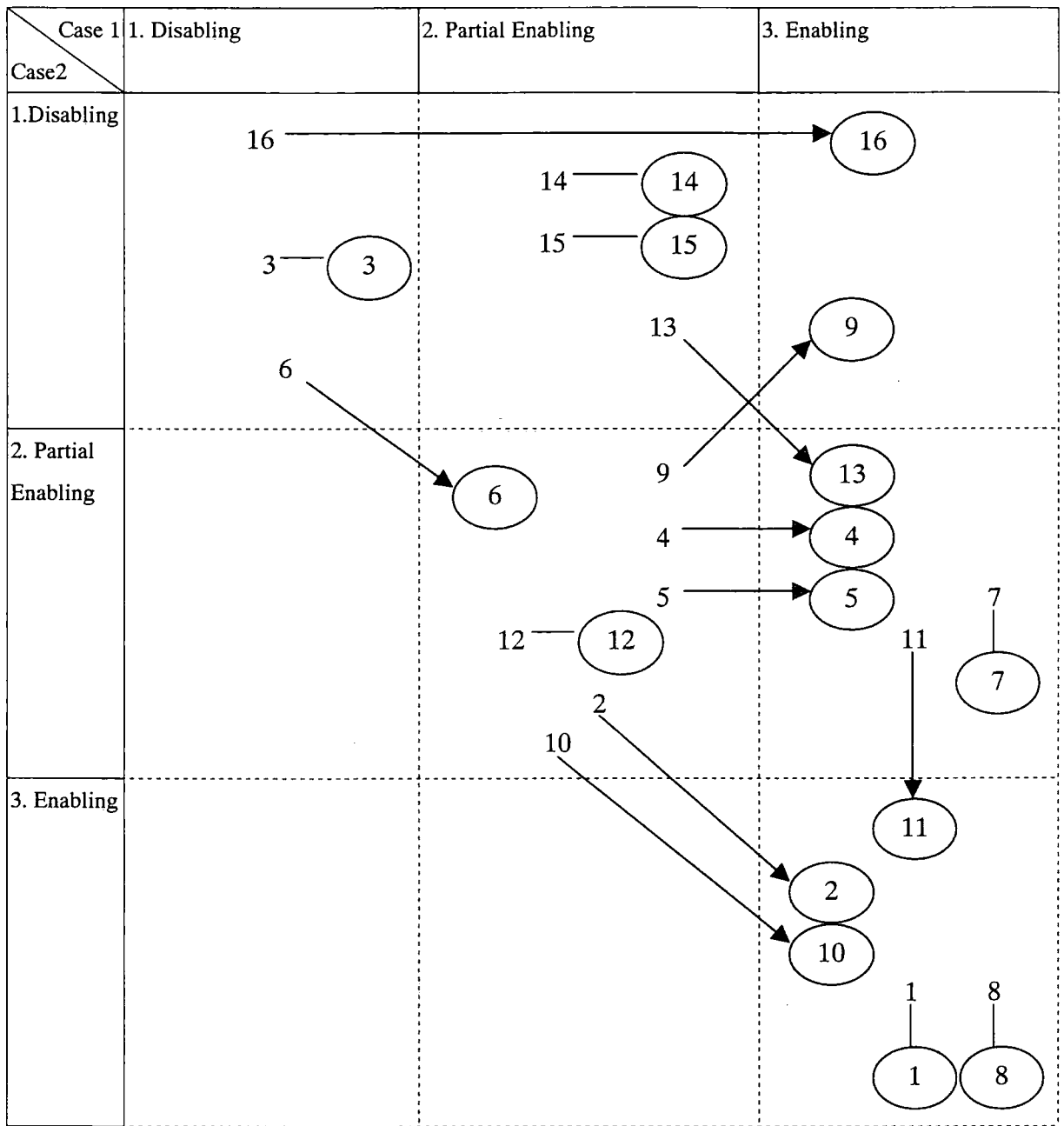
Regarding the pattern of states, before training, more than half of the student teachers were in the state of (2,1), (2,2), without (3,3) which is the most desirable state. After training, most of the student teachers were in the state of (2,2), (3,2), with two in (3,3), reaching the most desirable state.

For the general pattern of change, the student teachers showed a gradual change of emotional involvement. The changes were usually one level higher in the two studied cases without any great jump from level 1 to level 3. Nearly all of the changes, except one (student number 9), moved to a higher level in the direction of empathy, thus progressing to the most desirable state (3,3).

For the individual student teacher development, the changes were not the same. Four were one level higher in both cases (student number 3, 5, 6, 13). Six were one level higher in case 1 (student number 2, 4, 10, 12, 15, 16) while four others were one level higher in case 2 (student number 1, 7, 8, 11). One (student number 14) had no change in both case 1 and case 2 while one (student number 9) was one level higher in case 1, but one level lower in case two.

Regarding the context of the two different cases, 11 student teachers progressed to a higher level in case 1 while two remained the same (without progress), and the other three stayed at the highest level. Eight participants increased their level in case 2 while seven remained the same (without progress) and one dropped a level. That means in case 1, there were more student teachers making progress while in case 2, there were more remaining the same without progress or even dropping down. In other words, it was harder for student teachers to have progress in case 2 than in case 1.

Figure 4.3 Individual Change in Counselling skills and strategies





### In area 3: Counselling skills and strategies

Regarding the pattern of states, before training, more than half of the student teachers were in the state of (1,1), (2,1), (2,2), with two in (3,3) which is the most desirable state. After training, most of the student teachers were in the state of (3,2), (3,3), with five in (3,3), reaching the most desirable state. That means there is a trend of some teachers moving towards higher states.

For the general pattern of change, there were gradual changes in counselling skills and strategies for the student teachers. The changes were usually one level higher in the two case studies. The change was apparent as shift was made from disabling to partial enabling or partial enabling to enabling. One student (number 16) jumped from disabling to enabling. Nearly all of the changes, except one (student number 9), moved to a higher level in the direction of enabling, progressing to the most desirable state (3,3).

Individual student teacher development, varied in the degree of change. Four were one level higher in both case 1 and case 2 (student number 2, 6, 10, 13). Two increased by one level high in case 1 (student 4, 5) while only one increased by a level in case 2 (student number 11). Five showed no change in both cases (student number 3, 7, 12, 14, 15) while two stayed at the highest level (student number 1, 8). One (student number 16) was two levels higher in case 1, but there was no change in case two. Finally, one (student number 9) exhibited an increase in the level in case 1 but dropped one level in case two.

Regarding the context of the two different cases, the number of changes to the higher level in case 1 was eight while four remained the same (without progress), and the other four stayed at their highest level. The number of changes to a higher level in case 2 was five while eight remained at the same level (without progress). Two stayed at their highest level while one dropped one

level lower. That means when comparing the two cases, in case 1, there were more student teachers making progress while in case 2, there were more remaining the same without progress or even dropping down. In other words, it was harder for student teachers to have progress in case 2 than in case 1.

In short, from the individual student teacher development in each of the three areas, it seems that case 2 was more difficult to handle than case 1 by the student teachers. To confirm this, the sum of scores across the three areas, before and after training in case 1 and case 2 respectively, were calculated from data in table 4.5. Sum of scores across the three areas in table 4.6 means adding up the scores in attitude towards the pupil, feelings for the pupil and counselling skills and strategies. Looking at the grand total scores across the three areas in case 1 and case 2, before and after training, the above claim is confirmed by comparison of figures shown in table 4.6.

Table 4.6 Sum of scores across the three areas in case 1 and case 2

| Scores in filtering | Group              | Students No. | Sum of scores across the three areas |            |           |           | Progress made after training |           |
|---------------------|--------------------|--------------|--------------------------------------|------------|-----------|-----------|------------------------------|-----------|
|                     |                    |              | Case 1                               |            | Case 2    |           | Case 1                       | Case 2    |
|                     |                    |              | Before                               | After      | Before    | After     |                              |           |
| 41                  | A                  | 1            | 9                                    | 9          | 7         | 8         | 0                            | 1         |
| 42                  | A                  | 4            | 7                                    | 9          | 5         | 6         | 2                            | 1         |
| 45                  | A                  | 6            | 3                                    | 6          | 3         | 6         | 3                            | 3         |
| 46                  | A                  | 8            | 9                                    | 9          | 8         | 9         | 0                            | 1         |
| 44                  | A                  | 11           | 9                                    | 9          | 4         | 7         | 0                            | 3         |
| 42                  | A                  | 12           | 4                                    | 6          | 6         | 6         | 2                            | 0         |
| 43                  | A                  | 13           | 6                                    | 9          | 3         | 5         | 3                            | 2         |
| 38                  | A                  | 14           | 7                                    | 7          | 5         | 6         | 0                            | 1         |
|                     | <b>Total</b>       |              | <b>54</b>                            | <b>64</b>  | <b>41</b> | <b>53</b> | <b>10</b>                    | <b>12</b> |
|                     |                    |              |                                      |            |           |           |                              |           |
| 35                  | U                  | 2            | 7                                    | 9          | 6         | 8         | 2                            | 2         |
| 36                  | U                  | 3            | 3                                    | 5          | 3         | 5         | 2                            | 2         |
| 36                  | U                  | 5            | 7                                    | 9          | 4         | 6         | 2                            | 2         |
| 34                  | U                  | 7            | 8                                    | 8          | 4         | 6         | 0                            | 2         |
| 32                  | U                  | 9            | 7                                    | 9          | 6         | 4         | 2                            | -2        |
| 36                  | U                  | 10           | 7                                    | 9          | 6         | 7         | 2                            | 1         |
| 37                  | U                  | 15           | 7                                    | 8          | 3         | 4         | 1                            | 1         |
| 33                  | U                  | 16           | 5                                    | 9          | 3         | 3         | 4                            | 0         |
|                     | <b>Total</b>       |              | <b>51</b>                            | <b>66</b>  | <b>35</b> | <b>43</b> | <b>15</b>                    | <b>8</b>  |
|                     | <b>Grand Total</b> |              | <b>105</b>                           | <b>130</b> | <b>76</b> | <b>96</b> | <b>25</b>                    | <b>20</b> |

In case 1, the grand total across the three areas of all student teachers before training was 105 and after training was 130 with a progress of 25. However, in case 2, the corresponding figures were 76 and 96 with a progress of only 20 which were all much lower than in case 1. That means case 2 was more difficult to handle as reflected by responses from the student teachers both before and after training.

About sampling and screening the awareness and unawareness group, the

filtering questionnaire might not be very reliable. Conceptually, the range of scores of attitudes towards the guidance role should be between 10 and 50 in the filtering questionnaire. The higher score shows more of an awareness towards the guidance role. Scores in the filtering questionnaire for the awareness and unawareness group are shown in table 4.6. There were differences in scores between the two groups, but the difference is not significant. The difference shows only that the awareness group has relatively higher scores than the unawareness group. For example, student number 14 with the score of 38 was put in the awareness group because this student teacher was in the 8<sup>th</sup> position of highest score among those (29 out of 37 student teachers) willing to participate in the in-depth interviews. Moreover, the highlighted figures for total sum of scores across the three areas for the awareness and unawareness groups do not have significant differences in case 1 (54 versus 51) nor case 2 (41 versus 35) before training. The two groups seem to be nearly in the same level before training. Additionally, the reliability Alpha coefficient of this instrument in the present study is only 0.58 which is far from satisfactory. The filtering questionnaire may not be good enough for screening the student teachers into awareness and unawareness group. This instrument needs to be modified. However, in the present sample, the lowest and highest scores in filtering questionnaire were 32 and 46 for the whole class of student teachers. The 16 student teachers selected for in-depth interviews may still be a representative sample of the whole class since their scores in the filtering questionnaire cover the whole span of scores in this class, ranging between 32 and 46. These samples are good enough for this present study to examine the development of different student teachers.

In summary, there were changes in attitude, emotional involvement and skills used for most of the student teachers in either case 1 or case 2 or in both cases, but

with different degrees among the participants and between the cases. In order to explore the reasons for changes in the two different cases after training, the changes in the three areas will be compared to check any significant pattern of grouping of student teachers. The factors and critical incidents for changes will be explored later.

#### **4.1.3 Grouping of student teachers' development across the three areas**

By comparing the three areas (figures 4.1 to 4.3) of the progress made in case 1 and case 2 and the position (the states) of student teachers in the three figures, it is found that there are certain kinds of pattern changes among them. There are six groups with different magnitude of overall progress made across the three areas. Their patterns of progress made in case 1 and case 2 are different.

Among the groupings, there are four types of overall progress made which are in increasing order of magnitude, namely no, little, some and much. Their range of progress is zero, one to two levels, two to four levels and three to six levels respectively. Referring to the three figures (figures 4.1 to 4.3), the characteristics of progress made in case 1 and case 2 of the six groups are described as follows:

**Group A:** Student teacher number 1 and 8 were at the highest level in case 1 and near the highest level in case 2 before training across the three areas. Their bias might be non-existent in case 1 and very low in case 2 before training. No room for improvement in case 1 and little room for case 2. They had progress in case 2 and so the overall progress made was little. They might have no or little bias for pupils both in case 1 and case 2 after training.

**Group B:** Student teacher number 2, 3, 5, 6, 10 and 13 were at low or middle levels in case 1 and case 2 before training across the three areas.

They had progress in both case 1 and case 2 and so the overall progress made was much. They might have no or little bias for pupils in both cases after training.

Group C: Student teachers (number 4, 12 and 16) were at the low or middle level in case 1 and case 2 before training across the three areas. They progressed mainly in case 1 and showed little or no progress in case 2. The overall progress made was some. They might have no or some bias for pupils in case 1 but still have bias for pupils in case 2 after training.

Group D: Student teacher number 9 was at the middle level in case 1 and case 2 before training across the three areas. This student teacher progressed in case 1 but regressed in case 2. The overall progress made was zero. She might have no or little bias for pupils in case 1 but have stronger rejection or bias for pupils in case 2 after training.

Group E: Student number 7 and 11 were near or at the highest level in case 1, but were at a lower level in case 2 before training across the three areas. They progressed in case 2 but no progress was apparent in case 1. No progress was made in case 1 due to their high level before training. The overall progress made was some. They might have no or little bias for pupils both in case 1 and case 2 after training.

Group F: Student number 14 and 15 were at the middle level in case 1 and at lower level in case 2 before training across the three areas. There was room for progress both in case 1 and case 2 but they made little or no progress in case 1 and case 2. Considering the room for improvement, overall progress was minimal. This seems to be a stagnant group. They might have bias for pupils in case 1 and case 2

after training.

#### **4.1.4 Comment**

##### **4.1.4.1 The characteristic of core conditions of counselling**

Concerning the definition of core conditions, in the area of unconditional positive regard, the attitudes towards pupils shown by student teachers are in three categories. Data show that categories like “rejection”, “partial acceptance” and “acceptance” exist among student teachers. This suggests that the categories are in nature of an attitude as suggested by Mearns and Thorne (2000) and Rogers (1957). The underlying meaning or classification of the categories reflects more of Rogers’ operational definition than to Mearns and Thorne’s conceptual definition. The categories indicate that there are levels in actual practice for this attitude and the highest one is “acceptance”. Student teachers showed more “acceptance” to case 1 (John) than case 2 (Mary) both before (11 versus 1) and after training (13 versus 3). That means a significant difference exists among student teachers’ attitude towards pupils’ state of emotion or behavioural history.

In the area of empathy, the feeling involvement of student teachers with the client are of three kinds. Data show that categories like “antipathy”, “sympathy” and “empathy” exist among student teachers. This suggests that the categories are more in nature of feeling, as an emotional involvement with the client in a process rather than just an ability to “sense client’s inner world” and “to communicate this perception”. That means the categories are more inclined to Mearns and Thorne (2000) definition rather than to Rogers (1990). Student teachers showed more “empathy” to case 1 (John) than to case 2 (Mary) both before (3 versus 0) and after training (11 versus 2). That means a significant difference exists among student teachers’ feelings for pupils’ state of emotion or behavioural history. For the student teachers, feelings for pupils may be

situational specific, depending on the nature of clients' emotions or the knowledge of the clients' background (behavioural history). This finding supports the propositions made by Hill (1994) that the situational factors like counsellors' knowledge of the client and the nature of clients' emotions may affect counsellors' empathetic experiences or responses. In addition, the number of student teachers showing "empathy" towards case 2 (Mary) before and after training may be affected by the gender of the pupil (client). There may be different expectations or stereotypes for boys and girls in their expressed emotions and behaviour. The student teachers may have higher expectation of the girl which affects their quality of responses.

The present study may fill the research gap of previous studies. Long, Paradise and Coleman (1978) and Warner (1984) had similar studies concerning enhancing teacher affective sensitivity with samples of student teachers and practicing teachers as subjects respectively. There were consistent and contradicting results obtained between these two studies. Comparing the results between them, the treatment groups consistently having higher scores in empathic responding than control groups but significant difference in quality of responses to states of emotion of client. According to Warner (1984), these differences resulted from using student teachers versus practicing teachers as subjects or due to the quality of stimulus vignettes (audio versus video presentations), and further research was strongly recommended for clarification. In the present study, using simulated cases with different emotions (anxious versus anger) as method of inquiry, student teachers showed significant difference in quality of responses to different emotional states of pupil which is consistent with findings in Long, Paradise and Coleman's (1978) study. Pupils in anxious state (John) would have more empathetic responses than pupils with anger (Mary). Therefore, the



difference in response to states of emotion of client between these two studies may be due to the participants (student teachers versus practicing teachers), rather than the quality of stimulus vignettes (audio versus video presentations). It seems that there is no contradiction between the above studies in empathetic responses. The present study confirms that there is such a difference of empathetic responses to emotional state of pupils among student teachers.

In the area of congruence, it is hard to tell from the empirical data of the present study whether this concept is "a state of being" (Mearns & Thorne, 2000) or "attitude" (Rogers, 1961). Even though this concept had been introduced in the training programme, it was hard to observe or measure this construct during interviews. Besides the observer (interviewer), even the student teachers themselves were not aware of this concept or its changes in the interviews. From the data in part II of interview 2, in the sample of 16 participants, only 5 reported that there might be a change in genuineness after the training programme compared with 16 in counselling skills and strategies and 15 in skill of empathy, 11 in empathy and 9 in unconditional positive regard for reporting changes after training. The data agrees with the claims of Mearns and Thorne (2000) that "95 percent of the counsellor's congruent responding will go unnoticed".

#### 4.1.4.2 The inter-relationship of core conditions of counselling

With reference to the level of categories in the three areas explored in the present study, there are three levels of categories generated in each area. For level 1, the categories are "rejection", "antipathy", and "disabling". In level 2, the categories are "partial acceptance", "sympathy", and "partial enabling". In level 3, the categories are "acceptance", "empathy", and "enabling". The categories parallel each other in quality of responses and degree of supporting pupils in each level across the three areas. Among the six different groups

identified, more “acceptance”, “empathy” and “enabling” exist in group A both before and after training. For members in those groups who were high in one area will also be high in the other areas such as student number 1 and 8 in group A. The opposite is also true for members in those groups who were low in one area will also be low in the other areas such as for student number 3 and 6 in group B. That means there is a close relationship among the three areas in the present study. This findings agree with scholars’ assertions (Merry, 1999; Mearns & Throne, 2000) that there is a close relationship between attitude (positive regards) and feeling (empathy). That means strong positive or negative feelings or attitudes, such as like or dislike of the client on the part of the counselor, may hinder the counselling process especially in inhibiting empathy by clouding the ability of the counselor to perceive the client without distortion. Negative feelings usually bother counsellors more than positive feelings. For the unified nature of the core conditions (Mearns & Thorne, 2000), each of the core conditions may be more obviously dominant at different times of the counseling process, but their inter-relationship or unified nature means the absence of one will cause the others to cease their therapeutic effectiveness. From the present study, it was found that not only positive regard related to empathy, these two also related with the use of counselling skills and strategies.

#### 4.1.4.3 The level of interpersonal functioning

About the level of interpersonal functioning in the present study, at level 1, the categories are “rejection”, “antipathy”, and “disabling” which may damage or hurt pupils during teacher pupil interactions. At level 3, the categories are “acceptance”, “empathy”, and “enabling” which may facilitative and support pupils’ growth and development. With special attention to level 2 of categories like “partial acceptance”, “sympathy” and “partial enabling”, this can be regarded

as a minimal level of facilitation. Detailed comparisons show that, these levels are similar in certain extent to those of levels in Carkhuff's scale with level 2 in the present study matching with level 3 in Carkhuff's scale as the minimal facilitative level. Level 1 in the present study is damaging and hurting to clients which is equivalent to level 1 and 2 in Carkhuff's scale while level 3 in the present study is equivalent to level 4 and 5 in Carkhuff's scale with therapeutic effect.

The levels in Carkhuff's scale are specific with clear description and are useful in determining levels of interpersonal functioning. But without clear labels for each level, it may be difficult to understand for laymen. The categories developed in the present study with clear labels in each level may be an alternative to explain the constructs clearly to laymen, policy makers, school personnel, teachers and pupils concerned.

#### 4.1.4.4 The impact of the training programme to those below minimal facilitative level

Referring to the impact of the training programme in the present study on student teachers with reference to the core conditions of counselling, there are agreements with previous studies. Both the present study and the studies in categories C and D in literature review show that HRT programme or guidance and counselling skills training programme can help participants to improve their interpersonal functioning or teacher affective sensitivity. In particular, in studies of Berenan, Carkhuff and Myrus (1966) and Carkhuff (1971), the experimental group of 12 volunteer college students and 12 student teachers had improvements in interpersonal functioning with about one level higher on a five-point scale after 20 hours and 25 hours of HRT programme respectively. Most of the student teachers in the present study after 12 hours of training were usually one level

higher in the three areas of attitude towards pupil, feeling for pupil and counselling skills and strategies.

In the present study, looking at the impact of the training programme for those below minimal facilitative level (at level 1) before training, it was found that many of them had progressed and only a few remained at this level after training as shown in the table 4.7 below.

Table 4.7 Summary table of the changes in categories in number of student teachers

| Areas, categories and levels |                           |   | Number of student teachers |        |                |        |
|------------------------------|---------------------------|---|----------------------------|--------|----------------|--------|
|                              |                           |   | Before training            |        | After training |        |
|                              |                           |   | Case 1                     | Case 2 | Case 1         | Case 2 |
| Attitude                     | <i>Rejection</i>          | 1 | 3                          | 9      | 0              | 2      |
|                              | <i>Partial acceptance</i> | 2 | 2                          | 6      | 3              | 11     |
|                              | <i>Acceptance</i>         | 3 | 11                         | 1      | 13             | 3      |
| Feeling involvement          | <i>Antipathy</i>          | 1 | 3                          | 8      | 0              | 3      |
|                              | <i>Sympathy</i>           | 2 | 10                         | 8      | 5              | 11     |
|                              | <i>Empathy</i>            | 3 | 3                          | 0      | 11             | 2      |
| Skills                       | <i>Disabling</i>          | 1 | 3                          | 6      | 1              | 5      |
|                              | <i>Partial enabling</i>   | 2 | 9                          | 8      | 4              | 6      |
|                              | <i>Enabling</i>           | 3 | 4                          | 2      | 11             | 5      |

From the data in the above table, it was found that there might be positive impacts to those participants who were at level 1 before training both in case 1 and case 2. Many of them moved to higher levels after training. And the number of student teachers who were below minimal facilitative level in case 2, in the three areas, was nearly half of the sample before training and decreased after training.

#### 4.2 The themes and critical incidents for change in knowledge,

## **attitudes and skills of guidance and counselling skills training as perceived by student teachers**

### **4.2.1 The themes / patterns for change**

From the above discussions, student teachers in different groups (except student teacher number 9) had more or less progressed in either case 1 or case 2 or both in one or more of the three areas. In order to explore the reasons for progress or reasons for minimizing bias for pupils in case 1 and case 2, during the analysis of the verbatim in interview 1 and part I of interview 2, attention and care was given to identify the themes / patterns for change. There were two major themes / patterns identified which were related to the area of attitude towards pupil and feeling for pupil.

The first one is suspension of judgment which may explain why more student teachers have more acceptance towards pupils after training. This theme is related to some elements such as (1) accepting reasonable excuse behind deviant behaviour, (2) awareness of problems already inside pupils or something serious had happened to pupil and (3) thinking of other possibilities of causes of deviant behaviour after training. This theme has been linked with the attitude of "acceptance". For example, after training, more student teachers responded with "problems already inside pupils" or "pupil has some reasons behind" in the very beginning (question one or two) of interview 2 and showed more understanding and acceptance of pupils' behaviour in the later process of the interview. They will not criticize or judge negatively the pupils' intentions or personalities so promptly or so subjectively.

