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The Education and Professional Training
of Secondary School Teachers
in Hong Kong

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THE EDUCATION AND PROFESSIONAL
TRAINING OF SECONDARY SCHOOL
TEACHERS IN HONG KONG

by

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Urban Research Programme

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FOREWORD

From time to time, various segments of the educational profession have voiced concern over the increase of untrained teachers in the colony's secondary schools. With the impending arrival of universal primary education, there has been the inevitable pressure to expand the secondary sector of the educational system. Who will staff these new primary and secondary schools? This study hopes to shed some light on the present situation in our secondary schools as well as to suggest some means of alleviating what appears to be an increasingly serious problem.

The survey was sponsored by the Urban Study Programme of the Social Research Centre of the Chinese University of Hong Kong. We wish to acknowledge the kind assistance of various members of the staff of the Centre, particularly Professor Burkart Holzner, Professor Jiri Nehnevajsa, Dr. Rance Lee and Dr. Aline Wong. Dr. S.C. Hong of the University of Korea, Visiting Lecturer at United College, rendered valuable assistance in drawing up the questionnaire. The Education Department provided helpful background material as did many other persons connected with the training of teachers in the colleges of education and at the two universities.

No survey is possible without the assistance of a large number of conscientious workers. This one was no exception. Eight senior year sociology students from United College made numerous trips to schools to distribute and collect questionnaires and assisted in the editing and coding processes. Research Assistants, Pang Lai-sim, Tang Hon-shu and Wong Sik-yiu performed various services which greatly aided in the completion of the study. Miss Lee Kam-wan performed the arduous task of typing the manuscript.

Last, but by no means least, was the splendid co-operation of the principals and teachers of more than 40 secondary schools. We interpreted their willingness to assist in the project as a clear indication of the concern they felt for the need to provide means to improve the general education and professional training of the teachers of the colony.

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PART I

DESCRIPTION AND METHODOLOGY OF THE STUDY

Chapter I

The Statement of the Purpose

A. Statement of the Problem

While Hong Kong may have risen from the ranks of a "developing" area to that of a "developed" area according to the criteria established by the World Bank's economic standards, the colony remains very much in the "developing" category in the area of education. The reasons for this situation are known to most members of the public. The influx of refugees in the 1950's and in 1962, the disproportionately large number of young people in the population, the shortage of land for schools and the lack of sufficient training facilities for teachers have all conspired to hinder the development of education as planned. Many Asian countries were faced with rather similar situations after World War II and in these developing areas, as in Hong Kong, there was a tendency to pursue an educational policy which might be best described as "divide and conquer". Education Ministries decided on a specific educational target to be achieved and energetically pursued this objective. For most countries, again similar to Hong Kong's policy, the prime objective was universal primary education. This became the aim of various educational programmes, plans and reforms.

However, any attempt to develop one sector of the educational system without reference to the total educational picture soon meets formidable obstacles. For example, consider the plan to provide universal primary education with little or no attempt

to provide for the expansion of the other sectors of education. Universal primary education not only will require additional school buildings, it will also need teaching personnel; therefore, the expansion of the teacher training institutions must be undertaken. Since the entrants to these establishments come from the secondary schools and, if one assumes that a relative fixed percentage of secondary schools graduates will enter training colleges, then an expansion of secondary education is necessary. Added to this, will be the inherent pressure from the proposed programme of universal primary education to expand the secondary stage of education in order to provide places for primary school graduates. Obviously, there is a need for a well-thought out plan of secondary school expansion if universal primary education is to succeed. Yet any expansion of the secondary stage of education will also require additional teaching staff. Since these teachers come mainly from the universities, there will be a need to consider the expansion of university enrolment in order to staff the secondary schools. In other words, the achievement of universal primary education will require a plan which considers realistically the expansion of the secondary sector, the teacher training facilities and the university enrolment.

Central to any educational expansion is the recruitment and training of teachers. In Hong Kong, considerable concern has been voiced over the increase of "untrained" teachers* in our secondary schools. The comparison between 1960 and 1970 points up the trend:

* "untrained" refers to those teachers who have not had professional training as teachers.