The second theme is the emphasis on empathic understanding of pupils' feelings and situations which may explain after training why more student

teachers become more empathetic. This theme has been linked with the emotional involvement of “empathy” and is reflected by its elements of (1) willingness to listen, (2) standing at pupils’ position, (3) entering into pupils’ world and (4) empathic responses. More student teachers responded with these elements in the whole process of interview 2 after training.

As a method of triangulation, Part II of interview 2 (Appendix 3.5), was used to verify the themes / patterns identified for the change in knowledge, attitudes and skills of the student teachers. From the student teachers’ responses, most of the evidence for the themes / patterns identified for change were found in question number 1, 2 and 4 with some coming from 3 and 5. The details of evidence are shown in appendix 4.2.

#### **4.2.2 The factors or critical incidents for change in training methodology**

Looking from the perspectives of teaching and learning, the factors or critical incidents for change were explored. As a method of triangulation, in Part II of interview 2, several questions, such as question number 1, 2, 3 and 5, were used to explore the factors or critical incidents for the change in knowledge, attitudes and skills of the student teachers. The term ‘critical’ means important or special in this study. Question number 1, 2 and 3 were direct questions to look from different perspectives to explore the reasons for changes. Question number 1 was used to explore what made the student teacher change in general, and question number 2 was used to find specifically what teaching and learning activities affected them most. Question number 3 was used to investigate the critical incidents that they had. Question number 5 was an indirect question exploring the reasons for change by asking about their most valuable learning. From the student teachers’ responses, most of the factors for change were generated from question number 1 and 2. The items mentioned were videos,

case study and newspaper cuttings, theories, lecturer, group discussion, role play and doing ranking in multi-response exercise during the guidance and counselling training programme.

About the critical incident in question number 3, six student teachers (student number 7, 10, 11, 12, 15, 16) reported that every lesson, case study and learning material were useful and regarded as critical incidents for learning and for change. No specific critical incident was singled out. On the contrary, seven student teachers (student number 1, 2, 5, 8, 9, 13, 14) reported critical incidents which were exactly those items mentioned above in questions number 1 and 2. In addition, this group elaborated more, as student number 9 suggested, that the content of the lesson in teacher-parent conferencing while student number 8 and 13 mentioned that the content of crisis management was critical. For the remaining three student teachers, student number 4 also suggested that the lesson in facing different types of un-cooperative parents was a critical incident. However, one gave an unclear answer, (student number 6) and one had no idea about critical incident (student number 3).

In question number 5, most of the student teachers reported that they had valuable learning in knowledge, attitudes and skills. Some, again, highlighted that the reasons for change were due to items such as videos, case study and newspaper cuttings, theories, lecturer, group discussion, role play and doing ranking in multi-response exercise.

As a summary, videos, case study and newspaper cuttings, theories lecturer, group discussion, role play and doing ranking exercise were identified as factors and critical incidents for change as reported from different sources of data (from responses in questions 1, 2, 3 and 5). As a criteria of analysis, those reports about the above mentioned items in question number 1, 2, 3, 5 in Part II of

interview 2 with clear explanation of the reasons for change would be counted as reports of factors or critical incidents for change of the 16 student teachers.

Looking from the perspectives of teaching and learning, the following table gives a result summary of the frequency and reasons of the factors or critical incidences as reported by student teachers for the change in knowledge, attitudes and skills in handling pupils' cases.

Table 4.8 Frequency and reason of the factors or critical incidences which were mentioned by student teachers for the change in handling pupils' cases

| Factors or critical incidences                    | Number of student teachers reported | <ul style="list-style-type: none"> <li>● Stimulations or reasons for change in handling pupils' cases</li> <li>● ( ) shows number of reports</li> </ul>  |
|---|-------------------------------------|--|
| 1) Videos (as demonstration of theory and skills) | 11                                  | <ul style="list-style-type: none"> <li>A) provide good demonstration for showing how to establish relationship and doing counselling (7)</li> <li>B) give examples for more in-depth understanding of pupils' feeling and situation (3)</li> <li>C) demonstrate the whole process of counselling, methods, actions used, the pace of the process and the possible underlying causes (1)</li> <li>D) illustrate the focus at the beginning of a counselling process is mainly caring of pupil's feeling and concern (1)</li> <li>E) provide a good teaching aid and medium for discussion of sensitive topics (1)</li> <li>F) show the integration of theories and practices (1)</li> <li>G) facilitate psychological preparation for facing different kinds of pupils problem (1)</li> </ul> |
| 2) Case study and newspaper cutting               | 7                                   | <ul style="list-style-type: none"> <li>A) illustrate pupils problem are so many and complicated, and need to be cautious in judgment of the problem (3)</li> <li>B) raise the sensitivity to pupils' feeling and in using words cautiously during counselling (1)</li> <li>C) raise the awareness of the hidden problems that pupils are facing outside school (1)</li> <li>D) provide a different view to counselling, showing what is the establishment of relationship (1)</li> </ul>   |



|   |   |   |
|---|---|---|
|   |   | E) provide real situations for learning of counselling which are realistic and relevant (1)<br>F) provide examples and illustration of the crisis management of pupils cases (1)  |
| 3) Theories                                 | 5 | A) provide guide, hints and steps to do counselling work systematically (3)<br>B) give a comprehensive framework of counselling for reference (2)<br>C) provide rationale, reasons and support for one's practice (1)   |
| 4) Lecturer                                 | 4 | A) gives suggestions and explanations for more alternatives to handle cases (1)<br>B) provides guide and engage learners in developing deeper understanding (1)<br>C) as a model in didactic teaching and shaping the appropriate attitudes (1)<br>D) illustrates the teaching strategies used and the teaching materials (1) |
| 5) Group discussion                         | 4 | A) opens one's mind, providing more viewpoints (3)<br>B) reinforces one's reflection (2)  |
| 6) Role play                                | 3 | A) strengthens the memory of the training and raise the awareness of good preparation for teachers-parent conferencing (2)<br>B) facilitates knowing others' viewpoint such as the parents' view (1)<br>C) illustrates how to bring out the effect of counselling (1)   |
| 7) Doing ranking in multi-response exercise | 2 | A) raises the sensitivity in understanding and communicating with pupil (1)<br>B) raises the awareness of using words cautiously to express one's view during counselling (1)   |

Examples of evidences illustrating the details of the student teachers' responses to factors and critical incidences for change are shown in appendix 4.3.

#### 4.2.3 Characteristics of the training programme that facilitate the changes

In summary, looking from the perspectives of teaching and learning, reasons of the factors or critical incidents for change in knowledge, attitudes and skills of guidance and counselling are many as shown in table 4.8. The factors or incidents mentioned, according to the number of student teachers reported in descending order of frequency, were videos, case study and newspaper cutting, theories, lecturer, group discussion, role play and doing ranking in multi-response

exercise. There were many reasons for the changes initiated by each factor. In order to summarize why this sample of student teachers made progress in this teaching and learning environment or determining the characteristics of the training programme that facilitated the change, the reasons for changes in each factor were re-examined and compared with the two themes / patterns identified before. There were three common causes identified as the main reasons for change.

The first one was related to the didactic aspect of learning by using videos, case study, newspaper cuttings and theories to enhance student teachers' knowledge and skills. Videos provided a good demonstration for showing how to establish relationships and do counselling. Case studies and newspaper cuttings provided real situations and relevant materials for learning while theories gave rationale, reasons and support for student teachers' practice.

The second one was related to the student teachers' awareness in understanding the pupils' feeling. Videos gave examples for a more in-depth understanding of the pupils' feelings and situations. Case studies, newspaper cuttings and ranking the multi-response exercise raised the student teachers' sensitivity in understanding pupils' feelings and used words more cautiously during counselling. All these enhance the empathetic understanding to pupils' feelings.

The third one was related to the student teachers' openness in making judgments of the pupils' problems. Videos demonstrated the process of counselling, inner feelings of pupils and the possible underlying causes. Case studies and newspaper cuttings illustrated that the pupils had many complicated problems. Group discussion and role play facilitated student teachers to open their minds and to stand on others' positions. All these enhance the suspension

of judgment in pupils' problems by student teachers.

#### **4.2.4 Comments**

##### **4.2.6.1 Validity and reliability for the themes identified and the negative case**

All the studies in categories C and D in chapter 2 are of experimental design without exploring the learning experiences, and individual development of participants during the training programme and the factors / themes behind their progress. The present study is a qualitative study investigating the learning experiences and the development of different groups of participants in the training programme. The themes / patterns for improvement are identified as suspension of judgment and empathetic understanding. However, some people may question the reliability and validity of the themes / patterns identified for change in attitudes and skills in handling cases. In the present study, evidence supports the above findings comes from analysis and triangulation with different sources of data. The sources are:

- i As reflected in comparison of the verbatim in interview 1 and Part I of interview 2
- ii Part II of interview 2 especially in questions like:
  - Q1 Do you think you have changed your mind in handling these cases?  
What make you change your mind or think differently?
  - Q2 Does any teaching and learning activities change your mind?
  - Q3 What are the critical incidences (important events) during the training sessions that impress you?
  - Q4 What is the change in meaning of the following concepts to you after the training programme? (by comparing responses to items especially in Empathy, Unconditional positive regard before and after training)

And the responses (direct quotes) related to the two themes identified are

summarized in appendix 4.2.

iii Student teachers' feedback after lessons in classroom assessment technique in Lesson Feedback Form especially in the column of "valuable learning experience".

In Lesson Feedback Form, responses related to suspension of judgment were:

- *"do not give judgment" (lesson 1, response number 2)*
- *"for pupils' suicide, there will be different underlying reasons" (lesson 1, response number 9)]*
- *"before lesson, normally never think of the reason behind when talking to others" (lesson 2, response number 2)*
- *"realize that there are different motivation, assumption and value behind the behaviours and feelings of others" (lesson 2, response number 13)*
- *"analyze the pro and cons of different handling methods" (lesson 2, response number 24)*
- *"have reflection on the attitude as a teacher" (lesson 3, response number 6)*

For responses related to empathy were:

- *"feeling is very important" (lesson 1, response number 2)*
- *"need to observe and understand more about pupils" (lesson 1, response number 10)*
- *"try to read pupils' view and attitude and feeling" (lesson 2, response number 3)*
- *"core conditions of counselling" (lesson 2, response number 9)*
- *"counselling steps, skills, concepts and the importance of empathy" (lesson 2, response number 10)*
- *"listen more" (lesson 2, response number 27)*
- *"attitudes of a good teacher" (lesson 3, response number 2)*

Besides triangulation, having the principles of the task neutral in the interview schedule, interpretation of interview data taking place on neutral ground were all used to ensure reliability and validity of findings (Johnson & Gott, 1996).

Also, concerning the issues in reliability and validity, negative cases which do not fit the major patterns of result in analysis should be examined. Also, the reason for the negative cases should be explored. The negative case in the present study, (student number 9), showed that there was progress and regression.

Progress was made in one level of counselling skills and strategies and feeling for pupils in case 1 while there was regression in one level in these two areas in case 2. Moreover, the levels remained the same, both in case 1 and case 2, in the area of attitude towards pupils. As a whole, the overall progress made was zero. That means student teacher number 9 had progress in case 1 after training. This progress may be due to the effect of training which is common for the other 15 student teachers. But what are the reasons of regression in case 2 which is uncommon for the other 15 student teachers? To explore this phenomenon, the verbatim before and after training were once again re-examined.

This student teacher had difficulty of not knowing how to handle Mary's case before training. But after training, this difficulty became greater as this student teacher was scared by the influence of Mary's deviant behaviour towards the whole class (Q1). This student teacher still assumed that Mary's deviant behaviour was due to her intention of drawing the teacher's attention (Q2.1). If ignoring Mary's deviant behaviour, the influence might be greater. But by punishing her, she might have more rebellious behaviour as retaliation (Q1). Therefore, more strict and controlling behaviour such as teaching and confronting (Q4), inappropriate steps (Q6.1), stronger actions and advice giving (Q8.1) were used. Therefore, regression happened in the areas of feeling for pupils and counselling skills and strategies in case 2. In addition, the two themes identified for improvement, such as suspension of judgment and empathetic understanding, are missing or not spelled out clearly or explicitly in part II of interview 2 for student teacher number 9.

#### 4.2.6.2 Critical incidents for learning

In the literature, critical incidents are significant learning experiences that go well; go badly or a demanding or challenging task (Knasel, Meed & Rossetti,

2000). Critical incidents can also be viewed as developmental turning points which have impacts on one's learning (Skovholt & McCarthy, 1988).

There were many factors or critical incidences during training which were mentioned by student teachers as significant learning experiences for the change in handling pupils' cases. These events went well. They were videos, case study and newspaper cuttings, theories, lecturer, group discussion, role play and ranking multi-response exercises. All these are related to the training methodology such as significant videotapes, book, computer teaching disks as mentioned by Cormier (1988) in counsellor education.

Some student teachers specifically suggested that the lessons for preparing teacher-parent conferencing and crisis management of pupils were critical incidents or important topics for learning. They might see these significant learning experiences as a demanding or challenging task for a class teacher. These topics have close relevance to the survival needs of beginning teachers to know how to support pupils in crisis and face un-cooperative parents.

Moreover, the themes / patterns identified for change as developmental turning points in learning in the present study of pre-service teacher education are similar to a certain extent to those of themes / patterns for change in counsellor education. Suspension of judgment for having more acceptance after training is related to the concept of "unconditional positive regard" in theoretical awakening (Skovholt & McCarthy, 1988) while the emphasis on empathic understanding after training is related to "experience of empathy" (Cormier, 1988).

### **4.3 The guidance role of class teachers**

#### **4.3.1 The development of the awareness and understanding of the guidance**

### role of teacher

After training, when answering questions number 1 to 5 in Part II of interview 2, nine out of sixteen student teachers automatically gave 12 reports to the implicit and indirect questions about development or changes in the perception of guidance role of teacher. The other seven might have changes as well, but they did not express their views explicitly since there was no such direct question. That means that those who responded were eager or more than willing, to express their views on the guidance role of teacher after training. This section gives answer to the following research question:

*In what ways and to what extent do student teachers' awareness, perception, understanding of the guidance role of teacher develop during the training programme?*

The following table gives a result summary of the development or changes in awareness, perception, understanding of the guidance role of class teacher. There are three categories in the summary table. Even though the categories are not mutually exclusive, and can be grouped as one big category as "awareness and understanding", they were still be classified into three different categories in order to clearly show in what ways or directions the student teachers were developing during training.

Table 4.9 Summary table of development in student teachers' awareness, perception, understanding of the guidance role of teacher

| Development in teachers' awareness, perception, understanding of the guidance role of teacher | Number of reports |
|---|-------------------|
| (A) Awareness of the importance of the guidance role of teachers                              | 5                 |
| (B) Understanding more the challenging nature of the work of the guidance role of teachers    | 4                 |
| (C) Change of perception of the role and function of class teachers after training            | 3                 |

The details of the student teachers' reports are shown in appendix 4.4.

From the above results, 9 out of 16, more than half of the student teachers developed or made changes in awareness, perception, and understanding of the guidance role of class teachers. They expressed their views about the guidance role of class teacher spontaneously without the guidance of a direct and explicit question. Some expressed their views more frequently (student number 3, 4, 7) and gave two reports while the other gave one report. The views of the other seven student teachers who gave no response in this aspect were uncertain since there was no direct or explicit question in the interview. If the direct question about changes in idea of the guidance role of class teachers was used, the number of student teachers giving reports and the number of reports recorded would be higher. The above result, once again, demonstrate that many student teachers had gained insights from the training programme about the guidance role of class teachers.

#### **4.3.2 Summative evaluation of the training program**

In order to understand the immediate reaction or satisfaction of the participants for the training program, they were asked to fill in a questionnaire named "Evaluating training programme in guidance role of teacher". It was optional for them to fill in their name, so that they were free to give feedback. Thirty-six out of thirty-seven student teachers filled in the questionnaire. Eleven student teachers added their names. The questionnaire had two parts. Part A had 12 items with a six-point scale ranging from 1 "strongly disagree" to 6 "strongly agree" and part B was an open ended question asking for suggestions for improving the programme (appendix 3.8). Part A's items were rated high except for one student teacher. The result, with mean and standard deviation, was shown in table 4.10. Questions 1 to 6 is about the objectives, content ,



pedagogy, assessment, teaching aids and teaching materials of the programme. Question 7 to 9 is about the knowledge, attitude and presentation skill of the lecturer, while question 10 to 12 is concerning the learning outcomes in terms of attitude, knowledge and skills of the training programme. All the mean scores of the items were well above 4. The result reflected that they were satisfied with the training programme especially for the performance of the lecturer with a mean score close to 5.

The second part of the questionnaire revealed that, 13 student teachers filled in the open-ended section about suggestions for improving the training programme, with suggestions mainly in three aspects such as in time, content and pedagogy. Examples are:

- *“Give more time for students to practice the skills and give feedback”*
- *“Counselling skill is very important to every teacher, more counselling skill learning is expected”*
- *“The sessions of training can be more and go deeper in depth”*

Table 4.10 The result of "Reaction" with mean and standard deviation

|     |  | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1.  | The training objectives of the program are relevant to teacher education.  | 4.64 | 0.83               |
| 2.  | The content covered in the program matches the program objectives.   | 4.61 | 0.90               |
| 3.  | The teaching and learning activities are interesting.  | 4.42 | 0.84               |
| 4.  | The assessment requirement is suitable and relevant to the program objectives.   | 4.31 | 0.95               |
| 5.  | The audiovisual aids are effective.  | 4.42 | 1.05               |
| 6.  | The handouts are useful to me.   | 4.6  | 0.91               |
| 7.  | The lecturer had a sound knowledge base in the subject.  | 4.89 | 0.95               |
| 8.  | The lecturer had enthusiasm for teaching.  | 5.11 | 0.96               |
| 9.  | The lecturer gave clear and systematic presentation when teaching.   | 4.83 | 0.77               |
| 10. | I think that the program helps me develop caring attitude such as empathy, unconditional positive regard, and genuineness. | 4.67 | 0.86               |
| 11. | I think that the program enhances my awareness in identification of students' problem and impending crisis.                | 4.61 | 0.80               |
| 12. | I think that the program enhances my skill in handling students' problem.  | 4.51 | 0.82               |

### 4.3.3 Comments

From the perspectives of student teachers, the importance of the guidance role of class teachers is due to three reasons. Firstly, class teachers contact pupils more frequently and understand them better. Secondly, student teachers become more aware that many pupils may have problems and it is not practical to refer all of them to Student Guidance Teacher. Thirdly, class teachers have daily

interactions with pupils, so they can follow class cases for a longer period of time. Their views are close to the claim of Costar (1980) that the guidance and counseling services provided by teachers may be better than counsellors, school psychologist or social workers to average pupils especially in certain main categories such as in educational planning, social development, general school adjustment and collaboration with parents.

Concerning the change in role and function, before training, student teachers viewed the teachers' role as curriculum instructor, imparting knowledge to pupils, functioning, mainly through teaching. But after training, they had reflections of their own role and became more aware of their importance in caring for the discipline and emotions of all pupils, meeting parents, and providing guidance and counselling to individual pupils for the whole person development of children. Their views now were more in line with the views of both teachers and students in reality (Hui, 1998) that the guidance role of teachers was for individual concern and classroom guidance and as a way of helping pupils develop their potentials and help them deal with their own problems.

For the challenging nature of the work of class teachers, student teachers become more aware of the great demand of the need for help from pupils, but with the constraint of limited time and space available for helping pupils and the challenge to cooperate with different kinds of parents.

Moreover, from the triangulation of data from the classroom assessment technique (appendix 3.6), summative evaluation of the training programme (appendix 3.8) and the in-depth interview (appendix 3.5), some common suggestions for improving the programmes surfaced. Firstly, time was not enough for the training programme. Secondly, more videos especially with more local cases, should be used for demonstration. Thirdly, they wanted to have

more in-depth discussions and more practice using the skills which was insufficient due to a limit of time. All these suggestions raise further questions. Examples of questions will include "How much time is needed for this kind of training as a part of the training programmes in teacher education? What are the characteristics or types of cases that should be used in video demonstrations or in case discussion? Besides in-depth discussions and more practice of skills, what are other considerations in training objectives, curriculum design, pedagogy and training model which facilitate the change of participants?" All of these will be discussed in the next chapter.

In summary, the training programme can facilitate student teachers in the development in awareness and more understanding about the guidance role of class teachers. It helped them be better prepared for their guidance role in schools with a certain kind of cognitive and psychological preparation.

To conclude this chapter, the impact of the guidance and counselling training programme on student teachers' knowledge, attitudes and skills in handling pupils' problems, development and awareness of the guidance role of teacher was supported by empirical evidence. There were three common causes identified as the main reasons for change. The first one was related to didactic aspect or training methodology of learning by using videos, case study and newspaper cutting and theories to enhance student teachers' knowledge, skills and attitude change as reported by student teachers. The other two themes identified for change, by analysis and triangulation of data, were suspension of judgment and empathetic understanding for which changed their attitude and feeling towards pupils.

## **Chapter 5: Discussion**

### **5.1 Introduction**

This chapter consists of two parts. The first part is about general issues in effective preparation of pre-service primary school teachers with regards to their guidance role and its' implications to policy setting and implementation in schools. The second part is specific in teacher education. A model is proposed to remove or minimize bias of student teachers towards pupils especially with emotional and behavioural difficulties. Before discussing these two parts, the boundary and limit in generalization of the present study will be explored first.

Concerning the generalization of the present study, the research background and subjects are common in the education field. The characteristics and composition of the group of student teachers are not very special. They are year-three B.Ed. student teachers, approximately 21 years old, with 7 males and 30 females. Actually, the results of the present study show that progress made by student teachers in moving one level higher in the area of positive regard and empathy were very similar (and even identical) to some studies reviewed in the literature review with student teachers as subjects. And the quality of responses of student teachers was dependent to the emotional states of pupils such as anxiety and anger. That means the sample of student teachers in the present study may be representative, in a sense that they are not an unusual group, similar to those in other places in the world. Hence, the findings of the present study, such as the development of participants' knowledge, attitudes and skills in the training programmes, the themes/patterns identified for change, the development in ability to handle pupils' problem and awareness of the guidance role of teachers may be

generalizable to other groups of student teachers with similar backgrounds or characteristics. However, there are some limits of generalization. The effectiveness of the training programme, as in terms of the degree of progress made by the participants in the three areas, the evaluation results of the programme may not be generalizable to other samples. The impact of the training programme on participants may depend on many variables. These include the level of interpersonal functioning of trainer and trainees, the motivation of the trainees and other contextual factors such as the group size, training methodology, theoretical orientation and facilities in the teaching and learning environment of the programme which varies for different programmes. Therefore, in the present study, the sample is representative and the findings are generalizable, but have a certain limit.

The present research which explores the effective preparation of pre-service primary school teachers with regards to their guidance role in school may contribute to a better understanding of guidance work in schools and possibly bridge the gap between policy planning and implementation. Pre-service training is important because if student teachers have received adequate training with appropriate knowledge, attitudes, skills and readiness, they will practice the guidance role when they begin to teach in schools. They will continue to practice the guidance role once they begin to teach when they have further professional development, life-long learning, favorable school organizations and cultural context and with adequate school support. And in return, for more teachers practicing the guidance role effectively in schools, with more consensus and mutual support, the school environment and climate for practicing guidance and counseling will be more favorable.

For a policy such as Whole School Approach to guidance, in order to be

implemented successfully and smoothly, we need to consider those questions as stated in the three aspects in policy planning, staff development and the real practice in schools as shown in table 1.1. Staff development or teacher education may be seen as a key element for the successful implementation of the policy. From the empirical data of the present study, the implications of these three aspects, as seen from the perspective of a teacher educator, are discussed in detail below.

Since this study aims to study the development of pre-service teachers and arrive at suggestions for preparing them effectively with regards to their guidance role, the suggestions based on empirical data of teacher education programme will be discussed first. Then, suggestions for policy planning and implementation of policy in schools will follow.

## **5.2 General issues in effective preparation for the guidance role of teacher**

### **5.2.1 Teacher Education**

Key question: How will the pre-service teachers be prepared effectively for the guidance role?

To answer this question, the elements of the teacher education programme, the effectiveness of the training programme and the evaluation of the programme will be discussed.

#### **5.2.1.1 Elements of effective teacher education programme**

Using the teacher education programme as a venue to prepare pre-service teachers for the guidance role of teacher effectively, the following need to be considered in terms of the programme's aim, content, pedagogy and evaluation with reference to Tyler's model (1949):

a) Aim:

Among the objectives of the present training programme, awareness of the guidance role is a top priority. The importance and rationales of the guidance role need to be emphasized. As this study shows, these objectives cannot be achieved by lecturing or preaching, but by using actual cases and videos to help participants to get into the emotions and feelings of the clients. To help participants feel the pressing needs of pupils and understand the reasons and issues behind their deviant behaviour is very important. The topic of ways to empower pupils to grow and help themselves solve their own problems was discussed amongst the student teachers. This objective was achieved as reflected by the feedback of student teachers from the in-depth interviews, and data from the classroom assessment technique.

Knowledge and skills are important; however, the willingness to be in the guidance role developing a healthy attitude towards the pupil and feeling for them, is more important. Without the appropriate attitudes and willingness, one will not use the knowledge nor practise the skill. As the participants (student number 1, 5, 12) in the present study pointed out that, the present training programme is an introductory programme. It opens the door to this subject area and prepares them for the long journey (reported by student number 5). If the participants still have a high-level of interest in this field after their training, they will continue their independent quest for knowledge and practise the skills in the long term. This kind of training can be seen as basic and should be taken by all student teachers. That means this kind of training programme should be a compulsory part of teacher-education programmes. In addition, as mentioned by the participants in the in-depth interview, more time is needed for them to have discussion and



exploration of the various cases and methods used. That means education, rather than short term training, is better to allow attitude changes, more time for discussing issues, clarifying concepts and practising skills. These are in line with the suggestion of Lang (1995) that education, rather than training, should be used for educating teachers to take up their pastoral, personal and social education role with attitudes and beliefs in top priority.

b) Content:

For the unified nature of the core conditions, all three elements of the core conditions of counseling, unconditional positive regard, empathy and genuineness, should be the core content of the training programme. Their effects and impact on participants are shown by the evidence of the present study and those studies in the literature review. Relating to the core conditions of counselling, in the present study, there are different levels of categories with clear labels in each of the three areas studied. In the area of attitude towards pupil, the 3 levels are "rejection", "partial acceptance" and "acceptance". In the area of feeling for pupil, the names of the levels from 1 to 3 are "antipathy", "sympathy" and "empathy". While in the area of counselling skills and strategies, "disabling", "partial enabling" and "enabling" are the level's classifications. All these can be introduced to participants for clarifying the constructs in the three areas and relating them with the core conditions of counselling. Therefore, more time is needed for training.

In the present study, themes/patterns identified for change such as suspension of judgment and empathetic understanding should be the focus of training. These may help remove the teachers' bias or causal attribution to pupils particularly with emotional and behavioural difficulties (Poulou &

Norwich, 2000).

From the overall comparison of the three areas (attitudes, feelings, skills) in the two different cases, the results show that there is progress in each of the three areas, but with less progress in each of the areas in the case of Mary (angry state) than in John (anxious state). Interpreted thusly, the progress is situational specific. The curriculum content is important for the effectiveness of training since some student teachers only progressed in case 1 (John) and not in case 2 (Mary). In the present study, if the curriculum content would only include cases similar to John's, then it may be assumed that student teachers had developed competencies to handle pupils' problems. As it was found that many had progressed to a higher level in case 1 after training. The number of student teachers who achieved "acceptance", "empathy" and "enabling" was 13, 11 and 11 respectively out of the total 16 student teachers as shown in table 4.7. The corresponding number was 11, 3 and 4 before training. Looking at this result, the trainer would be satisfied and send them out to the teaching field to care for the pupils. However, in reality, they can only help with certain types of pupils' problems that are similar to John's but not to Mary's. As in case 2 after training, the number of student teachers achieving "acceptance", "empathy" and "enabling" was 3, 2 and 5 respectively out of the total 16 student teachers. These numbers are far smaller than numbers in case 1. Moreover, in case 2 after training, the number of student teachers was 2, 3 and 5 remaining in "rejection", "antipathy" and "disabling" respectively out of the total 16 student teachers. This means that some of them could damage or hurt pupils similar to Mary. Therefore, the content of the teaching curricular is crucial for developing student teachers' competencies for different types of pupils' difficulties.

The content of training should include more cases in order to have a comprehensive curriculum with a balance of factors such as in gender (male and female) and type of clients (like and dislike clients). To visualize the picture of the inclusion of cases, the curriculum should contain at least four cases as shown in table 5.1. This is to include more simulated cases, like in the cases of Susan and Wilson with characteristic matching the gender and type as shown in table below. In Wilson's case, the gender is male, but with a type of behaviour that is disliked by student teachers. As gender may be a significant factor affecting student teachers' responses, further research on gender is encouraged.

Table 5.1 The context of cases for training

| Gender \ Type | Like    | Dislike  |
|---------------|---------|----------|
| Male          | John    | (Wilson) |
| Female        | (Susan) | Mary     |

The critical incidents mentioned, such as crisis management for immediate responses to pupils whose lives are in danger and the teacher facing un-cooperative parents, should be included in the curriculum. These are possible situations that new teachers will face in their daily teaching. Since the nature of the training programme is to prepare them for the challenging work of class teachers and meet their survival needs as beginning teachers, these should be part of the curriculum.

c) Pedagogy:

Different groups have different progress in the two cases. Their final states depend on their initial states and the progress made. As a compulsory training programme for the student teachers without selection of participants,

it is hard to change their initial states. Therefore, the only thing that can be changed is the progress. Since the progress is related to the two themes identified (suspension of judgment and empathetic understanding), they need to be emphasized during the whole process.

The different teaching and learning factors that facilitate student teachers' learning as shown in table 4.8 were videos, case study and newspaper cutting, theories, lecturer, group discussion, role play and doing ranking in multi-response exercise. The list was in descending order of frequency and there were different reasons behind each of the factors. This list and the reasons behind it give a good reference for designing the teaching and learning environment for guidance and counselling skill training. This list and its order of frequency and reasons may not be applicable for every setting, but it at least provides us with the views from the perspectives of learners rather than the of views of the trainers.

Moreover, it is advisable to use different media of instruction for teaching and learning since at least one delivery mode may be suitable even for a very special group of learners. Usually there are different learning styles and initial states of participants in a training programme. Teaching and learning activities need to be designed and organized to fit different trainees' style of learning and states. Therefore, a variety of teaching and learning activities such as lectures, demonstrations, practices, videos, case studies, multiple response exercises, group discussions, and role play are used for fitting the needs of different groups of student teachers. Since their progress is related to the two themes identified (suspension of judgment, empathetic understanding), these themes for change will be permeated into different activities. These may bring out the desirable effect such as in

Group A (reach highest state) and in group B (with biggest progress) for different initial states of participants.

d) Evaluation:

There are different purposes of assessment for diagnosis, evaluation, guidance, grading, selection and prediction (Ryder & Campbell, 1988). The purposes of assessment in the present study are mainly for evaluation and prediction. In evaluation, the effectiveness of teaching in terms of materials, strategies, organization and so on were judged. In prediction, areas of improvement are identified to direct and utilize effectively subsequent training/education in order to have ongoing improvement. In the present study, the participants (learners) and the designer of the training programme (researcher) are involved in the assessment process for ongoing improvement.

In-depth interviews and classroom assessment techniques are used for exploring themes/patterns identified for change, for monitoring the progress of the programme and triangulation of data for seeing the whole picture of the learning experience of participants.

#### 5.2.1.2 Effectiveness of the training programme and time for training

Concerning the effectiveness of the training programme, cognitive preparation, psychological preparation and technological preparation need to be considered. Cheng and Cheung (1996) stated that for readiness of concerned parties such as teachers for the implementation of a policy, there are three areas of preparation:

- cognitive preparation: understand the meaning and possible consequences of the policy;
- psychological preparation: willing to support the policy and implement the

policy;

- technological preparation: have adequate training and skills to implement the policy.

Cognitive readiness means the understanding of policy objectives and the possible consequences of implementing or not implementing the policy. Such cognitive readiness will promote readiness at the psychological level which is the willingness to support and to participate in the policy. If cognitive and psychological readiness are absent, teachers may not be willing to participate actively in the implementation of educational policy. Then, by forcing concerned parties to implement policies, without readiness, may result in passive compliance. Negative outcomes may be anticipated. Furthermore, if the policy requires frontline educators to be competent in the exercise of certain skills or knowledge (such as crisis management or guidance and counselling in helping pupils), this preparation or readiness is of utmost importance to include technological readiness. From the empirical data of the present study, after training, most of the student teachers were aware of the importance, willing to practise and having progress in knowledge and skills to practise the guidance role of teacher. That means, the training programme helped them have the cognitive, psychological and technological preparation to perform the guidance role of teacher. Empirical evidences of the present study also support the importance and rationale of guidance and counselling role of teacher from the perspectives of student teachers. To conclude, there is a need to provide this type of programme. This training programme can be one of the choices for preparing student teachers to play the guidance role effectively.

Concerning the readiness, table 4.7 shows that before training, there were pre-service teachers who were having "rejection", "antipathy" and "disabling"

towards pupils, especially more than half of them had these "qualities" towards emotional and behavioural difficulties, like Mary. Therefore, the need for specialized training is evident. Otherwise, the untrained teacher could cause harm or damage to pupils. If the participants in the present sample are a representative of the ordinary B.Ed. student teachers, the same training needs for other pre-service teachers in Hong Kong and in other places of the world be the same. Therefore, teacher education programmes need the important element of human relations' training.

This teacher education programme may enhance their levels in the three areas, attitude towards pupils, feeling for pupil and counselling skills and strategies used. The programme is relevant to their needs and is useful in changing their attitudes, feelings and skills which helps them greatly in performing the guidance role of teacher. All these agree with McGuinness' claim (1998) that teachers need enhanced interpersonal skills and increased self-awareness and acceptance for facilitating the growth and development of pupils.

From the data of the present study, after 12 hours of training, there are still some student teachers who remained in the level below minimal facilitative level. This shows that they need a longer time for training. Therefore, 12 hours is basic requirement for this type of training which in return will enhance student teachers' competency in handling pupils' problem.

#### 5.2.1.3 Evaluation of short-term and long-term programme effects

In the present study, by the analysis of the data in the in-depth interviews, the training programme may have impact on those below minimal facilitative levels as shown in table 4.7. Many of them had progress in both in case 1 and case 2 after training. The overall progress made by this sample, individually, is shown

in table 4.5. All these show the immediate or short term effects of the training programme. In order to have a thorough understanding of the impact of the training programme, evaluation of participants in the teaching field is strongly recommended. Further research is required to explore the long term effect of training.

In summary, teacher training programmes tend to neglect the caring aspect of an educator's role. Teachers need to be educated or trained in this very important aspect (Reisby, Kryger, Moos, & Reinsholm, 1994). Class teachers in Hong Kong have tasks similar to that of class teachers in Denmark for providing guidance to individuals, creating a positive social climate for the whole class and involving parents for school-home co-operation to achieve the whole person development. From the empirical data, pre-service teachers do not instinctly have the appropriate attitude, knowledge and skills to help pupils or to take up the guidance role. Many teachers feel unprepared for dealing with personal and interpersonal problems of pupils (Kottler & Kottler, 2000). They need guidance and counselling skills training.

### **5.2.2 Policy planning**

Key question: What are the rationales of the guidance role of teacher? Why do teachers need guidance and counselling training?

To answer this question, the rationale for the guidance role of the teacher, the training needs of teachers, and the possible training programmes will be discussed.

#### **5.2.2.1 The rationale for the teacher's guidance role**

The rationales for the guidance role of teacher can be looked at the philosophical, practical and ethical perspectives as discussed in chapter two. The rationales for the teacher's guidance role include protecting pupils' entitlement,



supporting and enhancing teaching and learning and lastly, safeguarding the ethics of teaching. Based on these rationales, the guidance role of the teacher is justified. The guidance role should be an active and explicit role rather than an inactive and implicit role. For policy planning, the rationales are important for illustrating the justification, rationality and relevance of the policy to those concerned. The rationales which are obscure and implicit in official documents should be clearly and explicitly spelled out and announced to the public.

#### 5.2.2.2 The training needs of teachers

The training needs of pre-service and in-service teachers for their guidance role can be viewed from various perspectives:

- a) the mental health of pupils: In general, all teachers interact with pupils, but many teachers are below the minimal facilitative level before training as shown from the present study and after training as shown in NCHE report (Aspy, Roebuck & Aspy, 1984). These may bring harm or damage to the pupils. (Imagine if those student teachers with attitudes of rejection, antipathy and skills of disabling did not receive the training in the present study. How would their negative impact affect the pupils?)
- b) for cognitive and psychological readiness and the mental health of student teachers: these can be achieved by demonstrating the results of the present study and by the impact of human relationship training (Burns, 1992). After training, they have higher levels of achievements in their teaching practice and better make adjustments in their transition of becoming a teacher. They experience less stress such as general fatigue, poor sleeping habits and indigestion (Burns, 1992).
- c) the "felt need" of practicing teachers: Many teachers need basic

training in counselling skills and human relationship training as reflected from the survey results in Lung, 2001; Lytton, Webster & Kline, 1970; Rees, 1982; Yau-Lai & Luk, 1986.

- d) From the pressing needs of the current situations in Hong Kong: The Whole School Approach to guidance has not been developed successfully after implementation a number of years ago especially in whole school staff involvement and full support from the management of school (Lung & Luk-Fong, 2001). In reality, many teachers and class teachers are involved in guidance and counselling (Yau-Lai & Luk, 1986; Hui, 1998; Lung & Luk-Fong, 2001), if they have basic training to enable the implementation of the policy, this will help with its success.

#### 5.2.2.3 Training programmes for preparation

Empirical evidence for the impact of this training programme and other training programmes can help teachers with their interpersonal functions, being readied to practise their guidance role with affective sensitivity. The cost effectiveness of different training programmes, the present programmes and programmes in literature review (in categories A to D) can help participants improve in the various aspects. Different programmes of different delivery modes (HRT, micro-counselling skills, orientation and sensitizing, and videotape) and duration, (38 minutes, 3 hours, 12 hours, 15 hours) suit different needs and targets. But more time is needed for education rather than training, since education will help teachers become to be more professional, a benefit for serving pupils and parents.

From the above discussion, the training needs for the guidance role of teacher are obvious. There are various training programmes that can facilitate

participants to enhance their interpersonal functioning which is basic for preparing teachers to take on their guidance role. The Government needs to provide more training sessions and resources for the schools.

### **5.2.3 Implementation of policy in schools**

Key question: What can be done to help teachers perform the guidance role effectively in schools?

In order to answer this question, the school's organization and cultural context, school-based staff development, and school support and administration, need to be considered.

#### **5.2.3.1 School organization and cultural context**

The school's organization and cultural context is important. From the empirical data of the present study, pre-service training for the guidance role has been successful for helping many participants have 1) a desire to perform the guidance role, 2) a knowledge what and how to perform. However, they still need to 3) work in the right climate and 4) they (the person) must be rewarded for changing as mentioned by Kirkpatrick's model (1994). This may explain why in some studies (such as in Miller, 1973), training teachers for interpersonal skills is effective in 1) and 2) but participants can not transform the learned attitude and skill into practice in classroom interactions in schools. So the organizational, cultural and social context of counselling needs to be considered (Mcleod & Machin, 1998). For example, aspects like physical and material environment, culture and climate of school organization, relationship between teachers and pupils and general social and cultural factors need to be examined in the schools in order to provide the right climate and appropriate reward system. Concerning the appropriate reward system, the staff appraisal and reward system needs to be considered. For providing the right climate, the core principles for personnel in

school guidance and counselling need to be established. The five core principles are school ethos of care, trust and respect; good helping relationships characterized by empathy, positive regard and genuineness; collaboration and teamwork; good leadership and effective channels of communication; and personal and professional development (Lung & Luk-Fong, 1998).

In the school environment, the concept of counselling, counselling skills and pastoral care need to be clarified, in order to let the class teachers, school counsellors and the school administrators perform their roles effectively (Lang, 1999). The class teachers especially need to have the basic training in guidance and counselling skills in order to perform their guidance role successfully. They also need to have a clear, defined role and function to provide guidance for individuals, create positive social climate for the whole class and involve parents for school-home co-operation for the whole person development of pupils.

#### 5.2.3.2 School-based staff development

Systematic school-based Staff development needs a) to have a link or match with those in pre-service training and to be continuous, and b) to provide different teachers with different roles and functions with different emphasis in guidance and counselling skills training, McGuinness (1998). For example, in-service training is for those not yet trained. It is not suitable for those needing further training. From the result of present study, suggestions for effective preparing for school-based staff development may need to consider:

- using context specific cases, tailor made to the specific school environment
- aware of trainer, trainee, programme characteristic
- using key themes/factors for change identified in this study
- some of the suggestions made for the pre-service training programme may be applicable to in-service training programme in the area of aim, content,

pedagogy and evaluation.

School-based staff development may have different approaches and formats. The approaches may include inviting external specialists for conducting guidance and counselling training programmes, cooperative team teaching and learning or peer-tutoring in developing and teaching guidance curriculum, and staff mentoring system of guiding beginning teachers by experienced teachers in handling pupils' problems. The formats may be staff development days, training workshops, seminars and talks, ongoing supervision, case conference and so on.

#### 5.2.3.3 School support and administration

Concerning whole school approach to guidance, since guidance and counselling support teaching and learning (based on rationales and empirical studies mentioned above), personnel such as administrators, guidance team heads, class teachers, and regular teachers in school need to adjust or correct their assumptions that academic and pastoral affairs of pupils are two separate and unrelated affairs. They need to integrate these two aspects conceptually and practically. Even though many teachers support schools to have guidance and counselling services, (Hui, 1998; Lung & Luk-Fong, 2001; Lytton, Webster & Kline, 1970; Rees, 1982; Yau-Lai & Luk, 1986), they might not be willing to take up the guidance role as 56% of the sample teachers were not willing to do extra work to make counselling services possible in schools (Lytton, Webster & Kline, 1970) and only 44.1% of the principal, 88.2% of guidance team heads, 70.6% of class teachers and 32.2% for other ordinary teachers were involved in the schools' guidance programme (Lung & Luk-Fong, 2001). Costar (1980) also pointed out that this unwillingness might be due to insufficient training, work overload and insufficient materials provided for them. Therefore, schools heads need to encourage guidance and counseling in schools, not only conceptually or

theoretically, but concretely and operationally by taking the lead role, organizing staff development and necessary resources for class teachers to practise their guidance role. Providing time and support for class teachers to practice their guidance role is especially important. For the administrative and school-based management, the strategic management approach of guidance and counselling service may be considered as having a proactive, systematic and quality assurance process. This approach has five stages, namely environmental analysis; planning and structuring; staffing and allocation of human resources; implementation of curriculum and programmes; and monitoring and evaluating (Lung & Luk-Fong, 1998).

In short, to help teachers perform the guidance role effectively in schools, the school organizational and cultural context, school-based staff development and school support and administration need to be considered.

### **5.3 A proposed model for removing or minimizing bias towards pupils**

#### **5.3.1 Bias found in handling pupils' problems**

In the present study, a qualitative approach rather than a quantitative approach was used to have in-depth interviews with participants for investigation. The qualitative approach provided, not only a richer insight into the learning experiences and individual development of student teachers in attitudes, feelings and skills, but also a clearer understanding of their approaches (such as disabling, partial enabling and enabling) in helping pupils with problems in different contexts.

From the results of the present study, case 2 is much harder to handle than

case 1 for student teachers as shown from the data in table 4.6 and table 4.7. The findings show that the emotional state and behaviour of the client (pupil) do not only affect the empathetic response of the helper (student teacher), but also their attitudes towards the client and the counselling skills and strategies used. All these may have implications and significant impacts for the effectiveness of the helping process, the relationship building and the well-being of both teachers and pupils. More attention needs to be given to the approach of assisting pupils with emotional and behavioural problems in their teacher training period.

From the result of the present study, comments and discussions made in chapter 4 and 5 above, it can be concluded that:

- Bias exists in both case 1 (student with emotional difficulties) and case 2 (student with both emotional and behavioural difficulties), but there is more bias in case 2 for student teachers. We need to help student teachers remove or minimize bias towards pupils, especially those with emotional and behavioural difficulties (EBD).
- 12 hours of training is not enough as reported by participants in the interview data. This is also reflected by the student teachers' progress made after training. There were still many student teachers below minimal facilitative level with attitude of "rejection" towards pupils, feeling of "antipathy" for pupils and "disabling" counselling skill and strategies especially in case 2. More time is needed for training in this programme or further training should be given after this programme.
- The present training model may not be vigorous enough to help participants remove or minimize their bias towards pupils. Firstly, they might not be aware of their personal bias to certain types of pupils, especially the EBD pupils. Secondly, even if they become aware of their bias towards pupils

(which is a difficult and often neglected step), they might not have ways or strategies to overcome the bias. Thirdly, some interviewees felt that even if the core conditions of counselling were repeated by progressive reinforcements in nearly every session, (using different approaches and format), it might still be too abstract for them to master. Guidance and counselling attitudes, knowledge and skills cannot be imparted to learners effectively within a short period of time by means of intensive lectures and workshops. Therefore, the present programme should be revised to have a more systematic, comprehensive and vigorous model that addresses the above issues and eliminates the bias towards pupils.

Concerning bias in helping or counselling, there is some literature discussing the removal or minimizing the bias towards clients or pupils. Even in guidance and counselling training, self-exploration of one's own bias towards the client is also a neglected area compared with the emphasis and importance of counselling theory, counselling techniques and understanding the client's psychological process in counselling. But the attitudes and subliminal bias of counsellors may be the most influential factor in affecting the outcome of the counselling process without the awareness of the counsellors who usually apply their value systems unconsciously (Pearce, 1994). Abreu (2000) further claimed that prejudicial attitudes and beliefs, involving racial or ethnic categories, were normative and they applied to everyone since racial or ethnic biased perceptions might take place outside of one's conscious awareness. Morrow and Deidan (1992) suggested that there were five types of inferential bias in the counselling process a) availability and representativeness heuristics; b) fundamental attribution error; c) anchoring, prior knowledge, and labeling; d) confirmatory hypothesis testing; and e) reconstructive memory. Counsellor trainees and even experienced counsellors



are vulnerable to these kinds of bias (Pearce, 1994; Morrow & Deidan, 1992). Therefore, more attention and effort need to be paid to reveal the personal bias towards pupils during training. The enhancement of self-awareness as well as , the ways or strategies to avoid bias, and the mastery of core conditions of counselling may help remove bias from the student teachers towards pupils.

Bias existed both before and after training, as seen in case 1 and case 2 of the present study. These types of bias are prior knowledge and labeling and fundamental attribution error as illustrated in the following highlighted responses of student teachers. For prior knowledge and labeling, attitudes towards the pupil are based on preconceptions formed from the case information before actually meeting the pupil (prior knowledge), as well as personal judgment or diagnoses associated with the pupil (labeling). Before the actual meeting, the pupil may be regarded as having done something wrong or having come from a problematic family. Examples of prior knowledge and labeling in case 2 (Mary) are:

*Student teacher 3 (before training): "I do not have much sympathy for her as she must bear the results of her wrong doings. Anyway, her action is wrong..."*

*Student teacher 9 (after training): "this problematic student is very difficult to handle and it is hard for her to solve her own problem as she makes a bad impact on the whole class.."*

In case 1 (John):

*Student teacher 6 (before training): "Maybe something happened in his family. After, I learnt that his parents have very high expectation on him."*

*Student teacher 3 (before training): "he does not only look down at the importance of homework but also disregards the importance of teachers "*

For fundamental attribution error, the causes of their deviant behaviour are

attributed to internal factors such as personality or bad intention rather than external factors being family environment, teacher factors or school factors.

Examples of fundamental attribution error in case 2 (Mary) are:

*Student teacher 6 (before training): "Her character is too self-centred. She does whatever she wants to do",*

*Student teacher 16 (after training): "Maybe she regards herself as the "Big Princess" in the class".*

In case 1 (John):

*Student teacher 3 (before training): "he wants to testify to how his parents and teachers will treat him by showing deviant behaviour",*

*Student teacher 6 (before training): "He acts like this intentionally in order to seek other's attention ".*

From the above verbatim, bias exists in case 1 and case 2 at various degrees for the student teachers. Student teachers need to be aware of the bias present and to find ways to eliminate them.

In addition, a great difference exists among the student teachers' attitudes, feelings and counselling skills and strategies used towards pupils in cases 1 and 2. More bias exists in case 2 rather than in case 1.