Table 1

Distribution of Teachers by Educational Level and Training

Educational Level and Training	1960 %	1970 %
Graduate Trained	22.3	19.1
Graduate Untrained	45.2	43.1
Non-Graduate Trained	16.7	13.0
Non-Graduate Untrained	15.8	24.8
Number of Respondents	(3324)	(8078)

Source: Education Department, Annual Summary, 1959-60, 1969-70.

These figures are not likely to decrease when the following factors are considered: first, the Government's plan to provide an aided place in primary school for any child who wants one by the year 1971 will require additional primary school teachers; second, the consequent increased pressure for secondary school places along with the Government's proposed plan for providing lower secondary schooling for 50% of the primary graduates will require an increase of staff (the proposal set forth by the Association of the Heads of Secondary Schools estimates that their scheme of lower secondary school requires an additional 700 teachers each year); third, the absence of any plan to expand the colleges of education on a sizable scale and fourth, the budget restriction on the two universities which will prevent any substantial increase in the enrolment of students. From the above, it can be seen that the problem of the supply of qualified teachers for the Hong Kong schools has reached the critical stage in attempting to expand the education system.

B. Purpose of the Study

Considering the importance of the topic and realizing that relatively little research has been done in this area of teacher education, the Urban Study Programme of the Social Research Centre undertook a survey in an effort to find out what types of teachers are employed in the various types of schools in the colony. Is it true, as stated in C.E. Beeby's The Quality of Education in Developing Countries, that the main issue in educational improvement is not an attitude to change which results in development but the actual ability of the teachers to bring about change in the school system which will raise the school system to a higher level? What determines this ability, as distinct from a willingness, to move an educational system from the stage of "form" in which rote memorization is emphasised to a level of "meaning" in which creativity and critical type thinking are stressed? Beeby claims there are two main factors involved in the transition: the general educational level of the teachers and their professional training. He lists the following as stages of education:

Stage I is characterized by emphasis on symbols with very little, if any, understanding of the meaning behind the symbols. There is much rote memorization and the teachers rely mainly on what they remember from their own school days.

Stage II marked by teachers who have some training, but are poorly educated and who are always teaching to the limits of their knowledge. They fear questions which lead to the brink of the unknown and rely on a rigid syllabus as well as a rigorous system of textbooks and examinations.

Stage III is that in which the teachers are better trained and better educated; the gap between what the pupils know and what the teachers know is greater. While "non-examinable frills" still tend to be dropped, there is some attempt to get beyond the prescribed syllabus.

Stage IV is the Stage of Meaning in which the well trained and well educated teacher attempts to give each student a deeper and wider understanding of the symbols with which he works. Exploration, creative activities, more relaxed discipline are some of the characteristics of this stage. (1)

The Study looked at a cross section of the Colony's teachers in an effort to see what was their level of general education and professional training. Having ascertained this, it went on to find out if the teachers viewed their professional training as highly as Professor Beeby does. It seemed equally important to find out what attempts teachers make to continue to improve their general education and professional training by refresher courses or other means. All of these factors become important in determining what types of teachers should be rewarded in terms of salary and professional recognition, as well as determining how to provide for the further education of teachers.

To obtain this information we asked teachers to answer a questionnaire covering thirty-six items which dealt with personal data, educational background, attitudes toward professional training (or lack of it) and present work activities. More than 350 questionnaires were distributed to teachers in various types of secondary schools (cf. p. 10 for a description of the method of sampling). While numerous interesting facets of the present

 (1) C.E. Beeby, The Quality of Education in Developing Countries (Cambridge, Mass: Harvard University Press, 1966), 58-64.

teacher situation were revealed, this report will discuss four main areas: a profile of the educational background of the teachers surveyed, their attitudes towards professional training, their readiness to further their education and their level of satisfaction with teaching as a career.

While it is intended to analyse other aspects of the data in later reports, these areas seem the most topical for educational planning in Hong Kong. Certainly the general educational level of the teacher is of vital concern to parents, students and educators. The need to improve the standard becomes more and more pressing when we consider that the entire secondary school sector is fee-paying -- often on a disproportionate scale: the higher the fees, the less qualified the teacher. How can this be remedied? What programmes should be inaugurated to improve the quality of general education among the teachers in our schools?