This kind of bias also exists among teachers especially towards pupils with emotional and behavioural difficulties (EBD). After reviewing the results of different research about teachers' causal attributions to pupils with emotional and behavioural difficulties, Poulou and Norwich (2000) found that teachers' causal attributions of pupils' behavioural problems were most likely to be either within child or family and less likely to be attributed to the teacher and school factors. Many teachers even had feelings of irritation and indifference during handling pupils with disruptive behaviour. Therefore, the teachers' attributions towards

the pupils' problems will affect their attitudes as well as their diagnoses, intervention strategy and the result of the helping process. This kind of bias will put the teachers and pupils with EBD in great disadvantage. Teacher education programmes need to make this explicit and they also need to reconsider the programme objectives, curriculum design, and pedagogy to eliminate or minimize this kind of bias that might may jeopardize the mental health of both teachers and pupils. Therefore, removing or minimizing bias towards the pupil should be one of the objectives or an important part in teacher education. As for guidance and counselling training, one of the key objectives is to confront student teachers for their prejudice or bias towards pupils especially for pupils with behavioural and emotional difficulties such as in case 2, Mary. A model proposed for removing or minimizing bias towards pupils will be introduced in the following section.

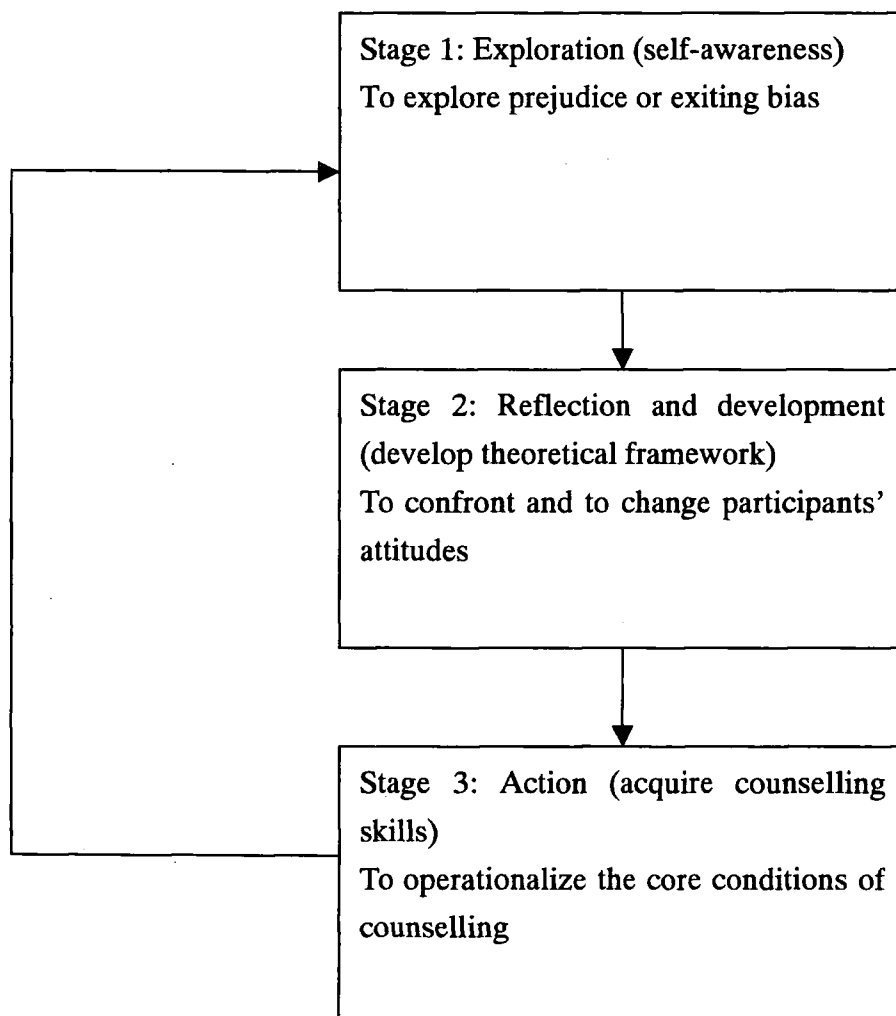
### **5.3.2 A proposed model for removing or minimizing bias towards pupils**

Looking at the result of the present study about bias towards pupils with the two theoretical positions of core conditions of counselling suggested by Rogers (1957, 1961, 1990) and Mearns and Throne (2000) mentioned in chapter 2, there are crucial issues that have not been addressed by them directly. One of these is how to use the core conditions of counselling to remove or minimize helpers' bias towards pupils, especially EBD pupils.

The proposed model for removing or minimizing helpers' bias towards client is based on the result of the present study and the theoretical position of core conditions of counselling suggested by Rogers. Rogers' conceptions (1957, 1961, 1990) are chosen rather than Mearns and Thrones (2000) because the former provides a more detailed and concrete definition which is easier to operationalize. The theoretical framework of the proposed model consists of three stages. The first stage works on self-awareness of participants for

exploring the prejudice or existing bias. The second stage helps participants to reflect on and evaluate their bias and to develop strategies to eliminate or minimize it. These two stages are an attempt to open up the unconscious bias gradually to the conscious level. The third stage helps participants acquire preliminary counselling skills particularly with the core conditions of counselling in action. This model emphasizes self-awareness, theory building and skill development. The flow of the three stages are shown in the following figure.

Figure 5.1 Preliminary theoretical model to remove or minimize bias to pupils



The proposed model seems to be a linear model, moving from stage 1 to stage 3. But actually it can be a cyclic mode if found necessary. Moving from stage 1 to stage 3 is the first cycle. Then going back to stage 1 with another set of teaching materials (simulated cases) and going through the process again to stage 3 is another cycle. The objective of repeating the other cycle, or more cycles, is to eliminate or minimize bias until most of the bias are removed or minimized.

### **5.3.3 The stages of the model**

The detailed explanation of each stage of the model is as follows:

**First stage (exploration):** To explore prejudice or existing bias

- Give all participants descriptions of several different simulated cases of pupils with different types of emotional and behavioural problems. This will help them to have a greater exposure to pupils' problems. Simulation cases need to explore their bias and at least to include cases such as John, Mary, Wilson and Susan as discussed above. This means that it should include cases with different types of likes and dislikes; male and female.
- Ask participants with exploring questions (may be in the form of a worksheet with case descriptions and questions). Student teachers need to respond to questions (such as those questions in the interview schedules) from different cases especially about their views on pupils' deviant behaviour and the causes of such behaviour. This will help them explore and reveal their bias towards certain types of cases.
- Examine and discuss with the participants whether there is a relationship between their views and judgment of pupils' deviant behaviour with reference to different characteristics or features of pupils' behaviour. For example, will student teachers judge the bright pupil of submitting a blank

assignment as “looking down at the importance of homework and the teachers”. This will help student teachers to become more aware of certain types of bias existing towards certain types of pupils.

**Second stage (reflection and development):** To confront all student teachers with their possible prejudices or biases towards certain pupils and to change their attitudes

- Help participants to become aware of and recognize the different types of bias as mentioned above by brief explanation of the nature and meaning of these biases. In the present study, bias like a) fundamental attribution error and b) anchoring, prior knowledge and labeling were identified. These biases are described in detail and were illustrated through fictitious case vignettes. Participants are reminded that prejudicial attitudes and beliefs are normative and applied to everyone since biased perceptions usually take place unconsciously.
- Help participants to reflect on and identify their personal bias towards pupils by comparing their responses to pupils’ deviant behaviour and judgments on the causes of the behaviour with the types of bias introduced. Then, discuss and evaluate the possible negative impacts of their bias towards pupils in terms of emotional and behavioural consequences in diagnosis, intervention and follow up work. This will help them to identify, touch and feel the possible injustice and harm that they may bring to pupils, especially those with EBD. This is an affective approach to change their attitudes.
- Change attitudes of participants cognitively by developing theoretical framework. There will be two approaches: a) introducing ways to eliminate or minimize bias which is a preventive approach and b)

introducing the concepts of core conditions of counselling (from Rogers perspectives) which is a developmental approach.

a) Preventive approach

Ways to eliminate or minimize bias especially for attribution error and labeling will be introduced in the training programme as these two types of bias are identified in the present study. Ways to eliminate other bias should be discussed if other bias is identified during training. Suggestions to eliminate or minimize bias, especially for attribution error and labeling, are given as follows by integrating the advice given by Morrow and Deidan (1992) and the core conditions of counselling.

As for the attribution error, to avoid inferring that the client's problem is attributed to the client's personality or intention rather than situational or environmental factors, helpers need to:

1. become aware of their own pattern or tendency to attribute causes of problems to internal factors (personality or intention) or external factors (family, teacher or school),
2. explore more possibilities and formulate alternative hypotheses that focus on both social, situational and environmental factors that may be affecting the pupils,
3. examine the situation from the pupils' perspectives, that is to listen more, to stand more on pupils' ground, and to have more empathy.

To avoid prior knowledge and labeling, helpers need to:

1. suspend judgment, delay fixing the image of pupils by their characteristics, features or deviant behaviour, provide positive regard to pupils,
2. be open, look for more information such as asking colleagues, pupils and parents for more information or referring to previous records to evaluate

existing information,

3. awareness of secondary source, like referral or previous records, is susceptible to inferential bias,
4. check with the pupil (client) for accuracy and adequacy of information, and during the process of helping reevaluate the diagnosis.

b) Developmental approach

The concepts and definition of core conditions of counselling is introduced as the base or theoretical framework for participants to interact with the clients. The framework will help participants to become more accepting, empathetic and genuine in order to provide acceptance, to get into the clients' world, and to facilitate their clients' trust. These will help participants get accurate and adequate information, to identify the cause of the problem, and to get a full picture of what is happening in order to have an objective judgment without bias towards clients. Getting accurate and adequate information will minimize prior knowledge and labeling bias. Getting a full picture and identifying the causes of the problems will remove much of attribution error.

Positive regard is a genuine respect towards human beings with great acceptance towards client's thinking, feeling, behaviour, race, gender and background. Positive regard will facilitate the client to remove blockages such as reluctance, resistance or defensiveness, and be more willing to state their concerns, to present their problems, more self-disclosing, and provide adequate and accurate information. Empathy is understanding their client's world from the perspective of the client and communicating this understanding to the client for enhancing self-awareness, re-experiencing of feelings and self-exploration. Empathy will help the client to have greater awareness of feelings and concerns. They will begin to explore their inner feelings and experience, and be more aware



of problems in the here and now context, develop insight, identify discrepancies, and facilitate more self understanding. All these will help the clients be aware of their own situation, to be able to perceive the full picture and express what is happening. A genuine helper is open, honest and, at all times, himself or herself. Genuineness may facilitate the client to regard the helper as a supporter, and a trustworthy person. They will not feel the need to tell lies or to be defensive, but be willing to explore and identify one's own problem and take responsibility for it.

The core conditions of counselling can facilitate the growth of clients, more self-disclosure and enhance the mutual understanding between the helpers and the clients which may reduce or eliminate bias of helpers towards clients. From the above discussions, if the core conditions of counselling exists, a large portion of bias will automatically be removed. It should be emphasized that to remove or eliminate bias effectively, the three conditions must be present since they are inter-related. Absence of one will affect the effect of others. For example, the positive effects of positive regard and empathetic understanding will cease if incongruence is interpreted as deceit.

**Third stage (action):** to operationalize the core conditions of counselling in order to master them in interacting with clients to remove or minimize bias. There are three phases of operationalization.

The first phase is the didactic and exploring approach to operationalize the core conditions. The participants will be divided into three groups to operationalize Rogers' conceptions of core conditions of counselling (1957, 1961, 1990) into steps or guides that one can follow. This activity will help them to become familiar with the meaning and objective information about

Rogers' conceptions. Mere knowledge or concept of core conditions of counselling is abstract and it is not enough, or of little use, unless specific steps are spelled out clearly as guidelines or references. Based on Rogers' definition, the following are suggestions or examples of the operationalization of the construct of positive regard, empathy and congruence.

For Positive Regards, participants need to

1. acquire knowledge about possible human feelings and emotions (both negative and positive),
2. identify clients' present feelings and emotions (both negative and positive) and features of behaviour (both consistent and inconsistent behaviour) regardless of whom they are,
3. respect and accept the clients as they are and aware of one's own attitudes (accepting or rejecting) towards clients' feelings and features of behaviour with an attitude of respecting clients as separate persons having their own feelings and experiences,
4. aware of one's own needs and clients' needs with client's need and benefit as top priority,
5. make appropriate, caring response according to clients' needs, but not on one's own needs, in order to communicate a very deep respect with the client.

For Empathy, participants need to

1. put down one's frame of reference (especially judgments and bias) in order to be ready for perceiving client's world,
2. try to be completely at home in the universe of the client by sensing of the client's inner world of private personal meanings,
3. perceive experiences and feelings of client accurately and sensitively

(especially for core messages) as if it were one's own while not forgetting it is not in reality,

4. communicate this perception with verbal and non-verbal language attuned to the client to add noticeably to the feeling and meaning of the expression of client to enhance self-exploration.

In congruence, participants need to

1. not wear a mask of being a professional or taking up a specific role with a pretence before a client,
2. be oneself, honest to one's experiences and inner feelings, to be exactly as what one is,
3. aware of one's inner feelings and the external interpersonal relationship that one is experiencing,
4. make appropriate responses to client with responses matching the inner sensations and feelings of oneself, to be freely and deeply oneself in a non exploitative relationship with the client.

The second phase is demonstrating the approach by operationalizing the core conditions of counselling with a video show. The participants will be given video demonstrations of handling cases of pupils with EBD by applying the core conditions. This will be a good example or demonstration for showing how to put the theoretical framework into action or how to integrate theory and practice. Worksheets or discussion guides will be used to facilitate participants to re-examine or evaluate their personal bias and the understanding of the core conditions of counselling. This activity is important since even teachers appreciate the meaning and importance of the core conditions of counseling. They still need to understand what this actually means for them in terms of their

professional work. They also need to be knowledgeable with the applications in the school setting.

The third phase is an experiential learning with practicing the core conditions of counselling through role play. They need to operationalize their beliefs and understandings in terms of actual practice because understanding the meaning and seeing how to practise the core conditions of counselling will be of little value if they do not possess the appropriate skills and competencies. During lessons, using the same simulated cases in stage 1 for role play, the participants will be divided into small groups of three, to be the helper, the client and the observer. The helper will experience the application of the core conditions of counselling, while the client will experience the inner journey of the client and the observer will have objective observation to provide feedback. The three roles can be exchanged in order to let participants have a fuller experience of the counselling process. For enhancing the core conditions of counselling as a personal quality as well as an ability to interact with pupils, participants should practise their learning during teaching practice, or as beginning teachers in schools with supervision from tutors. They need to audio or video record the helping process for self-evaluation and discussion during supervision. This kind of practicum will facilitate their development in mastery of the core conditions of counselling as well as enhance their personal quality in interpersonal functioning. Participants can even practice the core conditions of counselling in life situations to enhance their personal trait, and to integrate the core conditions into their personality.

In addition to the above three stages of training process mentioned in the proposed model, enhancing the personal qualities, especially in removing one's blind spot, is another important aspect which cannot be neglected. For one's

blind spot, sometimes, the attitude of rejection to a client may be the reflection of rejection of one's self, especially in the situation where the client has traits similar to the helper. Although the ability to develop and convey the core conditions of counselling depends on a willingness to approach each person as a worthy individual, for certain type of clients, we cannot accept them. We have limits in our tolerance and acceptance towards certain kinds of clients. We need to admit that our ability to offer positive regard, empathy and genuineness is limited. We need to discover and be aware of their limits and find ways to expand them. Guidance and counselling training is one such way and this is the purpose for this training programme to remove bias in order to expand limits. Additionally, in order to expand the limits and minimize bias towards clients, Wilkins (2000) suggested that personal therapy, joining self-development groups, and meditation or some other contemplative practice are some well-known routes.

In summary, this model emphasizes self-awareness of bias, perceptual characteristics as well as counselling skills development for enhancing the competence and personal quality of the helper. Self-awareness is the first initial step. As for perceptual characteristics, the core conditions of counselling and ways to reveal the unconscious bias to an awareness level are introduced as theoretical framework. For the development of counselling skills, the core conditions of counselling are operationalized in three phases. This three-phase operationalization is an attempt to transform the abstract constructs of positive regard, empathy, genuineness to become explicit, concrete, and specific guides that one can understand and follow. The operationalization is trying to make the process of training as visible and possible to enhance personal quality. Caution must be taken not to make it a superficial technique acquisition.

In short, characteristics of the proposed model are as follow:

1. The objective of the proposed model is to remove or minimize bias towards pupils. In the curriculum design and pedagogy, several simulated cases with pupils having emotional and behavioural difficulties were used to help participants to reflect and to identify their personal bias towards pupils.
2. Help participants to be aware of the effects of their pattern of attributing pupils' problems on their attitudes towards pupils. If they attribute cause of problems to internal factors such as pupils' personality or intention, the chance of rejection and antipathy will be greater. Therefore, they need to suspend their judgment before getting enough information.
3. Understand about the nature of EBD and participants personal responses to them with the awareness of certain types of bias may attach to EBD pupils.
4. Participants should be able to evaluate the consequence of their attitudes towards and feelings for pupils and learn how to adjust, control and even transform them.
5. The core conditions of counselling are operationalized, demonstrated and practised as concrete steps or guides to facilitate participants to understand pupils more, to put their feet in the other's shoes, with positive regard and genuineness to facilitate their sharing, openness, trust and self exploration of their own problems in order to enhance mutual understanding and remove or minimize bias present.
6. The training programme is a process of learning counselling skills and strategies with theoretical framework for responding to pupils' problems and as a process of reflecting one's patterns of thoughts and actions in order not to bring harm to pupils.
7. This model works on self-awareness of participants, developing theoretical framework and acquiring counselling skills. That focuses on teachers'

affective awareness, cognitive knowledge and behavioural counselling skills and strategies.

8. Enhancing the personal qualities and removing the blind spot of the helper is another important aspect that teachers need to develop in order to provide a warm and approachable stance for pupils, with a sense of moral responsibilities and commitment.

In conclusion, guidance and counselling training is not a simple and static process operated in a closed system. There are many factors, both inside and outside, affecting its effectiveness. Taking the example of the proposed model in teacher education as the system, factors inside the system such as programme objectives, the content and pedagogy should be carefully designed as discussed previously to remove bias. Time for training should be sufficient and long enough. Outside the teacher education system, and in the school context, teachers should have further in-service training, school-based staff development, peer-learning, mentoring and supervision of the counselling work by senior staffs to remove bias. At the policy level, this kind of training should be affirmed, and more resources should be allocated for staff development in guidance and counselling training.

## **Chapter 6: Conclusion**

### **6.1 Concluding the main themes of the present study**

This research sets out to study the development of pre-service teachers in a guidance training programme and its implications for their guidance role in schools. The characteristics of the present study includes:

- using a qualitative approach in this kind of study
- investigating the development and learning experiences of student teachers
- identifying the themes/patterns or the reasons for change in attitude, feeling and skills
- exploring particular issues not recognized in the literature such as the rationales for the guidance role of teachers

All these characteristics contribute to the uniqueness of the present study. The results have implications towards teacher education, policy planning, and implementation of policy in schools. A proposed model is devised for removing or minimizing bias in guidance and counselling training.

#### **Teacher education**

To answer the key question, “How to prepare pre-service teachers for the guidance role of teacher effectively?”, the elements of effective teacher education programme, effectiveness of the training programme and evaluation of the programme need to be considered.

For the programme to be effective in preparing pre-service teachers in their



guidance role, the aim, content, pedagogy and evaluation may have certain characteristics that need to be carefully considered as identified in the present study. The theme/pattern identified for change in attitudes, feelings and skills, such as suspension of judgment and empathetic understanding, should be highlighted in the training programme. For the effectiveness of training, participants need to have cognitive, psychological and technological preparation in order to have readiness for implementing the policy. In the present study, before training, many student teachers were below the minimal facilitative level in attitudes, feelings and skills both in case 1 and 2. That means they are not ready for handling pupils' problems or even interacting with pupils. Without guidance and counselling training, one may easily imagine how vulnerable beginner teachers and pupils will be in such situations. Even after 12 hours of training, there are still some student teachers who remained at the level below minimal facilitative level. Thusly, they need longer time for training. Therefore, this kind of training should be a compulsory part of teacher education and 12 hours is basic for this kind of training for enhancing student teachers to be competence in handling pupils' problems. For further development, life long learning and school-based staff development needs to be emphasized.

Moreover, even if they have training and develop as well as many student teachers in the present study, the short and long-term effect of training together with the school environmental factors need to be considered to ensure that teachers will perform their guidance role effectively in their actual practice. Most likely, someone will challenge the importance and training with the argument that their main duty is to teach. Then, we need to look at the rationales for the guidance role of teachers in policy planning and the needs for training.

## **Policy planning**

To answer the key question, "What are the rationales of the guidance role of teacher? Why do teachers need guidance and counselling skills training?", the rationales for the guidance role of teacher, the training needs of teachers and the possible training programmes need to be considered. The rationales for the guidance role of teacher can be viewed from the philosophical, practical and ethical perspectives. The guidance role can be seen as protecting pupils' entitlement, supporting and enhancing teaching and learning and safeguarding the ethics of teaching. That means the guidance work is by nature a part of a teacher's job. Therefore, their guidance role is justified.

Taking in the following: 1) the perspectives of the mental health of pupils, 2) readiness of student teachers, and 3) the felt needs of practicing teachers and the pressing needs of the current situation of Whole School Approach to guidance in Hong Kong, guidance and counselling skills training should be basic for all class teachers in Hong Kong. The author of this thesis is not suggesting all class teachers become school counsellors. Merely, the author asserts that class teachers need basic training for preparing them to have basic competence for interacting with pupils, facilitating their growth and development and handling pupils' problems, in order not to jeopardize the mental health of teachers and pupils. There are different modes of training for fulfilling these training needs.

In summary, theoretically and practically, the rationales for the guidance role of teacher should be explicitly spelled out to clarify its rationality, justification and relevance. There are several advantages. These will help give a strong rational support to those who practice this policy as well as provide them with clear and sound rationales to those who intend to practise this policy. Furthermore, it will clarify any questions for those who do not know this policy, and will enable them

to discuss with those who are against this policy and to safeguard against those who have malpractice in this policy.

### **Implementation of policy in schools**

After pre-service training, student teachers will become beginning teachers. For answering the key question, "What can be done to help teachers perform the guidance role effectively in schools?", the school organizational and cultural context, school-based staff development and school support and administration need to be considered.

For staff development, from the present study and other related studies in literature, training can greatly improve participants' knowledge, attitudes and skills in interpersonal functioning. Knowledge and skills are important and can be pursued in life-long learning experiences, but attitudes or willingness should be given the top priority. Without the appropriate attitudes, the knowledge and skills used will be superficial or even damaging. Without readiness and willingness, one will not have the confidence or commitment to practise what one has learned. After one has the readiness, the school organizational and cultural context need to have the appropriate climate and reward system for teachers to practise the guidance role continuously and effectively. In the school environment, there may be some who are antagonistic to this policy. In discussing with them about the rationales of this policy, it may help to change their perception, but not their attitude since they still see the gap between ideal and reality in school guidance. Therefore, it is important for schools to establish the climate on the core principles for personnel in school guidance and counselling. Let them feel and experience the school ethos of care, trust and respect; good helping relationships; collaboration and teamwork; good leadership

and effective channels of communication; and personal and professional development.

As a summary, guidance and counselling skills training for class teachers is essential. My argument for those who challenge the importance of training for the guidance role of class teachers will be too simple and narrow-minded. Even though class teachers' main duty is teaching, from a theoretical point of view, school guidance and counselling supports teaching and learning, facilitates the whole person development and protects the mental health of pupils. In practice, there are many empirical studies with strong evidence showing the positive impact it has on teachers and pupils in schools. Moreover, from the official documents and in reality, class teachers are the most suitable persons to provide initial help to students. Therefore, we need to prepare student teachers to face the reality of caring for the pupils' mental health and facilitate the all-round development of pupils, professionally and ethically.

#### **A proposed model for removing or minimizing bias towards pupils**

From the present study, student teachers need to be equipped with the appropriate knowledge, attitudes, and skills to support and help pupils with the minimum requirement of not doing harm on pupils or neglecting pupils' needs. Short term training can be helpful with improving the interpersonal functioning of participants, but that is not enough. This kind of training should be a compulsory part of a teacher education programme with a longer time for education and as a continuous professional development in schools.

Concerning longer time for education and professional development, a proposed model for removing or minimizing helpers' bias towards pupils is suggested and that is based on the result of the present study and the theoretical position of core

conditions of counselling suggested by Rogers. The theoretical framework of the proposed model consists of three stages. The first stage works on self-awareness of participants for exploring the prejudice or bias exist. The second stage helps participants reflect on and evaluate their bias and develop strategies to eliminate or minimize bias. The third stage helps participants acquire preliminary counselling skills especially with the core conditions of counselling in action. This model emphasizes self-awareness, theory building and skill development.

### **Significance of the present study**

In addressing the research questions, the present study can contribute to the understanding of the development of pre-service teachers, the themes/patterns for change in attitudes, feelings and skills and arrive at suggestions for preparing pre-service teacher with regards to their guidance role in schools effectively. The significance of this study is not confined to the narrow realm of training for pre-service teachers. This study may give hints and insights for the development, implementation and evaluation of other similar educational programmes in guidance and counselling training for nurses, school guidance teachers, social workers, counselors and other caring professionals. The implication is not only on the result identified such as the suspension of judgment and empathic understanding which may have relevance to other programmes, but also on the approach of research for improving teaching and learning in the present study. As it is important for educators to have critical minds for their own teaching. They need to keep reflecting on their curriculum aims, content, pedagogy and evaluation. This leads to continuous and effective improvements of the training programme. The present research is a record of the author looking at what is happening in the classroom critically which can be a reference for other educators.

In addition, the rationales for the guidance role of teachers, the results in the initial states of student teachers before training and development of pre-service teachers in the training programme would be used to contribute knowledge and information to policy making concerning the adequacy of training in the guidance, counselling and caring aspect of teacher education.

## **6.2 Validity and reliability of reasons for change of knowledge, attitudes, and skills**

To ensure the validity and reliability of the present qualitative research, attention and great care are taken by the researcher in the sampling (choosing the representative sample), and in the analysis of data and interpretation of result (task should be neutral; triangulation; interpretation of result on neutral ground; analysis of negative cases and participant consultation). However, someone may still question the validity of the reasons identified for change as they may argue that besides the training programme, there may be other factors inducing the changes. Actually, there may be threats to the internal validity of reasons for change of knowledge, attitudes and skills in this one-group pretest post-test design. The major threats may include the history effect such as the effect of other teaching modules; maturation effect of participants growing older to have more wisdom; testing and instrumentation effect such as taking the in-depth interview for second time, being more familiar with the test and interview schedule (Campbell & Stanely, 1966).

However, these threats may not have effect on the validity of reasons for change. For the history effect, only one student teacher (student number 13) mentioned that the change may come from another module "Classroom

Management” which was paralleling with the present training programme. She mentioned that “.....*I think that now I know more about counselling skills and how to communicate with students.....the change is made because of learning counselling skills in the module and communication skills like active listening in the Classroom Management module (Q1.2)*”. Only this student teacher contributed the change in counselling and communication skills both to the present training programme and another module. But for exploring the detail and how the change comes, she only mentioned the things that she learnt in the present training programme. Moreover, no other student teachers mentioned this or any other module again. On the contrary, it was mentioned explicitly that the change was due to the present training programme as reflected in different data sources with massive evidence and concrete examples as discussed above concerning the validity and reliability of the themes identified. For the factors of maturation and instrumentation effect, the duration of the present study was less than three months including the initial and final interviews. This is a relatively short time for maturation and too long a time for the instrumentation effect. In addition, most of the changes in attitudes, feelings and skills of student teacher were related to the content and new ideas introduced in the present training programme. Furthermore, the attitudes, feelings and counselling skills and strategies used cannot be easily changed in a short time by maturation. The complex case handling situations in the in-depth interviews were not simple multiple choice tests which could be affected easily by an instrumentation effect. All these might rule out the possibilities of the history effect, maturation, testing or instrumentation effect in the present study.

### **6.3 Suggestion for future research**

When studying the effectiveness of the training programme in the present study, there are certain limitations which may include:

- small sample size of 16 student teachers out of a population only one class of 37 student teachers for in-depth interviews
- evaluating only the immediate effect of training without examining the long-term outcomes of training such as in their teaching practice and beginning teachers in the teaching field
- single module approach does not provide the guidance and counselling training needed to become proficient or competent in the guidance role of class teachers (short term training with only one credit point in a module and without enough practice of skills acquired).

Further research is suggested for studying the guidance role of teacher, not only for eliminating the threats and enhancing the generalization of the present study, but also for having a more complete view of the development of the guidance role of teachers as participants in different phases in schools. Future research may include:

- use larger sample size especially including the antagonistic group and incorporating both experimental and control groups (with another class) for comparing the effect of training.
- if possible, assess the development of guidance and counselling skill competencies using multiple assessments at varying times as in during training, in teaching practice, and one year later as a beginner teacher.
- to observe the actual practice of attitudes, feelings and counselling skills and strategies used in their teaching practice as self-report by participants in interview may reflect what student teachers say, what they want to do, but may not necessarily reflect what they actually do in the real situation.



## Appendix 3.1: Module outline

THE HONG KONG INSTITUTE OF EDUCATION

SCHOOL OF FOUNDATIONS IN EDUCATION

### MODULE OUTLINE

Personal and Social Education: Guidance Role of Teachers and Implementation in Schools (EDS3001)

1. **Course Title:**  
Four-year, Full-time Bachelor of Education (Honours) (Primary) Programme
2. **Academic Year:**  
2000-2004
3. **Course Code(s):**  
A4B013
4. **Mode of Study:**  
Full-time
5. **Domain:**  
Professional Studies
6. **Subject Area:**  
Educational Studies
7. **Department(s):**  
Educational Psychology, Counselling and Learning Needs
8. **Year Group:**  
Year Three
9. **Semester(s):**  
Fifth
10. **Module Title:**  
Personal and Social Education: Guidance Role of Teachers and Implementation in Schools
11. **Module Code:**  
EDS3001
12. **Status:**  
Core
13. **Credit Point(s):**  
Three

**14. Pre-requisite Module(s):**

Personal and Social Education: Life Skills for Prospective Teachers

**15. Module Co-ordinator(s):**

Mr. Lung Ching Leung

**16. Module Synopsis:**

This module examines the knowledge, skills and attitudes required to effectively implement personal and social education and perform guidance responsibilities in primary schools. It focuses on the development of a caring attitude among students in order that they may contribute to the creation of a positive school environment in which the potential of students is enhanced and problems are responded to in a constructive manner.

**17. Aim:**

To prepare students to enhance primary school students' personal and social development through the whole school experience especially through the guidance role of primary class teachers.

**18. Module Objectives:**

To enable students to

- a. explain the concepts, development and provision of personal and social education and guidance in Hong Kong primary schools;
- b. describe the aim, scope and content of personal and social education for primary schools;
- c. critically examining the topics and issues of cross-curricular initiatives in primary schools e.g. civic, sex, moral and environmental education;
- d. describe a plan for implementation of personal and social education through a school-based and whole-school approach;
- e. identify and develop teaching skills, strategies, and resources which are effective for implementing and integrating personal and social education across the curriculum and which take into account the diverse interests, experiences and needs children have;
- f. identify early signs of student problems, take appropriate precautionary measures and provide appropriate responses;
- g. identify approaches for developing appropriate attitudes and values;
- h. describe the guidance role and responsibilities of class teachers in facilitating students' whole person development;
- i. work cooperatively with colleagues, parents and other relevant professionals in the provision of guidance to students.

**19. Module Content:**

- a. the nature and scope of personal and social education and guidance care in general and in Hong Kong: concepts, models and related subjects or areas;
- b. the aim and content of personal and social education through a critical review of cross-curricular topics and issues such as moral, civic, sex, affective, drug and environmental education;
- c. implementation of personal and social education through a school based and whole school approach including formal, informal and hidden curricula;
- d. resources for and evaluation of personal and social education;
- e. approaches to attitude development;
- f. qualities of a class teacher that are relevant to the guidance role, such as non-judgmental attitude, empathetic understanding and genuineness;
- g. working with the whole class: class ethos, classroom guidance program, making effective use of class teacher lessons to develop student potential and prevent student problems;
- h. working with individuals: enhancing student self-esteem, catering for individual needs, identification of student problems and impending crisis, providing initial assistance;
- i. working with parents: parents and teachers co-operation in the whole person development of students, parent-teacher conferences, co-operation with parents in solving student problems;
- j. working with the whole school: a caring school culture, making professional use of student records, liaison with parents, and other school personnel like the student guidance teacher and professionals, making referrals.

**Total: 36 hours**

**20. Teaching Methods:**

Lectures, class discussions, student presentation, role plays, school observations and teacher interviews.

**21. Assessment:**

- a. In groups of 3 - 4, research and design a curriculum unit (e.g. 4 lessons / activities of approximately 40 minutes each) on a personal and social education topic taken from themes in e.g. moral, civic, sex or environmental education. 60 %
- b. Write an analysis of the implementation of personal and social education, including the guidance role of class teachers, based on observations and interviews conducted in their teaching practice schools. (1 500 words) 40 %

22. **Required Text:**

Best, R., Lang, P., Lodge, C., & Walkins, C. (Eds.), (1995). *Pastoral care and PSE: Entitlement and provision*. London: Cassell.

23. **Recommended Reading:**

- Bottery, M. (1990). *The morality of the school: The theory and practice of values in education*. London: Cassell.
- Curriculum Development Council. (1992). *Guidelines on environmental education in schools*. Hong Kong: Government Printer.
- Curriculum Development Council. (1996): *Guidelines on civic education in schools*. Hong Kong: Government Printer
- Deiro, J.A. (1996). *Teaching with the heart - making healthy connections with students*. California: Crown Press.
- Education Department. (1986). *Guidance work in secondary school. A suggested guide for principals and teachers*. Hong Kong: Government Printer.
  
- Education Department. (1997). *Draft guidelines on sex education in secondary schools*. Hong Kong: Government Printer.
- Gurney, M. (1990). *Personal and social education: An integrated programme - 1*. London: Stanley Thrones.
- Hamblin, D. (1993). *The teacher and counselling*. Hempstead: Simon & Schuster Education.
- 吳武典、金樹人 ( 1993 ) : 《 班級輔導活動設計指引 》, 張老師出版社。
- 香港家庭計劃指導會 ( 1996 ) : 《 家庭生活教育教師手冊 》, 香港家庭計劃指導會。
- 游黎麗玲 ( 1990 ) : 《 學生輔導 》, 香港, 中文大學出版社。
- 熊智銳 ( 1994 ) : 《 開放的班級經營 》, 五南圖書出版公司。

Journal:

*Asian Journal of Counselling*

*Pastoral Care in Education*

**Appendix 3.2: Survey for the guidance role of a class teacher**

**Whole School Approach – The Guidance Role of a Class/Form Teacher**  
**(For in-service teachers)**

**(A) Personal Particulars:**

1. Gender: \_\_\_\_\_
2. Teaching Experience: \_\_\_\_\_ years
3. Experience as a class/form teacher: \_\_\_\_\_ years
4. School: \_\_\_\_\_
5. The class of which you are the class/form teacher: \_\_\_\_\_
6. Have you been trained as a teacher? No  Under training now  Yes
7. Have you been trained in guidance and counselling? No  Yes   
 (If yes, please specify: \_\_\_\_\_)

**(B) My view on guidance work of a class/form teacher in primary school:**

1. What are the common problems and difficulties of primary school pupils that need guidance and follow-up actions from class/form teachers?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What are your difficulties or limitations when doing guidance work?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(C) Guidance work and training of a class/form teacher:**

1. This question is about the sort of guidance that you think SHOULD be available to primary school pupils. What do you think should be included in guidance work of a class/form teacher in primary school?

|  | Must be included         | Should be included       | Should not be included   | Must not be included     | Uncertain                |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 1                        | 2                        | 3                        | 4                        | 5                        |
| a. identifying students who are in crises, or have mental, emotional or behavioural problems                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. providing guidance and counselling to the students in need  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. obtaining information about individual students, so as to help them overcome difficulties or obstacles in development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. establishing good relationships with individual students, and hence bringing about positive influences                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| e. modifying teaching strategies and procedures, so as to cater for individual student needs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. establishing good learning atmosphere and team-spirit in class  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. providing information about extra-curricular activities, further education and careers, so as to develop students' potentials                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. assisting students to plan and arrange after-school or summer activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. planning and leading whole-class guidance activities and programs, so as to facilitate the whole person development of students (e.g. classroom guidance program) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. assisting, organizing and promoting guidance activities concerning students in one's own class (e.g. developmental growth group)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. participating in evaluation of guidance services in school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. collaborating with parents, so as to facilitate the whole person development of students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. utilizing resources in school and community to facilitate students' growth or to solve their problems   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. knowing when to refer students with serious problems to other professionals   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. providing advice in case conference concerning students with serious behavioural problems   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. others (please specify): _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. In this question we would like to know what you think about the usefulness of support from teachers, psychologists and social worker. In which of the following items are class/form teachers more effective in helping students' development than psychologists and social workers?

|  | Much more effective      | Comparatively more effective | Comparatively less effective | Far less effective       | Uncertain                |
|--|--------------------------|------------------------------|------------------------------|--------------------------|--------------------------|
|  | 1                        | 2                            | 3                            | 4                        | 5                        |
| a. students' moral development (e.g. development of value system and ideals)                     | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| b. academic guidance (e.g. self-learning ability)  | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| c. physical health guidance (e.g. sex education)   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| d. student's establishment of social relationships (e.g. social skills)                          | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| e. students' aesthetic development (e.g. an attitude of appreciation towards people and objects) | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| f. emotional guidance (e.g. development of mature and stable emotions)                           | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Developing students' interests (e.g. participation in extra-curricular activities)            | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| h. helping students to adapt to school life (e.g. adjustment of primary one pupils) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. collaboration with parents (e.g. whole-person development of students)           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. others (please specify): _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. In this question we would like to know what training YOU feel you need. In order to fully perform the guidance role of a class/form teacher, in what areas of training do you need?

|  | I need this very much    | I need this.             | I do not need this,      | I absolutely do not need this. | Uncertain                |
|--|--------------------------|--------------------------|--------------------------|--------------------------------|--------------------------|
|  | 1                        | 2                        | 3                        | 4                              | 5                        |
| a. identifying students who are in crises, or have mental, emotional or behavioural problems                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| b. providing guidance and counselling to the students in need  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| c. obtaining information about individual students, so as to help them overcome difficulties or obstacles in development           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| d. establishing good relationships with individual students, and hence bringing about positive influences                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| e. modifying teaching strategies and procedures, so as to cater for individual student needs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| f. establishing good learning atmosphere and team-spirit in class  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| g. providing information about extra-curricular activities, further education and careers, so as to develop students' potentials   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| h. assisting students to plan and arrange after-school or summer activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| i. planning and leading whole-class guidance activities and programs, so as to facilitate the whole person development of students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| j. assisting, organizing and promoting guidance activities concerning students in one's own class (e.g. developmental group)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| k. participating in evaluation of guidance services in school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| l. collaborating with parents, so as to facilitate the whole person development of students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| m. utilizing resources in school and community to facilitate students' growth or to solve their problems                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| n. referring students with serious problems to other professionals   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| o. providing advice in case conference concerning students with serious behavioural problems                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| p. others (please specify): _____  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |

### Appendix 3.3: Filtering question questionnaire

#### Self Reflection

#### The Guidance Role of Primary School Class/Form Teachers

Date: \_\_\_\_\_

Student Number: \_\_\_\_\_

Group: \_\_\_\_\_

Please mark in the appropriate box to show your preference towards the guidance role (輔導角色) of class/form teachers (班主任).

|   | Strongly agree           | Agree                    | Disagree                 | Strongly disagree        | Uncertain                |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I have a clear understanding of what the guidance and counselling work (輔導工作) of a primary school class/form teacher is.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Compared with other roles of class/form teacher (such as the administrative role), the guidance role can have more contribution to the whole person development (全人發展) of primary school students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I want to have more training in guidance and counselling in order to be more effective in preventing and handling the difficult student cases (學生個案) in my class.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I think that most 'bad' students with serious behavioural problems will never change.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. When primary school students are in times of difficulty or crisis, the class/form teacher can do little to solve their problems.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Even it takes extra working time for me, I am willing to reflect my opinions on the guidance work of my school to the responsible personnel.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I am willing to take care of the students in trouble even when I am being pressed of time (時間緊迫) for my school work.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If I have a choice, I would prefer to be the form teacher of a class with more behavioural problems than a class with fewer problems.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If I am being appointed (委任) as the form teacher of a class with many behavioural problems, I shall see the appointment as a challenge to my professional development.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. For the benefit of students, I am willing to initiate (主動) the communication with parents even if they are hostile (敵意的).   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Remarks: No. 1-5 is more on awareness/cognitive aspects while 6-10 is more on attitude/affective aspects towards the guidance role of class/form teachers.)



### Appendix 3.4: Initial in-depth interview schedule

#### The Guidance Role of Primary School Class/Form Teachers

Key elements related to knowledge, attitudes and skills in handling pupils' problems by student teachers may include the following:

1. Basic counselling skills
2. The skill of empathy
3. Unconditional positive regard
4. Empathy
5. Counselling process

Note:

1. The key elements 1-4 are selected because they are those having positive impacts on the trainees during the short training program as shown in Dexter's study (1996). Element 5 is selected which is related to Egan's model of helping process.
2. The followings are some of the sample situations and key questions for initial interviews. Each key element will be covered by many questions in each of the two situations to have triangulation of data.

#### Situations 1:

John is a 10 year-old bright student in your class. He has done well in examination. He has pushy (要求高的) parents expecting him much in his academic work. Recently, during the lessons, John doesn't answer any of the questions except those directed to him. Today, he even hands in all his assignments in blank (doing nothing) to you.

Key questions for this case: ([ ] are those possible related key elements)

1. How do you react to (initial response) this situation? [start, neutral questions]
2. What is your view towards the deviant behaviour of the student? [3,4]
3. What is happening to the student? What are the possible reasons for the behaviour of the student? [3,4]

4. What will be the feelings inside the student? And what may be the chief one? How can you understand the feeling of the student? [1,2,3,4]
5. What is your feeling towards the situation of the student? What roles will you play when dealing with the student? What is the meaning of this role to you? [3,4]
6. What will you do in order to understand the feeling, thinking and behaviour of the student? [1,2]
7. What steps or actions will you take (i) immediately, (e.g. What will you 'say' to the student to help him/her feel better and to maintain his/her self-esteem)
 

(ii) in the longer term to solve the problem of the student? (If the answer is no action need to be taken, then ask 'What will happen if you don't take any action?') To what extent will you follow the case? [1,2,5]
8. What are the principles behind your actions? [1,2,3,4,5+ reflection]
9. Would you give advice to the students to solve their problems? What will you say? Why do you do that? [1,2,5]
10. What is your attitude towards this student? What is the connection between your actions taken and your attitude towards this particular type of students? [3,4+ reflection]
11. What is your perception towards the nature of human beings? What is the connection between your actions taken and your perception towards the nature of human beings? [3,4+ reflection]

Additional questions (for school-community level):

Suppose when you talk to him, he tells you that he has just recently experienced a divorce in his family. His father has left home for a month.

12. Would you refer the student to the student guidance teacher? If yes, what is the reason behind? What steps would you take to the student before making a referral to the student guidance teacher? If no, what is the reason behind? [1,2,5]
13. Would you contact John's parents to know more about the present situation? If yes, what are the reasons behind? What will you say to his parents in the parent-teacher conferencing? If no, why? [1,2,5]

Situations 2:

Mary is 9 year-old average talent student with a normal family. Sometimes she explodes with temper tantrums (脾氣爆發出來) when she does not get her way. She is provocative (行爲具挑釁性) and doesn't care to other children's feelings. She is discovered to fight, and steal others' things. Today, after class, she comes to you with tears in her eyes. She accuses (投訴) her classmates of not making friends with her and saying bad words to her and her family.

Key questions for this case: ([ ]are those possible related key elements)

1. How do you react to (initial response) this situation? [start, neutral questions]
2. What is your view towards the deviant behaviour of the student? [3,4]
3. What is happening to the student? What are the possible reasons for the behaviour of the student? [3,4]
4. What will be the feeling inside the student? And what may be the chief one? How can you understand the feeling of the student? [1,2,3,4]
5. What is your feeling towards the situation of the student? What roles will you play when dealing with the student? What is the meaning of this role to you? [3,4]
6. What will you do in order to understand the feeling, thinking and behaviour of the student? [1,2]

7. What steps or actions will you take (i) immediately, (e.g. What will you 'say' to the student to help him/her feel better and to maintain his/her self-esteem?)  
  
(ii) in the longer term to solve the problem of the student? (If the answer is no action need to be taken, then ask 'What will happen if you don't take any action?') To what extent will you follow the case? [1,2,5]
8. What are the principles behind your actions? [1,2,3,4,5+ reflection]
9. Would you give advice to the students to solve their problems? What will you say? Why do you do that? [1,2,5]
10. What is your attitude towards this student? What is the connection between your actions taken and your attitude towards this particular type of students? [3,4+ reflection]
11. What is your perception towards the nature of human beings? What is the connection between your actions taken and your perception towards the nature of human beings? [3,4+ reflection]

Additional questions (for class level):

12. How would you solve the conflicts between Mary and her classmates? [1,2,5]
13. Suppose Mary has conduct disorder, will you say something to your class of students about her problem if several students ask you about Mary's deviant behaviour? If yes, what will you say and think about the reasons behind? If no, why? [1,2,5]

### Appendix 3.5: Final in-depth interview schedule

#### The Guidance Role of Primary School Class/Form Teachers

Key elements related to knowledge, attitudes and skills in handling pupils' problems by student teachers may include the following:

1. Basic counselling skills
2. The skill of empathy
3. Unconditional positive regard
4. Empathy
5. Counselling process

#### Notes:

1. Besides eliciting responses in Part I of this interview from question to question as in the initial interviews, there will be an additional focus in Part II of this final interview to explore the reasons for changes of awareness, perception and understanding in handling pupils' problems.
2. From the result of the initial interviews, some questions in the initial interview that can differentiate the responses are picked out to ask the participants again in the final interview in order to have comparison of data gathered before and after the training program.
3. A new question, No.4, is added in this final interview to explore more the skill of empathy of the participants.

The following are the same situations and key questions for final interviews:

Part I: "I asked you about these cases several weeks ago, what are your response to these cases now?"

#### Situations 1:

John is a 10 year-old bright student in your class. He has done well in examination. He has pushy (要求高的) parents expecting him much in his academic work. Recently, during the lessons, John doesn't answer any of the questions except those directed to him. Today, he even hands in all his assignments in blank (doing nothing) to you.

Key questions for this case: ([ ] are those possible related key elements)

1. What is your view towards the deviant behaviour of the student? [3,4]

2. What is happening to the student? What are the possible reasons for the behaviour of the student? [3,4]
3. What will be the feeling inside the student? And what may be the chief one? How can you understand the feeling of the student? [1,2,3,4]
4. How would you talk to the student when you meet him? (i.e. role play of supposing the student is sitting in front of you, how would you talk to him directly now?) What will you do to build up the relationship with the student? What can you do to let the student feel that you understand his/her feeling and situations? [1,2,3,4]
5. What is your feeling towards the situation of the student? What roles will you play when dealing with the student? What is the meaning of this role to you? [3,4]
6. What steps or actions will you take to counsel the student (i) immediately, (ii) in the longer term to solve the problem of the student? (If the answer is no action need to be taken, then ask 'What will happen if you don't take any action?') [1,2,5]
7. What are the principles behind your actions? [1,2,3,4,5+ reflection]
8. Would you give advice to the students to solve their problems? What will you say? Why do you do/not do that? [1,2,5]

#### Situations 2:

Mary is 9 year-old average talent student with a normal family. Sometimes she explodes with temper tantrums (脾氣爆發出來) when she does not get her way. She is provocative (行爲具挑釁性) and doesn't care to other children's feelings. She is discovered to fight, and steal others' things. Today, after class, she comes to you with tears in her eyes. She accuses (投訴) her classmates of not making friends with her and saying bad words to her and her family.