Just how important is professional training to the teachers themselves? Only when some information on this topic is uncovered and analyzed will it be possible to make intelligent and practical recommendations for the curriculum of the colleges of education and the education departments of the universities, as well as to suggest suitable short courses and in-service training schemes. It is also important to discover if there is any appreciable difference among the various categories of teachers or among teachers in various types of schools when it comes to furthering their education, to promoting the teaching profession or to giving an opinion on educational topics.

Finally, with salary revisions an almost perpetual exercise of the Government, one can ask how realistic are the present classifications of teachers. Is there any allowance for the operation of supply and demand in the teaching profession? Do we give status and professional recognition to those teachers who are really benefiting the students -- to those who are likely to raise the level of education from the stage of "form" to that of "meaning"? These are a few of the questions which we intend to discuss in the sections which follow.

C. Assumptions and Limitations

Hong Kong can always be counted on to provide "limitations" of a unique kind. The timing of the research coincided with the Hong Kong Certificate of Education Examination as well as the rainy season. This meant that teachers were often busy with a demanding invigilating schedule and that the researcher's trip to the schools in tropical downpours became a herculean feat. The time allowed for distributing and collecting the questionnaires took longer than might have been the case at a different time of the year. (An interesting discovery made in the course of visiting schools was the almost universal concern expressed by heads and teachers over the excessive demands for invigilators for the Certificate Examination.)

It was assumed one could begin with the Education Ordinance's definition of a school. However the Ordinance reads:

"school" means an institution, organization or place which provides or where there is provided for ten or more persons during any one, whether or not at the same time, kindergarten, primary, secondary, post

secondary or further education or other educational course, and in the case of instruction given by means of correspondence delivered by hand or through the postal services, the institution or place where the instruction is prepared or where the work of the pupils is received, dispatched, or examined... (1)

In view of the difficulties which arose when one attempted to define a school as "an institution, organization or place", it was decided to limit our definition of a secondary school to those schools which took part in the Hong Kong Certificate of Education Examination. From various lists we were able to categorize the schools further into Government, Grant, Subsidized, Private Assisted, Private Non-Profit-Making and Private Profit-Making. They were further divided into schools using Chinese as medium of instruction (Chinese schools), schools using English as the medium (Anglo-Chinese schools).

With reference to the classification of teachers, these are classified by the Department of Education into four main groups: graduate trained, graduate untrained, non-graduate trained, and non-graduate untrained. It was soon discovered that how one defines these categories can differ greatly in the private and aided sections of the educational system. For example, in government and aided schools these categories are clearly defined owing to the fact that government pays the teachers' salaries. For this reason a graduate trained teacher usually means a person with an acceptable degree (U.K. or Commonwealth University) and a Diploma or Certificate in Education. However, since the private sector schools (private non-profit-making and private profit-making) do

 (1) Laws of Hong Kong, Education Ordinance, Chapter 279, Part I (2)

not depend on government for payment of teachers' salaries, they regard anyone with a degree and some education courses as graduate trained, e.g. teachers from Taiwan Normal University are often classified as graduate trained in private schools while they would not be so listed in the aided schools.

The informal contacts with school principals provided a variety of opinions on numerous educational topics. These views have been worked into the report where it is thought they shed light on a particular point. Many invaluable observations were made in this way and it was felt that they made up in insight what is lacking in statistical verification.

The majority of terms used in the report are those in current usage in the colony's educational circles. Where there may be a misunderstanding of a term e.g. "graduate trained teacher", the various interpretations are given. It might be well to point out here that the term "private profit-making school" carries no derogatory connotations. In fact, the study should make apparent the need for a more realistic approach to these schools as part of the Hong Kong educational system.

Chapter II

Design of the Study

Owing to the fact that the subject under study is relatively untouched, the design is mainly an exploratory one. Since fact-finding is a basic part of the study, it serves the purpose of a descriptive study as well.

A. Sampling procedures

The population under study was the secondary school teachers in Hong Kong. Types of schools and types of teachers were important variables, therefore, the first thing needed was to stratify the population according to these two criteria.