Key questions for this case: ([ ]are those possible related key elements)

1. What is your view towards the deviant behaviour of the student? [3,4]
2. What is happening to the student? What are the possible reasons for the behaviour of the student? [3,4]
3. What will be the feeling inside the student? And what may be the chief one? How can you understand the feeling of the student? [1,2,3,4]
4. How would you talk to the student when you meet her? (i.e. role play of supposing the student is sitting in front of you, how would you talk to her directly now?) What will you do to build up the relationship with the student? What can you do to let the student feeling that you understand his/her feeling and situations? [1,2,3,4]
5. What is your feeling towards the situation of the student? What roles will you play when dealing with the student? What is the meaning of this role to you? [3,4]
6. What steps or actions will you take to counsel the student (i) immediately,  
  
(ii) in the longer term to solve the problem of the student? (If the answer is no action need to be taken, then ask 'What will happen if you don't take any action?') [1,2,5]
7. What are the principles behind your actions? [1,2,3,4,5+ reflection]
8. Would you give advice to the students to solve their problems? What will you say? Why do you do/not do that? [1,2,5]

Part II: Questions to explore the changes in awareness and understanding of the guidance role of teacher and the key elements in counselling after the training sessions:

1. Do you think you have changed your mind in handling these cases? If yes, what is the change? What made you change your mind or made you think differently? If no, what is the reason for no change?
2. Does any teaching and learning activities change your mind? If yes, please name them. What are their impacts to you?
3. What are the critical incidences (special or important events) during the training sessions that impress you? If yes, please name them. What are their impressions to you? What is your reflection?
4. What is the change in meaning of the following concepts to you after the training program?
  - a.) Basic counselling skills  
Before:  
After:
  - b.) The skill of empathy  
Before:  
After:
  - c.) Unconditional positive regard  
Before:  
After:
  - d.) Empathy  
Before:  
After:
  - e.) Genuineness  
Before:  
After:
  - f.) Counselling process  
Before:  
After:
5. Overall, what are the most valuable things you have learnt in the training program?



### Appendix 3.6: Classroom assessment technique

#### Lesson Feedback Form (課後回應表)

Topic(主題): Guidance and counselling, and Crisis management

Date(日期): \_\_\_\_\_

| My valuable learning experience<br>in the lesson<br>(今堂我所寶貴的學習) | The muddiest point in the lesson<br>(今堂我所不明白的學習要點) | Suggestions for improvement<br>(我提出的改善建議) |
|---|--|---|
|   |  |   |

#### Lesson Feedback Form (課後回應表)

Topic(主題): Guidance role of class/form teacher (I): working with individuals

Date(日期): \_\_\_\_\_

| My valuable learning experience<br>in the lesson<br>(今堂我所寶貴的學習) | The muddiest point in the lesson<br>(今堂我所不明白的學習要點) | Suggestions for improvement<br>(我提出的改善建議) |
|---|--|---|
|   |  |   |

## Lesson Feedback Form (課後回應表)

Topic(主題): Guidance role of class/form teacher (II): working with the whole class

Date(日期): \_\_\_\_\_

| My valuable learning experience<br>in the lesson<br>(今堂我所寶貴的學習) | The muddiest point in the lesson<br>(今堂我所不明白的學習要點) | Suggestions for improvement<br>(我提出的改善建議) |
|---|--|---|
|   |  |   |

## Appendix 3.7: Written consent

15 September, 2000

### Letter to the Participants

Dear Student,

As a teacher educator in guidance and counselling, I am conducting a research on "preparing pre-service teachers effectively in respect of their guidance role in primary schools". The study, being fully supported by the HKIED, will contribute to the improvement and further refinement of the programme, as well as providing an opportunity for in-depth self reflection of the participants. Therefore, I would like to enlist your participation in the research, in which participants' attitudes, thinking and behavioural change brought about by studying the guidance and counselling course will be explored.

Participants will be requested to complete two sets of questionnaires, which may take about fifteen minutes each, and to attend two personal interviews at the beginning and end of the course. Participation in the research is voluntary, and information about the participants will be kept strict confidential. A brief report of this study would be provided for those who are interested.

For the betterment of the course programme and personal development, I would like to encourage you to participate in the research. Please complete the enclosed consent form and return to me on or before \_\_\_\_\_.

I hope that all participants will take part in the research. In case you need further information, please contact me on 2948 7625 or through e-mail at [cllung@ied.edu.hk](mailto:cllung@ied.edu.hk). Thank you in advance for your participation and contribution.

Yours faithfully,

---

(Lung, Ching Leung)

Lecturer,

Department of Educational Psychology, Counselling and Learning Needs

## Consent Form

I, the undersigned, agree to participate in the research entitled "preparing pre-service teacher effectively with regards to their guidance role in the primary schools", in which I will have to fill in questionnaires and be interviewed. I give my consent for using the data collected for research purposes.

I understand that my identity will be kept confidential and the raw data collected will be securely stored and not disclosed. I know that participation in this research is entirely voluntary. I can withdraw at any stage without penalty, or avoid answering questions that I do not wish to answer.

By signing below, I give my consent to participate in this research and declare that I understand the provisions in the previous two paragraphs.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Address Slip

If you wish to receive a report of this study, please fill in your address below.

|          |       |
|----------|-------|
| Name:    | _____ |
| Address: | _____ |
|          | _____ |
|          | _____ |

**Appendix 3.8: Summative evaluation of learning outcome: "Reaction" sheet**  
**Evaluating Training Program in Guidance Role of Teacher**

Date: \_\_\_\_\_ Name (optional): \_\_\_\_\_

After the four sessions of training about the Guidance Role of Teacher, we need your input. Please give us your frank reactions and comments. They will help us to evaluate this program and improve future programs.

A. Please mark in the appropriate box to show your preference towards each statement.

|  | Strongly Disagree        |                          |                          |                          |                          |                          | Strongly Agree           |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |
| 1. The training objectives of the program are relevant to teacher education.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The content covered in the program matches the program objectives.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The teaching and learning activities are interesting.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The assessment requirement is suitable and relevant to the program objectives.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The audiovisual aids are effective.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The handouts are useful to me.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The lecturer had a sound knowledge base in the subject.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The lecturer had enthusiasm for teaching.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The lecturer gave clear and systematic presentation when teaching.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I think that the program helps me develop caring attitude such as empathy, unconditional positive regard, and genuineness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I think that the program enhances my awareness in identification of students' problem and impending (逼近的) crisis.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I think that the program enhances my skills in handling students' problems.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. What suggestions do you have for improving future programs?

---



---



---



---

#### **Appendix 4.1 Case example for justification of categorization**

The key quotes from interview 1 and interview 2 of student teacher number 11 were extracted. They are used to illustrate the process of analysis and the justification of categorizations in the three areas: 1) attitude towards pupil (positive regard); 2) feeling for pupil (emotional involvement); and 3) counselling skills and strategies to pupil before and after training. The key quotes from interview 1 and interview 2 are shown in the following tables.

## Student Number 11 interview 1

Important quotes that reflects the student teacher's attitude, feeling, counselling skill and strategies.

| Case 1  | Case 2   |
|---|--|
| <ul style="list-style-type: none"> <li>• I think it is abnormal.... I will be very surprised and wonder why he behaves like this so suddenly. (Q1,Q2) <b>{emotional and cognitive response}</b></li> <li>• If the problems arising from the school or the family are not obvious, then maybe he has problem in dealing with pressure, or he is thinking about his self-structure, about his value or any possibilities other than academic performance. Maybe he has encountered some mental confusion. (Q3.1) <b>{not to blame the client or others, seeing it as developmental or natural problems; only just exploring possibilities}</b></li> <li>• I think he will have a helpless feeling.... Well, mainly about rebel, unhappiness, fear, I think. (Q4) <b>{understand client feeling}</b></li> <li>• First I will talk with him privately without involving the third party. At least he may wonder, well, why someone listens to him. (Q4.2) <b>{concerns client feeling, handle with care}</b></li> <li>• Give him some room to talk freely, using a tender attitude. Make him feel secure so that he can tell more, including his feeling. (Q4.2) .... well the first feeling is surprised.... I will be so worried of having a normally well-behaved student to undergo such a radical change. Then I will try to understand the whole situation and see how to help him. (Q5) <b>{concern client feeling and need ; concern client more than task}</b></li> <li>• Both roles of being a teacher and a friend. By acting as a friend I will talk tenderly and support him.... Standing at his position.... I think student will have some respect on a teacher and so by maintaining the role of teacher I expect he will listen more.... The role of being a friend is to make him feel comfortable, able to express his unhappiness and talk freely as well as to tell how he wants to be helped. (Q5.1) <b>{role integration}</b></li> </ul> | <ul style="list-style-type: none"> <li>• Because she is very rebellious and regardless others' feelings in her daily behaviour, so I do not think that it is an extreme case when compared with John's case. (Q1) <b>{cognitive response}</b></li> <li>• I think this case is very difficult to solve and troublesome. Her behaviour does not only disturb the school life of her classmates but also her school life. (Q2) <b>{concern task more than client}</b></li> <li>• In fact it is a cycle relationship: She has bullish character, provocative behaviour and lose temper very easily. In that case, her classmates are not willing to make friends with her.... Her bad temper may be caused by her parents' liberal attitude towards her or her parents have bully character too so Mary has chances to imitate. (Q3.1) <b>{to blame client and parents strongly}</b></li> <li>• Hatred, angry, unhappiness and discontent. (Q4) <b>{may understand client feeling}</b></li> <li>• I will give her chances to speak out her complaints at first. After that, I will talk with her in a place without the third party. I will guide her to speak out some concrete examples such as how her classmates say bad words to her. (Q4.2) <b>{good counselling skills}</b></li> <li>• Unlike the situation of John, I think that I should bear responsibility in her situation. As Mary's problems occur in my class for which are caused by many incidents. Unlike my worrying to John's situation, I will have a strong sense of unhappiness and worrying because Mary's situation includes the problem of the whole class and maybe myself. [Smile] (Q5) <b>{express one's feeling of worry; concern class interest as well as client and oneself}</b></li> <li>• To be a teacher and close friend. But I think that in this case I will emphasis on teacher's role because she feels that a teacher has such power to solve her classmates' problems. Therefore, I will emphasis teacher's role and let her know that a teacher has such power in solving her</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Well the first step is to talk with him privately and know his views.... So the next step will be to talk with his parents.... I believe that by talking with them and seeing from another angle, then the situation will become much clearer.... The action to follow will very much depend on the actual situation that can be known only after conversations. (Q6) <b>{systematic way}</b></li> <li>• I am not going to punish him but would like to know the reason behind. I think I will give him a sense of security by telling him that at this beginning stage only he and I will know about the content of conversation.... I am not trying to check with his parents or to complain about him. Then I will express that I'm not pinpointing at this event.... Another point is to make him understand that it may not be his fault. (Q7) <b>{not blame the client, accepting the client; handle client with great care}</b></li> <li>• For longer term it will build a good teacher-student relationship.... Of course the teacher would have to make the first move at the very beginning and shows concern on him. (Q7.1) <b>{concern client}</b></li> <li>• First of all he needs to be guided to take a positive way in dealing with difficulties. And even more is hoping that he can cope with similar problems in the future.... To keep the child's self-esteem is of utmost importance.... The basic work is to maintain the child's self-esteem. Actions are required to help him out of the problem confronting him in the meantime. (Q8) <b>{enabling client; explicit principle}</b></li> <li>• I will be concerned with him and respect him. I will never blame him for anything. And I will give him my support. (Q10) <b>{respect client}</b></li> <li>• I think my concern with the positive side has made me hesitate in blaming the child at the very beginning. I am aware that many teachers and parents may blame the student for his or her abrupt behavioural changes immediately. Because such kind of behaviour that reveals some underlying causes for which are hidden behind, and make me feel that it may not be the problem of the child. I will then spend more time on guiding and understanding him. (Q11.1) <b>{suspend judgment; clear, explicit principle/reason of positive regard / acceptance}</b></li> </ul> | <p>problems.... . But in John's case, I will use friend's role to make this passive person can open himself to me. (Q5.1) <b>{role integration; internal shift of role inside oneself; different treatment between John and Mary}</b></p> <ul style="list-style-type: none"> <li>• After the talking with her, I will ask for the comments of her classmates.... I will talk with them to understand the whole story and their feelings towards.... But after hearing the saying of her classmates, I can know what Mary has really done. (Q6) <b>{to get the full picture}</b></li> <li>• I will arrange some opportunities to make her classmates have interactions with Mary with the use of teacher's power.... Apart from these methods, I will also organize some group activities for which not having a relation with Mary's case. But I think that these activities are helpful in promoting children's daily interactions. (Q7) <b>{using group dynamics to solve conflicts between Mary and her class}</b></li> <li>• As for her problem of losing temper easily, I will not blame her directly and will guide her to speak out her own problems. I will not criticize her directly. (Q7.1) <b>{feel troublesome and can't accept client behaviour}</b></li> <li>• The preservation of a harmonic atmosphere is very important as people will affect each other. Even only Mary has problem in my class, she can still affect the rest of her classmates and teacher's work in the class. (Q8) <b>{emphasis on classroom management, whole class harmonic atmosphere}</b></li> <li>• I will use some concrete methods to help her to control her temper such as counting number 1-5 if she wants to lose her temper.... Because she comes to see me is based on her trust towards me, my suggestions is very important to her. Based on her respect to teachers, she will try her best to improve herself. (Q9.1, 9.2) <b>{give suggestions; using relationship to help client}</b></li> <li>• I will emphasis a message: I will help you but you should follow my advices or else I will not take care of you. (Q10) <b>{imposing, controlling, conditional support}</b></li> <li>• Children must have responsibilities and they are not innocent to their own faults. I will use a firm attitude and will not fully support the student if he or she is wrong. (Q10.1) <b>{blame client; conditional support, not positive regard}</b></li> </ul> |
|---|--|



In case 1: In area 1, the student teacher thought that the cause of the deviant behaviour was due to some underlying hidden causes (Q11.1) and there were many possibilities (Q3.1). It was not the pupil's fault (Q7, Q11.1) and the pupil should not be blamed (Q10), so the responses were classified as acceptance.

In area 2, the student teacher understood the pupil's feeling (Q4, Q4.2) and tried to understand the whole situation (Q5). The student teacher stood at pupil's position (Q5.1), so the responses were classified as empathy.

In area 3, the student teacher helped the pupil with systematic steps (Q6) and assisted the pupil to help himself (Q8), so the responses were classified as enabling.

In case 2: In area 1, the student teacher thought that the cause of the deviant behaviour was due to her character and her family (Q3.1) and she was not innocent to her own fault (Q10.1). The student teacher put strong blame on the pupil, so the responses were classified as rejection.

In area 2, the student teacher labeled negatively the pupil's character as very rebellious, usually ignoring others' feeling (Q1). The student teacher showed a strong bad feeling of troublesome, disturbing (Q2), unhappiness and worry (Q5) for the pupil, so the responses were classified as antipathy.

In area 3, the student teacher used good counselling skills and strategies (Q4.2, Q6, Q9.1, Q9.2) and classroom guidance (Q7) to help the pupil. But the approach used was sometimes imposing, controlling (Q10) and conditional (Q10.1), so the responses were classified as partial enabling.

Student number 11 interview 2

Important quotes that reflects the student teacher' s attitude, feeling, counselling skills and strategies to pupils.

| Case 1  | Case 2   |
|---|--|
| <ul style="list-style-type: none"> <li>• I will wonder why he acted like this all in a sudden. And I start to worry that something really serious had happened to him as the change is so great. (Q1){<b>emotional and cognitive response</b>}</li> <li>• He may want to give vent to something or something had happened to him, so he wants to attract others attention such as teachers or his parents. (Q2){<b>sensitivity to see this as sign for getting help</b>}</li> <li>• Maybe his parents do not get along well or even getting device. ...maybe he just got a younger sister or brother and such change makes him feel that he was ignored and no longer important in the family. Maybe some classmates do not play with him suddenly.... (Q2.1) {<b>not to blame client, but see the problem as developmental or natural; exploring possibilities with fine details.</b>}</li> <li>• I think he is angry so he gives himself up. He may think that people are unfair to him and unhappy. (Q3) {<b>understand client feeling</b>}</li> <li>• I think I will start from the blank assignments as he should have prepared that teacher will come for him regarding this. I will ask, "Why did you hand in the blank assignments? Is there any difficulty? Or you don't know how to do it?" I think the reason behind should be he did this with intention. (Q4){<b>counselling skill, immediacy; caring</b>}</li> <li>• I think I will not blame him and will talk to him in a softer manner. To let him feel that I am trying to help him and make him feel safe. He may not want to tell others the reasons for handing in the blank assignments, so I have to help him trusting me that he can tell me his problem and I can help him. Try to be nicer in tone and manner. (Q4.1){<b>not to blame client; get client's trust with confidentiality to understand client more</b>}</li> <li>• When talking with him, I will try to stand at his point of view. Tell him that I understand how he feels right now and ask him to tell me what is the reason behind him to see if I can help him</li> </ul> | <ul style="list-style-type: none"> <li>• I think this is a harsh problem as her problem is a long lasting one and difficult to solve. (Q1){<b>cognitive response</b>}</li> <li>• I think she has made use to such kind of behaviour and this becomes part of her character....This should be due to her family environment (Q2).... Maybe some of her family members will also have bad temper for no reason. Or she lacks care from her family and this affects her emotion. It may also be possible that her family members abuse her.... (Q2) Maybe she has some kind of illness such as autism.... (Q.2) {<b>little blame on client, much on family; allow the possibilities of illness</b>}</li> <li>• She should be very angry as her classmates say something bad on her. She may feel hurt and unhappy. (Q3){<b>may understand client feeling</b>}</li> <li>• "Mary, what happen to you?" She will tell me that other classmates said something bad on her. I will ask her, "you have heard about what they said?" I will ask her to tell me what actually other classmates had said which made her so sad. (Q4).... I will ask her how she feels directly. (Q4).... at the beginning, I will listen to her first on this matter and on how she get along with other in everyday life. I think I should not say any of her bad behaviour at this moment when she is so sad. (Q4.1) {<b>showing concern, respect; care for client feeling</b>}</li> <li>• I think the method is similar as before. During the questioning, I may repeat what she says. For example, if she says she feels unhappy for classmates treating her like that, I shall repeat that she is feeling unhappy. (Q4.2).... I will use some body language like padding her shoulder to show my concern on her. (Q4.2) {<b>try to show empathetic understanding; positive regard</b>}</li> <li>• I think I feel worry. I think the situation is worsening as she came to me on her own. I</li> </ul> |

|   |   |
|---|---|
| <p>(Q4.1)... I think I will tell him that at the same age as he is, I also had similar experience.... I will show him that I am really listening to him and pad on his shoulder to let him know that I really understand him. Such actions also show my tenderness. (Q4.2) <b>{show much empathy; genuineness; positive regard}</b></p> <ul style="list-style-type: none"> <li>• I don't know where to start to help him and will worry about him.... I worry that he is not able to handle the problem himself and now expresses his emotion in a negative way. (Q5) <b>{express one's feeling, concern client more than task}</b></li> <li>• Both teacher and friend (Q5.1)... I hope he regards me as a friend who understands him, not like a teacher who seem more superior.... Teacher will give him a symbol of power for solving problems and be more mature. He will think that I care about him and able to help him. (Q5.2)<b>{role integrated; try to have equal status with client}</b></li> <li>• I will tell him that his behaviour is wrong and does not help in solving any problems. I will ask him to promise me not to do that again.... After that I will handle it according to the cause of the problem. If it is a problem from family, I will contact his parents and ask for their cooperation. (Q6) <b>{guidance; counselling skills and strategies, systematic way}</b></li> <li>• The healthy growth of the student's mind is very important.... it is natural that a teacher cares about his students.... To let the student to express himself. I will mainly listen to him (Q7)<b>{objectives and principles in helping}</b></li> <li>• I will not give him too many advices to do such and such but lead him to think of what he should do by himself. And to cultivate himself to solve his own problem. Solving problem by oneself is very important. I hope he will not be dependent on teacher for solving problem. (Q7) <b>{not to give advice, enabling}</b></li> <li>• Firstly, I hope he will not escape from the problem but to face it, then find out the root for the problem. Thirdly, ask him to think of how he wishes this problem to be solved and fourthly what can he do in this case in order to fulfill this wish. (Q8)<b>{steps for cultivate client to solve problem}</b></li> </ul> | <p>think this is troublesome and not a case, which can be solved, in a short period. (Q5)<b>{concern and worry client situation and one's ability to handle the case}</b></p> <ul style="list-style-type: none"> <li>• I will be both a friend and a teacher. But I will tend to be a teacher more as she is having problem in getting along with classmates and may not trust a friend. However, she would want a friend very much at the same time. (Q5.1)<b>{role integrated with more emphasis as teacher; showing sympathy}</b></li> <li>• Firstly, I will talk with other classmates first.... I will ask Mary if she wants to be friends with other. If she wants to, I may set some goals for her, like she should try to control her temper. For the classmates, if they can apologize to each other, this will be the best case.... I think she had to set the goal both immediately and for long term. We can discuss how she did every week to see if there is any progress. Even if she had exploded her temper in that week, we can explore the reason for this. (Q6)... I think I have to focus on her character. I think I have to talk with her parents as it is highly possible that she is affected by her family. Her family should cooperate with me. (Q6.1) <b>{counselling skills and strategies, systematic way}</b></li> <li>• Same as the case before. (Q7)<b>{principle}</b></li> <li>• I will ask her if she knows why her classmates treat her badly. I shall point out later that her behaviour is directly as her classmates and she may not notice this. I will ask her to promise me that she will change. (Q8.1)... I think she had to face such problem as not only her classmates but also her teacher notice her problem.... To let her understand that this is the reason why she does not have friends. (Q8.2) <b>{not give advice, but guide her to explore}</b></li> </ul> |
|---|---|

In case 1: In area 1, the student teacher thought that the cause of the deviant behaviour was due to something bad happened to him (Q1), with many possible reasons, allowing greater possibilities of other causes (Q2.1). The pupil should not be blamed (Q4.1) and so the responses were classified as acceptance.

In area 2, the student teacher had higher sensitivity (Q2), understanding more about the pupil's feeling (Q3), and tried to stand from pupil's point of view (Q4.1), showing empathetic understanding (Q4.2). Therefore the responses were classified as empathy.

In area 3, the student teacher used counselling skills and strategies systematically (Q6), (Q8), with the skill of immediacy (Q4), guiding the pupil to solve his own problem (Q8). Therefore the responses were classified as enabling.

(Note: In case 1, even the classification of responses in area 1 to area 3 are the same for interview 1 and interview 2, the responses in interview 2 are of higher quality. In interview 2, examples of higher quality responses are more aware of the possibility of causes which are not coming from the pupil (Q1); higher sensitivity to pupil's need and feelings (Q3, Q4, Q4.1), and with more systematic steps (Q6, Q8). That means there are improvements in quality of responses in interview 2 after training even though the classification of responses in area 1 to area 3 are the same as interview 1.)

In case 2: In area 1, the student teacher thought that the cause of the deviant behaviour was partly due to her character and partly due to her family (Q2), and would explore for the underlying reasons with her (Q8.1). The student teacher put mild blame on the pupil, so the responses were classified as partial acceptance.

In area 2, the student teacher might understand part of the pupil's feeling (Q3), but no sign of negative labelling of character. The student teacher had worried about the pupil's situation and one's ability to handle the case (Q5), so the responses were classified as sympathy.

In area 3, the student teacher showed concern and understanding to the pupil (Q4, Q4.1, Q4.2). The student teacher used counselling skills and strategies systematically (Q6, Q6.1) with guidance and exploration (Q8.2), so the responses were classified as enabling.

(Note: In case 2, the classification of responses in area 1 to area 3 are each one level higher in interview 2 than in interview 1).

**Appendix 4.2 Evidences for themes / patterns identified by groups in Part II of interview 2.**

Those underlined sentences are highlighted evidences of the themes / patterns identified.

| Student number | Evidences for suspension of judgment   | Evidences for empathy   |
|----------------|--|---|
| Group A<br>1   | (Q2) <u>The video 'the emotion of adolescent like glass' changed my mind. It made me understand that teachers should not just focus on what students' errors are, but the hidden causes of the deviant behaviour.</u> And in the lesson of counselling, there are many video cassettes which can show the whole process of counselling, .....  | (Q1, 1.1) <u>There are some changes. The difference is that to handle student's problem systematically, I consider the need of paying attention to: [slight pause] (1) how to establish a relationship with her, and (2) the skill to start counselling, like empathy. [pause]....</u>  |
| Group A<br>8   | (Q4C) <u>Unconditional Positive Regard</u><br>BEFORE: <u>Difficult to do.</u><br>AFTER: <u>Difficult to do. But after the training sessions, I can know the reasons behind the appearance of deviant behaviour. Because I know that the student involved in the incident is not doing deviant behaviour intentionally, it will be easier for me to accept the student but I will consider the real situations to decide whether I can do unconditional positive regard or not.</u> | (Q1) <u>A little bit difference. In Mary's case, I must let Mary know the feelings of her parents and me towards her. I have no such step before the training sessions.... Because I think that Mary will understand my behaviour and sayings towards her so I will have such decision due to my past experiences. Before the training sessions, I will think that children are not mature enough to think of their problems but now I know that it is not true.....</u>  |
| Group B<br>2   | (Q4c) <u>Unconditional Positive Regard</u><br>BEFORE: <u>I will accept their merits and reject their demerits. It is wrong to accept their demerits.</u><br>AFTER: <u>I will accept both of their merits and demerits. I will think about the causes of their behaviour. [pause]</u>   | (Q1, Q1.1) <u>I have changed my view in this topic. .... I will now stand more firmly on the view and side of children..... I have empathy with the student. I will not require him / her to bear the responsibility immediately as before. It is because he / she will show his / her discontent in this way. So what I first do is to establish a good relationship with him / her. Then I will hold a kind attitude to help him / her to solve the problems..... I will not only feel pity on him / her, but I will think more of her feelings. I will not see her case in a simple way.</u> |
| Group B<br>3   | (Q3.1) <u>.... I can also know that teacher's wording to students can affect the emotions, attitudes and the appearance of students' own problems..... Today's students are not as simple as what I think before. When I become a teacher in the future, I will be very cautious when talking with students and will spend much time on investigating students.</u>  | (Q2.1) <u>I know that I should be more cautious when talk with students. Although the languages used in talking talk with students is just a few words, I will still use more appropriate words to talk with students..... Not to talk with students so directly and consider student's feelings.</u>   |

|                       |   |  |
|-----------------------|---|--|
| <p>Group B<br/>5</p>  | <p>(Q4C) Unconditional Positive Regard</p> <p>Before: <i>In the first interview, you have asked if I will treat John and Mary in the same way. I have answered that I will treat them equally but actually in my heart there are slight differences. I understand this statement now. I will be fairer to all the cases. I am sure about my actions now and have more confident.</i></p> <p>After: <i>[thinking] I will accept all kinds of students no matter they are good or bad. You can refuse to accept the deviant behaviours of the students but you cannot refuse the students themselves. I have a clearer concept now.</i></p> | <p>(Q2.1) <i>I will think more details of my status. I need to care of the emotions of the students and I need to prepare more for the meetings with the parents. I will think more now, but not only teaching in the school. I won't think of these before I attended the training course. It will give me the awareness. It will be a good thing for the student. I think I will be more objective now.</i></p>  |
| <p>Group B<br/>6</p>  | <p>(Q3.2) <i>Such as the definition of counselling is not giving a definite answer to a student what he should do but to offer suggestions. It is the student who has to make the final decision of how to solve the problem but not asking the teacher to help all the way. When meeting with parents, the role of the parents is very important. The best thing to do is that the three parties, school, parents and students, cooperate.</i></p>   | <p>(Q2) <i>Discussion and watching videotapes.... The one of Mr Wong, which the girl's parents are getting, divorce and he approached her actively. The girl said in the interview later that he had helped her a lot.... I have to listen to my students more before giving them advice.</i></p>  |
| <p>Group B<br/>10</p> | <p>(Q3) <i>There is no particular incidence that impresses me.... I feel happy towards the whole series of lessons because I can have more opportunities to exchange my idea with my classmates. They give me response. I also can open up my frame of reference. In addition, I will not insist in using my idea in a particular format. Overall, I think the lessons are good. Classmates liked to give response in lessons.</i></p>  | <p>(Q2) <i>Yes, for instance, by watching videos, I found that students have many ideas inside that I have not noticed before. [slight pause] Moreover, by discussion with classmates, more opinions are raised.... It means that I now know that there are many ways of dealing with a matter. In the past, I thought that there was only one method of solution. It was subjective.... The video about the divorce of the parents of a girl, no, it should be a boy, (Bobby). ....</i></p> |
| <p>Group B<br/>13</p> | <p>(Q1.2) <i>..... I can handle it better.... I find something new. I will now put more weight on the establishment of relationship, and be more careful in expressing my point of view since a certain sentence or word may make my counterpart (students) feel differently. I will also limit my discussion since not everything needs to be explored with them.</i></p>  | <p>(4d) Empathy</p> <p>BEFORE: <i>It was important. But I thought that it could be a tool for ending the talk.</i></p> <p>AFTER: <i>It is important, especially in its effect to help the student to express feeling and tell me more.</i></p>   |
| <p>Group C<br/>4</p>  | <p>(Not mention)</p>  | <p>(Q1) <i>..... I will think about how to have empathy. It is because empathy is very important. It can make my counterpart trust me, close with me, and feel being accepted. It is the big difference here....</i></p>   |

|               |  |  |
|---------------|--|--|
|               |  | <i>The lessons. I learned that the word 'empathy' does not mean 'sympathy'. Empathy is very important for children. It can make children believe themselves and have the desire of disclosure and sharing their unhappiness with other people. They will believe that the teacher has the same feeling to theirs. They will trust their teacher. So, empathy is very helpful when dealing with students having problem. I will use it to make them believe me.</i> |
| Group C<br>12 | (Not mention)  | <i>(4a) Basic counselling skills<br/>BEFORE: They are specific.<br/>AFTER: <u>They are more specific. They are professional. After watching the video, I know that every word has its own meaning. It is important to listen, and more important to know how to listen.</u></i>  |
| Group C<br>16 | <i>(4C) Unconditional positive regard<br/>BEFORE: Since I had not pay attention to this term during the training sessions, I can hardly find out whether I have great changes or not before and after the training sessions.<br/>AFTER: <u>Now I know that once discover a student has problem, not to blame the student at first as there must be some hidden reasons behind the problem.</u></i>   | <i>(4a) Basic counselling skills<br/>BEFORE: Listening to others is very important.<br/>AFTER: <u>Having the same feeling that listening to others is very important but since primary students cannot know how to express their feelings, I should consider how to give feedbacks and help them to speak out their feelings.</u></i>  |
| Group D<br>9  | (Not mention)  | <i>(Q1.2) Maybe the changes are the result after attending your training session. [Say with happiness] Because in the training sessions I have learnt so many methods of counselling such as interviewing skills and in the process of conversation, I have also learnt the skills of giving instruction, raising questions, listening, giving feedbacks and speaking.</i>   |
| Group E<br>7  | <i>(Q1, 1.1) No great changes at all. .... But after the training sessions I will think more about the <u>student's hidden reasons</u> for which will result into behavioural problem from different angles. I can also know more about today children's problems..... I know nothing before the training sessions but now I have some knowledge of counselling skills. <u>For example, I will consider the student's feelings and not to force the student to obey my instruction after the training sessions. ....</u></i> | <i>(Q4b) The skill of empathy<br/>BEFORE: [Think for a while] Self-centreed and will not consider children's feelings from their points of view.<br/>AFTER: <u>Important to consider children's feelings as during training sessions I can acknowledge so many students' cases to explore their feelings to have more understanding and empathy.</u></i>   |
| Group E       | (not mention)  | <i>(Q4d) Empathy</i>   |



|               |  |  |
|---------------|--|--|
| 11            |  | <p><i>Before: I don't think this is very important for understanding children. I think this can be absent.</i></p> <p><i>After: I think this is very important now, especially during the course of counselling.</i></p>   |
| Group F<br>14 | <p><i>(Q4C) Unconditional positive regard</i></p> <p><i>Before: I think it is very difficult to accept a student with deviant behaviour.</i></p> <p><i>After: I learn that the behaviour of students is greatly affected by their family and events encountered while they are growing up. I have to accept them no matter they are good or bad.</i></p> | <p><i>(Q4b) The skill of empathy</i></p> <p><i>Before: I don't know this.</i></p> <p><i>After: I think I have to put myself into a similar case in order to understand the event. Such as in case of divorce, I will think of what will be my feeling in order to understand the feeling of the student.</i></p>       |
| Group F<br>15 | (Not mention)  | <p><i>(Q4a) Basic counselling skills</i></p> <p><i>BEFORE: Providing chances to students to disclose their internal problems.</i></p> <p><i>AFTER: Apart from providing chances to students to disclose their internal problems, I need to listen to what they said, and I should give feedbacks with caution.</i></p> |

## Appendix 4.3 Evidences of the factors or critical incidences

### 4.2.2.1 Video (as demonstration of theory and skills)

A) Provide good demonstration for showing how to establish relationship and doing counselling

*Student teacher 2: Yes, they did, especially in watching Mr. Wong's video cassette. It enlightens my mind. However, it is not easy for teachers to put down their own frame of reference. They need to take continuous trials to achieve it. (Q2)*

*Student teacher 6: Discussion and watching videotapes.... . In the video of Mr Wong, which the girl's parents are getting divorce and he approached her actively. The girl said in the later part of the interview that he had helped her a lot.... . I have to listen to my students more before giving them advice. (Q2)*

*Student teacher 9: From the process of watching video of interviewing and conversation, I can learn more about the skills of counselling... Yes. I am very eager to have Mr. Wong's popularity among students. I am thinking of that whether I can get such high degree of popularity when I become a teacher in the future or not. I am very eager to investigate Mr. Wong's teaching in order to improve myself. (Q2.1)*

*Student teacher 11: The discussion after watching the video of Bobby is useful. The process of the teacher talking to Bobby is the most effective one. (Q2.1)*

*Student teacher 2: It is in the part of watching the video about Mr. Wong. After watching the video, I deeply think that a teacher can establish a close and harmonious relationship with students by having activities like organizing picnics and visiting their homes.(Q3).... Students are more important than the dignity (尊嚴) of a teacher. (Q3.1)*

*Student teacher1: In addition, by watching the videos, I can understand how to counsel students, the choose of term, the importance of body language, etc. It is not easy to learn how to use a suitable word or gesture. It depends on the surrounding situation. The video is a good tool of displaying an environment of counselling. (Q5)*

*Student teacher 16: The concept of empathy and other related ideas become clearer now as watching videos and reading notes are so helpful in analyzing student's problems. (Q5)*

B) Give examples for more in-depth understanding of pupils' feeling and situation

*Student teacher 10: Yes, for instance, by watching videos, I found that students have many ideas that I have not noticed before..... The video about the divorce of the parents of a girl, no, it should be a boy, (Bobby). (Q2).... The impacts are the more understanding of great impact on students when their parents divorce. I have not thought about the effects of divorce before. Now I agree that students will have more negative thoughts and unhappiness as a result of divorce of their parents. [pause] (Q2.1)*

*Student teacher 12: For instance, recently I have watched a video about the parents. I found that students liked fighting because they lacked parental love and no one understood their own situation. (Q2)*

*Student teacher16: The video of mentioning a girl that experienced sexual assault by her stepfather..... I am very astonished by this video. To me, the story is very sensitive, attractive and shocking.... She was very unhappy and a boy wanted to talk with her but the girl refused to talk to him at initial stages. In that case, the boy said that he also experienced sexual assault before. Then he left the girl with anger. Afterwards, the girl was willing to talk with the boy. (Q2.1)*

C) Demonstrate the whole process of counselling, methods, actions taken, the pace of the process and the possible underlying causes

*Student teacher 1: The video 'the emotion of adolescence likes glass 玻璃少年時' changed my mind. It made me understand that teachers should not just focus on what students' errors are, but the underlying causes of the deviant behaviour. And in the lesson of counselling, there are many video cassettes which can show the whole process of counselling, the words used and body language. (Q2) The case study can achieve similar results as that in watching video. However, the former cannot show the process of counselling as good as that done by the latter. It is because during the discussion of case study, it is done by us, and we can only use our past experience. (Q3)*

D) Illustrate the focus at the beginning of a counselling process is mainly caring of pupil's feeling and concern

*Student teacher 16: After watching the video of mentioning the strategies used by the class teacher in handling the student's problem, I know that the strategies are very useful, for example, having casual talk or taking care of the student before launching counselling process. Before watching the video, I have no clear concept about*

*this even though I know taking care of the student is very important and what I want to know is just to know what is happening to students....Taking care of the student at first. This is the main change. (Q1.1)*

**E) Provide a good teaching aid and medium for discussion of sensitive topics**

*Student teacher 7: I think watching videos is a true-to-life education approach..... Watching video is so impressing and funny. Without watching video, the 3-hour-long lesson will be very boring... The video of mentioning sexual assault is useful. Because teachers are very difficult to talk sexual assault among students but using this video can help students to solve their problems if they have similar experiences. So this video is a good teaching tool for students and teachers as watching this video is better than teacher's talk of this topic. (Q2)*

**F) Show the integration of theories and practices**

*Student teacher 14: .....watching videos. As the case studies in the videos are real, I can see how those teachers handle the case with reference to theories.(Q2).... The one with foreign child, Bobby; the meeting of the teacher and parents and the one which the student wandering on the street and are not willing to go home "the emotions of adolescence like glass – 玻璃少年時", these three videos. (Q2.1)*

**G) Facilitate psychological preparation for facing different kinds of pupils' problems**

*Student teacher15: These videos give me a preparation in mind and let me know that I will face these problems in future and strategies of solving these problems. Watching videos can give you a deeper impression of what parents and teachers will say. You will know how to handle students' problems after watching their feedbacks. Just reading documents will be so easy to forget..... The cartoon of mentioning how a girl face sexual assault and the video of mentioning a father working as a lorry driver who does not know how to take care of his child.(Q2).... I can take the case studies of these videos for my reference in my future teaching career. (Q2)*

**4.2.2.2 Cases study and newspaper cutting**

**A) Illustrate pupils problem are so many and complicated, and need to be cautious in judgment of the problem**

*Student teacher 15: .....The case studies' analysis such as the case of a student threatening to commit suicide by jumping onto the ground during training sessions. Other*

*cases about students' lack of others' care illustrate the fact that students' problems are so many and very complicated. (Q2)*

*Student teacher12: Compared with some other cases discussed in the lessons, these two cases are not serious. (Q2).... Their impacts are that when I find a student having problem of his own, I should not look at it too seriously and subjectively. Otherwise, I may be biased in determining the extent of the problem. (Q2.1)*

*Student teacher 8: ....., the skills of crisis management and the case of hyper active. These skills and case involved are critical. It may be affected by my experiences. I have experienced such complicated hyper case and willing to know more about this case (Q3)*

**B) Raise the sensitivity to pupils' feeling and using words cautiously during counselling**

*Student teacher 3: .....newspaper cuttings and case discussions. Through these things I can know that the influences of teacher is greater than that of the SGT. On the other hand, I can learn the ways of teacher-student communication. (Q2).... I know that I should be more cautious when talking with students. Although the languages used in talking with students is just a few words, I will still use more appropriate words to talk with students..... Not to talk with students so directly and consider their feelings. (Q2.1)*

**C) Raise the awareness of the hidden problems that pupils are facing outside school**

*Student teacher 7: Before the training sessions, I do not know how to handle these cases but now I know the ways. These incidents such as sexual assault will easily happen.... . Spending more time on observing and paying attention to students' problems even outside classroom because students will face so many hidden problems but we cannot know the whole story if we have not investigated the students' performance. (Q2)*

**D) Provide a different view to counselling, showing what the establishment of relationship is**

*Student teacher1: The sections and cases discussed in the lessons made me have a different view towards counselling. Now I know what the establishment of relationship is. Previously I thought that it is just by talking with my counterpart. Now I know how to do it so that my counterpart can give his / her trust to me.(Q1.1)*

E) Provide real situations for learning of counselling which are realistic and relevant

*Student teacher 13: Besides, the provision of cases for discussion gives me a real situation for studying. [pause].... It is realistic. It shows me not only the relevant theories, but also the way of using them to deal with students' problems and analysing questions. [smile](Q2.1)*

F) Provide examples and illustration of the crisis management of pupils cases

*Student teacher 13: There are critical incidences that impress me, like committing suicide, cutting one's own hands, etc.(Q3).... I need to notice the change in the student's behaviour early, and know how to deal with immediate crisis. [smile](Q3.1)*

#### 4.2.2.3 Theories

A) Provide guide, hints and steps to do counselling work systematically

*Student teacher 1: On the other hand, in learning the theories about counselling, it gives us guide and hints to do counselling work systematically. In this way, I can handle how to carry out counselling..... The critical incidence that impresses me much is the counselling theories. In this part of the lesson, I could have a look on the whole structure and organization of counselling. The video also showed how to realize a counselling task. These two aspects are very important. [I: What did you see in theories?] I saw the structure and stages of counselling. The operation of each stage is backed up by various theories. (Q3)*

*Student teacher 11: I think that is the theories. I will try to follow those theories and skills. Also, the videos have great effect on me. (Q2)*

*Student teacher 14: Get the theories from the video. I can see gradually how theories come out and reality can match with theories..... I should follow the theories when handling the case. There are many things that I cannot imagine and have to follow the steps to handle the case.(Q3)*

B) Give a comprehensive framework of counselling for reference

*Student teacher1: .....two things, the theories and the teaching materials used (the videos). The theories of counselling are the most valuable. It is not enough to only understand only the skills of counselling. It cannot lead to good counselling. Moreover, counselling cannot be always done by a particular method. Different*

*methods should be chosen according to the feature of cases. It is like choosing a suitable medicine to cure illness. By understanding the concepts and formats of counselling, I am sure to be able to carry out counselling comprehensively. (Q5)*

*Student teacher 5: I have learnt the theory and framework of counselling. This is the most valuable. As I understand that I have not learnt enough now, but it is an introduction to me. When I am interested in it, I know where I can learn more when I meet the problem. (Q5)*

C) Provide rationale, reasons and support for one's practice

*Student teacher 6: I have more knowledge. I have learnt the concept of a-f. Such as genuineness, I know that we have to be sincere to help others before but now I know that there is a theory to support it. Before I only know that it is essential, now I know that it is a very important element in counselling according to the theory... (Q5)*

#### 4.2.2.4 Lecturer

A) Gives suggestions and explanations for more alternatives to handle cases

*Student teacher 10: I also listen to lecturer's explanation and understand that there are more methods in handing these cases. So I change my mind in this topic. (Q1)*

B) Provides guide and engage learners in developing deeper understanding

*Student teacher 8: The interactions between you and your classmates. I will have a sense of happiness suddenly when you give response after we have talked about the student's case. The interaction of us is so fruitful for the both parties....The discussion process...I have remembered that in a discussion you give us some notes to circle the right action and supposing we are the teachers in the cases involved. For example, if a student will jump down from a high-rise building to end his life, what will you do if you are the teacher? (Q.2) Yes. It is useless to use my wishful thinking without teacher's guides. In the discussion process, you will give feedbacks to us after we have raised our responses. After that, we will consider which option is the best. So it is very important for me to think over this problem (Q2.1) {higher order thinking and learning activities, engaging students to develop deep understanding of the central ideas of the topic}*

C) As a model in didactic teaching and shaping the appropriate attitudes

*Student teacher 5: I just think of your "ties"..... Tutor (you) will link the colour and pattern of your "ties" to the concepts of counselling, or the right attitudes we need to have.*

He will also use his "tie" to bring out the topics he is going to talk in each lesson. I really admired the tutor. His teaching methods are very interesting and effective. I have learnt a lot in this course. Teaching is a very difficult subject. Just like counselling, I think we know very little about it, I need to dig into the subject and learn more in the future. (Q3)

#### D) Illustrates the teaching strategies used and the teaching materials

*Student teacher 16: There is no specific critical incidence to me. But the training sessions are fruitful to me. I have learnt the skills of communication especially the first three paraphrases to open teacher-student conversation. I have a good impression about the teaching strategy use in the training sessions.... The notes are very good and after reading the notes, there are chances to make discussions to revise what we have done and said during the training sessions. (Q3)*

#### 4.2.2.5 Group discussion

##### A) Opens one's mind, providing more viewpoints

*Student teacher 10: Moreover, by discussion with classmates, more opinions are raised.... It means that I now know that there are many ways of dealing with a matter. In the past, I thought that there was only one method of solution. It was subjective.... (Q2)*

*Student teacher16: After watching the video, there has chance to launch discussions. After collecting various viewpoints from classmates, I can know that a teacher can use such an incredible strategy to talk with the student. (Q2)*

*Student teacher10: I feel happy towards the whole series of lessons because I can have more opportunities to exchange my idea with my classmates. They give me response. I also can open up my frame of reference. In addition, I will not insist on using my idea in a particular format. Overall, I think the lessons are good. Classmates like to give response in lessons. (Q3).... It helps me to think in various levels and directions, and listen to people's words objectively. It helps me to think more deeply.... This model of lessons is effective, constructive and rich in content. But I think that the success of the lessons depends on the performance of other classmates more than the note and lecturer's explanation. It is because the latter only represents the opinion of certain aspects. And, I need to think about other parties' points of view when dealing with students' problems. The case discussion can achieve this effect. (Q3.1)*



## B) Reinforces one's reflection

*Student teacher 8: As such kind of cases are very common in school, so the case attracts me so much. After listening to other students' responses to this case, my reflection to this case will be reinforced. But if we can spend more time on this case, it will be better. (Q2)]*

*Student teacher 11: There is no special event. But every cases can reflect the message clearly. Such as the discussion after watching videos. The discussion will trigger me to think more and to obtain the skills more specifically. (Q3)*

### 4.2.2.6 Role play

#### A) Strengthens the memory of the training and raise the awareness of good preparation for teachers-parent conferencing

*Student teacher 5: I like the role-play section, especially for the parents and teachers mock meeting. It strengthens the memory of the training. [long pause].... It helps me to think more of the importance of the parents and teachers meeting. I need to react faster in these situations and cannot hesitate. Some parents will challenge you or they do not admit their faults and hide away from the responsibilities. So being a good teacher, we need to be well prepared before we meet the parents. At least, you need to know more information of the students. (Q2)*

*Student teacher 9: The incident of role acting during the training sessions. (Q3).... The arrangement of role acting impresses me so much because I haven't such experience before. The situation involved in role acting is very similar to the real situation. There are so many kinds of parents for which are demanding to their children, easy to nitpick and arbitrary to teachers. Teachers must face different kinds of parents as they have a close linkage with school. Especially when their children have encountered problems in school, teachers must explain the problem to their parents thus this is worthy to learn how to face parents. So it is quite funny when we act the role of different kinds of parents during role acting arrangement. (Q3.1)*

#### B) Facilitates knowing others' viewpoint such as the parents' view

*Student teacher 9: On the other hand, I have done role acting individually.(Q2).... Knowing others' viewpoints. You may be puzzled of how to give suitable feedback after others' saying. As one's saying may be so spontaneous that you cannot predict before. This may reflect the true situations in real-to-life parents-teacher*

*conversation. As we have no transcripts before the role acting, we act the role as parents or teacher to discuss a topic from our roles' own perspective. I have learnt the skills of giving immediate response with politeness and not to offend the student's parents. (Q2)*

**C) Illustrates how to bring out the effect of counselling**

*Student teacher 1: role play, to point out how to bring the effect of counselling gradually. (Q2)*

**4.2.2.7 Doing ranking in multi-response exercise**

**A) Raises the sensitivity in understanding and communicating with pupil**

*Student teacher 2: I remember the part of deciding the priority of different responses in communicating with students (exercise of empathy and genuineness). I understand that a spoken word can affect the student's feeling. I should know the student's feeling first before raising any issues and main points. It is not good telling how to do at once.(Q2).... The exercise of deciding the priority can greatly help me to know the skill of counselling. (Q2.1)*

**B) Raises the awareness of using words cautiously to express one's view during counselling**

*Student teacher 13: The case discussion and the responding exercises of empathy and genuineness change my mind. I now also agree that different words can make the receiver of my message feel differently. This is not the view I held in the past.(Q2).... I will cautiously choose my words for expressing my point of view. (Q2)*

#### Appendix 4.4 Evidences for the development in student teachers' awareness, perception, understanding of the guidance role of teacher

##### (A) Awareness of the importance of the guidance role of teachers

*Student teacher 3: Let me take my practicum experience as an example. In my practicum period, the SGT only come to my school twice a week. So the SGT cannot solve student's immediate problems. Only school teachers can solve student's immediate problems..... The person who understand the student most is the school teacher. As students can see their class teachers more frequently, teachers but not the SGT should solve many problems. (Q1.2)*

*Student teacher 7: BEFORE: I never know that there are so many students' problems. When discovering students' problems, I will refer the case to other teachers because I think that this is not my working duty.*

*AFTER: I should handle the case first and know the ways of talking with students. After talking with the student, I should decide the timing of referring the student's case to other people. (Q4f)*

*Student teacher 8: Before the training sessions, I think that a class teacher needn't do counselling but now I recognize that a class teacher must perform counselling.... I think a teacher should do less in counselling before the training sessions. I have an idea of just solving students' problem before the training sessions. Now I know that I should not just refer the student's case to the SGT.... Maybe my knowledge has internalized into my mind. After the training sessions, I discover that there are many problems in students and I cannot refer all of these cases to the social worker. But most students' problems are not serious in nature.... Yes. The SGT has more professional knowledge. I have the workload of teaching other than handling students' problems. .... A social worker has more linkages with other professionals and gets more assistance. (Q5)*

*Student teacher 9: As Mary is very troublesome, I will refer her case to the SGT and the principal before the training session. But now if I am her class teacher, I shall handle her case by myself and that will be better. (Q1).... Because now I have more confidence in Mary's case. The role of class teacher is very important and I have more opportunities to understand the student when compared with the principal and the SGT. I can have the most direct contact to the student. If I refer Mary's case to the principal, she cannot understand the whole story. The principal will not understand the daily class situation and the student's behaviour. Even the*

*principal has known the student's problem, the principal will close the case after talking to the student's parents or even note down demerits on the student handbook. If I am the student's class teacher, I can follow the student for longer time. I may follow the case until the end of school year and even after the student has promoted to upper form. (Q1.1)....*

*Student teacher 11: Regarding the concept, I do not think counselling is important for a class teacher before. A class teacher mainly needs to teach and handle some class business. Now, I think counselling is important and a long time process. Also, I learn quite a lot of skills. (Q5)*

### **(B) Understanding the challenging nature of the work of the guidance role of teachers**

*Student teacher 4: BEFORE: I think that counselling can be finished in a short period of time.*

*AFTER: I will consider again that the time and effort spent on counselling is much more than I have estimated before. It may not be done in one or two hours, half a day or a day. It is a long-term process. Besides, I think that there can be many students in a class, for example 10 students, who need counselling. The workload will then be very great and heavy. It needs much effort to be a good teacher. [deep emotion] (Q4f)*

*Student teacher 4: Now I know that I can deal with particular kinds of situations and give relevant response. Before, I have no experience of being a class teacher. Now I have more concepts in the kinds of problems faced a teacher-in-class and how to deal with them. I think these concepts help me most. [slight pause] In the past I had no concept about how to be a teacher-in-class. Now I know that a teacher-in-class has to deal with various fields like the discipline of all students and their emotion. The teacher has to know individual student's problems. In fact, some of the students have suffered from special difficulties and I need to contact their parents. And there are many situations I have not considered before, like the refusal of co-operation by students' parents, irresponsible parents, and severe problems of some students. These problems need to be solved with much effort....(Q5).*

*Student teacher 7: But after the training sessions I have an impression that being a good teacher is very difficult.... I think that I can serve the role as a teacher of attracting students' attention in the class. But it is very difficult to keep an eye on students' psychological growth and solve their problems because the space provided in*

*schools is very limited and the teaching time is not enough. (Q3.1)*

*Student teacher 15: On the other hand, teachers must bear so many duties so teachers must learn the art of relaxing from working pressure. Take the case studies shown in video as an example. A teacher must handle not only a student but also the student's parents. In that way, teachers must put parents' thinking into the first priority. I think that this is very contradictory in handling the talking process with students' parents. If parents have highly intellectual levels, they may challenge your teaching strategies. If parents are of low intellectual levels, they may regard your heavy workload and become so reliable to teachers in solving their children's problems. There are different kinds of parents in the world.....(Q5).*

**(C) Change of perception of the role and function of class teachers after training**

*Student teacher 3: For example, before the training session, I will refer John's case to the SGT but after the training session, I discover the fact that even the SGT has his / her own limitations in handling students' problems..... As teacher's role is very important, I will not refer each student's case to the SGT. Now I will analyze which case should refer to the SGT and which case should be handled by me..... I think that the changes are great. Before the training session, I think teacher is the curriculum instructor and student problems' discover person. If I discover that the student has problems, I will refer the case to the SGT in any situations. But now I will not do that. (Q1.1)*

*Student teacher 5: Also, I need to think of my role. (Q2)...I will think more details of my status. I need to care of the emotions of the students and I need to prepare more for the meetings with the parents. I will think more now, but not only teaching in the school. I won't think of these before I attended the training course. It will give me the awareness. It will be a good thing for the student. I think I will be more objective now. (Q2.1)*

*Student teacher 13: I think that I will regard counselling as very important, especially after the stage of school attachment. By listening to teachers' sharing experience about dealing with students' problems, I know that apart from knowledge, the whole person development of children, like developing their personality, is also important. [pause] (Q5)*

## Reference

- Abreu, J. M. (2000). *Theory and research on stereotypes and perceptual bias: A didactic resource for multicultural counseling trainers*. Paper presented at the 108th Annual Conference of the American Psychological Association, Washington, DC.
- Aspy, D. N. (1969). The effect of teacher-offered conditions of empathy, positive regard, and congruence upon student achievement. *Florida Journal of Educational Research, 11*, 39-48.
- Aspy, D. N., & Roebuck, F. N. (1975a). The relationship of teacher-offered conditions of meaning to behaviors described by flanders interaction analysis. *Education, 95*, 216-222.
- Aspy, D. N., & Roebuck, F. N. (1975b). *Research Summary: Effects of training in interpersonal skills* (Interim report no. 4 for NIMH Grant Number 5 PO I MH 19871). Monroe, Louisiana: Northeast Louisiana University.
- Aspy, D. N., & Roebuck, F. N. (1977). *Kids don't learn from people they don't like*. Amherst, Massachusetts: Human Resource Development Press.
- Aspy, D. N., Roebuck, F. N., & Aspy, C. B. (1984). Tomorrow's resources are in today's classroom. *The Personnel and Guidance Journal, 62*(8), 455-459.
- Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1990). *Qualitative methods in psychology: A research guide*. Philadelphia: Open University Press.
- Berenson, B. G., Carkhuff, R. R., & Myrus, P. (1966). The interpersonal functioning and training of college students. *Journal of Counseling Psychology, 13*(4), 441-446.

- Biddle, B. J. (1995). Teachers' Roles. In L. W. Anderson (Ed.), *International Encyclopedia of Teaching and Teacher Education* (2nd ed., pp. 61-67). New York: Pergamon.
- Black, H., & Phillips, S. (1982). An intervention program for the development of empathy in student teachers. *The Journal of Psychology*, *112*, 159-168.
- Boone, E. J. (1985). *Developing programs in adult education*. Englewood Cliffs, New Jersey: Prentice Hall.
- Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 673-708). New York: Macmillan Library Reference USA, Simon & Schuster Macmillan.
- Boyle, P. G. (1981). *Planning better programs*. New York: McGraw-Hill.
- Brammer, L. M., Shostrom, E. L., & Abrego, P. J. (1989). *Therapeutic psychology: Fundamentals of counseling and psychotherapy*. (5th ed.). Englewood Cliffs, New Jersey: Prentice-Hall International Editions.
- Burns, R. B. (1992). Teacher education and personal development. *Research in Education*, *47*, 54-63.
- Campbell, D. T., & Stanely, J. C. (1966). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Carkhuff, R. R. (1966a). Counseling research, theory and practice. *Journal of Counseling Psychology*, *13*, 467-480.
- Carkhuff, R. R. (1966b). Training in counseling and psychotherapy: Requiem or reveille? *Journal of Counseling Psychology*, *13*, 360-367.
- Carkhuff, R. R. (1967). Toward a comprehensive model of facilitative interpersonal processes. *Journal of Counseling Psychology*, *14*, 67-72.
- Carkhuff, R. R. (1968). The differential functioning of lay and professional helpers. *Journal of Counseling Psychology*, *15*, 417-426.

- Carkhuff, R. R. (1969). *Helping and Human Relations: A primer for lay and professional helpers*. (Vol. 1: Selection and training). New York: Holt, Rinehart and Winston.
- Carkhuff, R. R. (1971). *The development of human resource: Education, psychology, and social change*. New York: Holt, Rinehart and Winston.
- Carkhuff, R. R., & Berenson, B. G. (1967). *Beyond counseling and therapy*. New York: Holt, Rinehart and Winston.
- Carkhuff, R. R., Berenson, D. H., & Pierce, R. M. (1977). *The skills of teaching: Interpersonal skills*. Amherst, Mass: Human Resource Development Press.
- Cheng, Y. C., & Cheung, W. M. (1996). A framework for the analysis of educational policies. *International Journal of Educational Management*, 9(6), 10-21.
- Contextual analysis research team, Hong Kong Institute of Education. (1997). *Contextual analysis for program development*. Hong Kong: Hong Kong Institute of Education.
- Coolican, H. (1990). *Research methods and statistics in psychology*. London: Hodder & Stoughton.
- Cormier, L. S. (1988). Critical incidents in counselor development: Themes and patterns. *Journal of Counseling and Development*, 67, 131-132.
- Costar, J. W. (1980). Classroom teachers in the school guidance program. *International Journal for the Advancement of Counseling*, 3(2), 147-159.
- Cutcliffe, J. R., & Cassedy, P. (1999). The development of empathy in students on a short, skills based counselling course: A pilot study. *Nurse Education Today*, 19(3), 250-257.
- Daws, P. D. (1967). What will the school counsellor do? *Educational Research*, 9, 83-92.



- Dejnozka, E. L., Gifford, C. S., & Kapel, D. E. (1991). *American educators' encyclopedia*. New York: Greenwood Press.
- Dexter, L. G. (1996). *A critical review of the impact of counselling training courses on trainees*. Unpublished Ph.D., University of Durham.
- Dixon, W. R., & Morse, W. C. (1961). The prediction of teaching performance: Empathic potential. *Journal of Teacher Education*, 12, 323-329.
- Dryden, W., Horton, I., & Mearns, D. (1995). *Issues in professional counsellor training*. London: Cassell.
- Duan, C., & Hill, C. E. (1996). The current state of empathy research. *Journal of Counseling Psychology*, 43(3), 261-274.
- Education and Manpower Branch. (1993). *School education in Hong Kong: A statement of aims*. Hong Kong: Government Printer.
- Education Commission. (1990). *Education commission report No.4*. Hong Kong: Government Printer.
- Education Commission. (1997). *Education commission report No.7*. Hong Kong: Printing Department, HKSAR.
- Education Commission. (1999). *Education blueprint for the 21st century*. Hong Kong: Printing Department, HKSAR.
- Education Department. (1986). *Guidance work in secondary school: A suggested guide for principals and teachers*. Hong Kong: Government Printer.
- Education Department. (1993). *Guidelines on whole school approach to guidance (for secondary schools) Part (1)*. Hong Kong: Government Printer.
- Edwards, A., & Talbot, R. (1999). *The hard-pressed researcher: A research handbook for the caring professions*. (2nd ed.). London: Longman.
- Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. (4th ed.). Pacific Grove, California: Brooks/Cole Publishing Company.

- Fong, Y. Y. (1992). An appraisal of the Education Commission Report No. 4 - A guidance and counselling perspective. *Asian Journal of Counselling, 1*(1), 25-31.
- Gladding, S. T. (1992). *Counselling: A comprehensive profession*. Toronto: Maxwell Macmillan.
- Gibson, R. L., & Mitchell, M. H. (1999). *Introduction to counseling and guidance*. (5th ed.). New Jersey: Merrill.
- Gore, J. M. (2001). Beyond our differences: A reassembling of what matters in teacher education. *Journal of Teacher Education, 52*(2), 124-135.
- Griffin, G. (1986). Clinical teacher education. In J. Hoffman & S. Edwards (Eds.), *Reality and reform in clinical teacher education* (pp. 1-24). New York: Random House.
- Hall, E., Hall, C., & Abaci, R. (1997). The effects of human relations training on reported teacher stress, pupil control ideology and locus of control. *British Journal of Educational Psychology, 67*, 483-496.
- Hall, E., Hall, C., & Sirin, A. (1996). Professional and personal development for teachers: The application of learning following a counselling module. *British Journal of Educational Psychology, 66*, 383-398.
- Hamblin, D. (1974). *The teacher and counselling*. Oxford: Blackwell.
- Hamblin, D. (1993). *The teacher and counselling*. (2nd ed.). Hemel Hempstead: Simon & Schuster Education.
- Hardingham, A. (1996). *Designing training*. London: Institute of Personnel and Development.
- Hargie, O. D. W. (1984). Training teachers in counselling skills: The effects of microcounselling. *British Journal of Educational Psychology, 54*, 214-220.

- Hargie, O. D. W. (1988). From teaching to counselling: An evaluation of the role of microcounselling in the training of school counsellors. *Counselling Psychology Quarterly*, 1(1), 75-83.
- Harvey, L. V. (1964). The use of nonprofessional auxiliary counselors in staffing a counseling service. *Journal of Counseling Psychology*, 11, 348-351.
- Hawtin, S. (2000). Person-centred counselling and psychotherapy. In S. Palmer (Ed.), *Introduction to Counselling and Psychotherapy: The Essential Guide* (pp. 172-185). London: Sage Publications.
- Hefele, T. J. (1971). The effects of systematic human relations training upon student achievement. *Journal of Research and Development in Education*, 4, 52-69.
- Higgins, E., Moracco, J., & Danford, D. (1981). Effects of human relations training on education students. *Journal of Educational Research*, 75(1), 22-25.
- Houle, C. O. (1972). *The design of education*. San Francisco: Jossey-Bass.
- Hoyle, E. (1969). *The role of the teacher*. London: Routledge & Kegan Paul.
- Hui, E. K. P. (1998). Guidance in Hong Kong schools: Students' and teachers' beliefs. *British Journal of Guidance and Counselling*, 26(3), 435-448.
- Hui, K. P. (1994). *Guidance and counselling*. (Vol. 10). Hong Kong: Longman.
- Johnson, P., & Gott, R. (1996). Constructivism and evidence from children's ideas. *Science Education*, 80(5), 561-577.
- Joyce, B. R., & Showers, B. (1980). Improving inservice training: The messages of research. *Educational leadership*, 37(5), 379-385.
- Joyce, B. R., & Showers, B. (1988). *Student achievement through staff development*. (2nd ed.). New York: Longman.
- Kapur, M., & Cariapa, I. (1978). An orientation course for school teachers on

- emotional problems of school children. *Indian Journal of Clinical Psychology*, 6, 75-80.
- Kapur, M., & Cariapa, I. (1979). Training in counselling of school teachers. *International Journal for the Advancement of Counselling*, 2, 109-115.
- King, D. (1983). Counselling for teachers. *English Language Teaching Journal*, 37(4), 324-328.
- Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler Publishers.
- Kirschenbaum, H., & Henderson, V. L. (Eds.). (1990). *The Carl Rogers reader*. London: Constable.
- Knasel, E., Meed, J., & Rossetti, A. (2000). *Learn for your life: A blueprint for career-long learning*. London: Financial Times Prentice Hall.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. (Rev. and updated ed.). Englewood Cliffs, New Jersey: Cambridge Adult Education.
- Kottler, J. A., & Kottler, E. (2000). *Counseling skills for teachers*. Thousand Oaks, California: Corwin Press.
- Lam, M. P. (1995). Health self-concept as the focus of whole school approach. In P. K. Siu & T. K. Tam (Eds.), *Quality in education: Insights from different perspectives*. Hong Kong: The Hong Kong Educational Research Association. (in Chinese).
- Lam, M. P. (1998). School counselling: An attempt to improve student quality. *Asian Journal of Counselling*, 5(1 & 2), 61-73. (in Chinese).
- Lang, P. (1995). Preparing teachers for pastoral care and personal and social education: To train or educate? *Pastoral Care in Education*, 13(4), 18-23.
- Lang, P. (1999). Counselling, counselling skills and encouraging pupils to talk:

- clarifying and addressing confusion. *British Journal of Guidance and Counselling*, 27(1), 23-33.
- Leung, Y. W. (1993). *The adoption of a whole school approach to guidance work in Hong Kong secondary schools: Some case studies*. Unpublished Master, the University of Hong Kong, Hong Kong.
- Lewis, C. H., & Dunlop, C. C. (1991). Successful and unsuccessful adult education programs: Perceptions, explanations, and implications. In T. J. Sork (Ed.), *Mistakes made and lessons learned: Overcoming obstacles to successful program planning* (pp. 15-28). San Francisco: Jossey-Bass.
- Ligon, M. G., & McDaniel, S. W. (1970). *The teacher's role in counseling*. Englewood Cliffs, New Jersey: Prentice Hall.
- Long, L., Paradise, L. V., & Coleman, S. (1978). The effect of facilitative communication training on teacher response quality. *Psychology in the Schools*, 15(1), 95-98.
- Luk-Fong, Y. Y. P., & Lung, C. L. (1999). Guidance and counselling services in Hong Kong secondary schools: Profiles and possibilities. In Y. C. Cheng (Ed.), *Academic paper series in education, 1999*. Hong Kong: Centre for Research and International Collaboration, Hong Kong Institute of Education.
- Lung, C. L. (1998, November 21-22). *Personal and Social Education in Hong Kong schools: Policy, implementation and future development*. Paper presented at the 15th Annual Conference of the Hong Kong Educational Research Association, Hong Kong.
- Lung, C. L. (1999, March 27). *Students' development: Comparison of the role of form teacher between Hong Kong and China*. Paper presented at the 10th Anniversary Conference of the Comparative Education Society of Hong Kong, Hong Kong.

- Lung, C. L. (2000). Student development and pleasurable learning: The role of the form teacher in Hong Kong. In S. L. Chan & J. Fang (Eds.), *The joy of learning and teaching* (Vol. 1, pp. 83-93). Hong Kong: Longman. (in Chinese).
- Lung, C. L. (2001, March 24). *The training needs in guidance and counselling for primary school teachers*. Paper presented at the 9th Annual International Counselling Conference, Durham, UK.
- Lung, C. L., & Luk-Fong, Y. Y. (1998). Quality improvement: Managing effective school guidance and counselling service. *Asian Journal of Counselling*, 5(1&2), 75-86.
- Lung, C. L., & Luk-Fong, Y. Y. (2001). Ten years implementation of whole school approach to guidance: Evaluation and suggestion. *Educational Research Journal*, 16(2), 297-313. (in Chinese).
- Lytton, H., Webster, I. R., & Kline, P. (1970). Teachers' Attitudes to Guidance and Counselling. *Educational Research*, 12(3), 220-224.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research*. (3rd ed.). California: Sage Publications.
- McGuiness, J. (1998). *Counselling in schools: New perspectives*. London: Cassell.
- McIntyre, D. J., & O'Hair, M. J. (1996). *The reflective roles of the classroom teacher*. Belmont, California: Wadsworth.
- McLeod, J. (1996). Qualitative Research Methods in Counselling Psychology. In R. Woolfe & W. Dryden (Eds.), *Handbook of counselling psychology* (pp. 65-86). London: Sage Publications.
- McLeod, J. (1998). *An introduction to counselling*. (2nd ed.). Philadelphia: Open University Press.

- Mcleod, J., & Machin, L. (1998). The context of counselling: A neglected dimension of training, research and practice. *British Journal of Guidance and Counselling, 26*(3), 325-336.
- Mearns, D., & Thorne, B. (2000). *Person-centred counselling in action*. (2nd ed.). London: Sage Publications.
- Miller, J. P. (1973). The effects of human relations training on teacher interpersonal skills. *The Alberta Journal of Educational Research, 19*(1), 37-47.
- Morrow, K. A., & Deidan, C. T. (1992). Bias in the counseling process: How to recognize and avoid it. *Journal of Counseling & Development, 70*, 571-577.
- Muro, J. J., & Dinkmeyer, D. C. (1977). *Counseling in the elementary school: A pragmatic approach*. Dubuque, IA: William C. Brown.
- Myrick, R. D. (1987). TAP: Key to developmental guidance. *International Quarterly, 5*(4), 24-29.
- Myrick, R. D. (1993). *Developmental guidance and counseling: A practical approach*. (2nd ed.). Minneapolis, MN: Educational Media Corp.
- Nelson-Jones, R. (1999). *Introduction to counselling skills*. London: Sage Publications.
- Pearce, A. (1994). Investigating biases in trainee counsellors' attitudes to clients from different cultures. *British Journal of Guidance and Counselling, 22*(3), 417-428.
- Poulou, M., & Norwich, B. (2000). Teachers' causal attributions, cognitive, emotional and behavioural responses to students with emotional and behavioural difficulties. *British Journal of Educational Psychology, 70*, 559-581.
- Rees, B. (1982). Teachers' attitudes to guidance and counselling. *Counsellor, 3*(5),

2-12.

- Reisby, K., Kryger, N., Moos, L., & Reinsholm, N. (1994). The tasks of the class teacher: Tradition and renewal - an evaluation of development projects carried out in the Danish Folkeskole. *Pastoral Care in Education, 12*(1), 27-33.
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 95-103.
- Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Rogers, C. R. (1962). The interpersonal relationship: The core of guidance. *Harvard Educational Review, 32*(4), 416-429.
- Rogers, C. R. (1983). *Freedom to learn for the 80s*. Columbus, OH: Charles E. Merrill.
- Rogers, C. R. (1990). . In H. Kirschenbaum & V. L. Henderson (Eds.), *Carl Rogers Dialogues* . London: Constable.
- Rogers, C. R., & Freiberg, H. J. (1994). *Freedom to learn*. (3rd ed.). New York: Merrill.
- Ryder, J., & Campbell, L. (1988). *Balancing acts in personal, social and health education: A practical guide for teachers*. London: Routledge.
- Scott, C. (1984). Empathy - examination of a crucial concept. In S. Palmer, S. Dainow, & P. Milner (Eds.), *Counselling* (pp. 76-81). London: British Association for Counselling Sage Publications.
- See, H. K. P., Hall, C., & Hall, E. (1998). Changes in the attitudes of Hong Kong teachers and their students following an experiential counselling skills training course. *Asian Journal of Counselling, 5*(1&2), 1-11.
- Siefer, R. n. L. (1997). *Trainings in the use of guidance and counseling strategies*



- in the classroom and its impact on elementary school teachers: A case study.*  
Unpublished Ph.D., The Union Institute.
- Skovholt, T. M., & McCarthy, P. R. (1988). Critical incidents: Catalysts for counselor development. *Journal of Counseling and Development, 67*, 69-72.
- Smilansky, J. (1984). External and internal correlates of teachers' satisfaction and willingness to report stress. *British Journal of Educational Psychology, 54*, 84-92.
- Sprinthall, N. A., Reiman, A. J., & Thies-Sprinthall, L. (1996). Teacher professional development. In J. Sikula, T. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education: A project of the Association of Teacher Educators* (2nd ed., pp. 666-703). New York: Macmillan.
- Stokes, A. (1998). Training volunteers in a non-counselling setting. In H. Johns (Ed.), *Balancing Acts: Studies in counselling training*. London: Routledge.
- Stone, L. A., & Bradley, F. O. (1994). *Foundations of elementary and middle school counseling*. White Plains, New York: Longman.
- Student Affairs Office. (1998). *A profile of year one full-time students 1998*. Hong Kong: Student Affairs Office, Hong Kong Institute of Education.
- Tomlinson-Clarke, S. (2000). Assessing outcomes in a multicultural training course: A qualitative study. *Counselling Psychology Quarterly, 13*(2), 221-231.
- Tong, L. C. (1998). *The implementation of a classroom guidance programme in a Hong Kong secondary school*. Unpublished Master, the University of Hong Kong, Hong Kong.
- Truax, C. B., & Carkhuff, R. R. (1967). *Toward effective counseling and psychotherapy: Training and practice*. Chicago: Aldine Publishing Company.

- Truax, C. B., & Mitchell, K. M. (1971). Research on certain therapist interpersonal skills in relation to process and outcome. In A. E. Bergin & S. L. Garfield (Eds.), *Handbook of psychotherapy and behavior change*. New York: John Wiley.
- Truax, C. B., & Tatum, C. R. (1966). An extension from the effective psychotherapeutic model to constructive personality change in preschool children. *Childrenhood Education*, 42, 456-462.
- Tudor, K., & Worrall, M. (1994). Congruence reconsidered. *British journal of Guidance and Counselling*, 22(2), 197-206.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Warner, R. E. (1984). Enhancing teacher affective sensitivity by a videotape program. *Journal of Educational Research*, 77(b), 366-368.
- Watkins, C. (1995). Personal-social education and the whole curriculum. In R. Best, P. Lang, C. Lodge, & C. Watkins (Eds.), *Pastoral care and personal-social education*. London: Cassell.
- Wattenberg, W., & Redl, F. (1951). *Mental hygiene in teaching*. New York: Harcourt, Brace.
- Wilkins, P. (2000). Unconditional positive regard reconsidered. *British Journal of Guidance & Counselling*, 28(1), 23-36.
- Woodhouse, D. A., Hall, E., & Wooster, A. D. (1985). An evaluation of in-service courses in human relations. *British Journal of In-Service Education*, 11(1), 55-60.
- Yau-Lai, B. L. L., & Luk, B. H. K. (1986). The functions and duties of form-teachers in Hong Kong secondary schools. *Education Journal*, 14(1), 17-22. (in Chinese).