Schools were divided into different groups by two criteria. The first category was according to their financial background: Government, Grant, Subsidized, Private Assisted, Private Non-Profit-making and Private-Profit-making, schools. Secondly, they were classified according to the main medium of instruction into Anglo-Chinese schools, Chinese schools and a third type which were schools with both Chinese and Anglo-Chinese sections.

The teachers were classified according to their academic qualifications and professional training -- the criteria used by the Education Department. According to this classification, there are four types of teachers: graduate trained, graduate untrained, non-graduate trained and non-graduate untrained. "Graduate" means a United Kingdom or Commonwealth degree and "trained" refers to the professional training in education which is a one year post graduate course resulting in a Diploma or Certificate of Education.

From the Annual Summary of the Education Department for 1967-1968 (the latest issue available at the time), the distribution of teachers in the different kinds of schools was determined. Based on this, a 5% sample from each type of schools was drawn. It should be noted that the data provided by the Education Department presented the private schools as a single group; therefore it was necessary to utilize information from other sources in order to divide the private sector into the sub-groups of Private Assisted, Private Non-Profit-making and Private Profit-making and to give these sub-samples appropriate weight.

Also in the actual selection of schools, classification was according to the medium of instruction. As Anglo-Chinese schools and Chinese schools are decidedly different types of schools, it was felt there could be marked differences in the areas being studied. The ratio of the personnel of these two groups was determined indirectly from the total enrolment of students in the different kinds of schools, knowing that the ratio of teachers to students is more or less fixed. Though this indirect information may not be the most accurate, it did provide the approximation needed. In the actual operation, 40 schools were selected from the six categories and questionnaires were answered by 374 teachers.

B. Procedures in gathering the survey data

Early in May, contacts were made by the investigators with the school principals to ask them if questionnaires could be sent to the schools for their teachers to answer. After the arrangements were completed, university students were sent to deliver the questionnaires along with a letter addressed to the school principal specifying the quota of different categories of teachers needed in his type of school.

As mentioned in the preceding pages, the survey coincided with the Certificate of Education Examination which involved a large number of teachers as invigilators in schools other than their own. Therefore, questionnaires had to be left at the school where they were distributed to the teachers through the school principal. After several days, the students returned to the schools to collect the questionnaires.

In the process of administering the questionnaires, it was realized that the original quotas might not be met; that the schools might not have the kind of teachers that were wanted; that the school principals might not be able to distribute the questionnaires to the teachers simply because they were not in the schools; that the teachers might not want to answer the questionnaires; or that other unforeseen problems might occur. In order to guarantee that the quotas would be met, the returned questionnaires were checked in order to see which types of teachers were lacking. The deficiency was made up from other schools belonging to the same type.

Ideally, a stratified random sample was wanted, but owing to the following factors this could not be attained: a complete list of teachers in all the secondary schools in the colony according to their academic standard and professional training was not available, and the labour involved in reaching these teachers in the various schools, even if the list needed was obtained, would be out of the range of the present project.

In the selection of respondents, all that could be controlled was the selection of schools, whereas the distribution of the questionnaires to the types of teacher relied much on the school principals. This approach of getting the teachers through schools was much more economical than approaching the respondents individually. Sample schools of divergent background were included to ensure that they appropriately represent the population of secondary school teachers in Hong Kong.

PART II

RESULTS OF THE SURVEY

Chapter III

The General Education Level of the TeacherA. A Profile of the Teachers Surveyed

As previously mentioned on p.10 in the section on the design of the survey, the teachers were drawn from all types of schools. 10.4% were from government schools; 12.8% were from grant schools; 13.9% from subsidized schools; 14.7% from private-assisted schools; 5.8% from private non-profit-making schools and 42.2% from private profit-making schools. The majority of teachers (96%) questioned in the survey were full time teachers. 72.7% taught in Anglo-Chinese schools; 18.5% in Chinese schools and 8.8% in schools which had both an English and Chinese section.

Since it was the principals who chose the teachers to fill out the questionnaires, the large proportion of young respondents (85.3% were under 35 years of age)⁽¹⁾ may raise some interesting conjectures as to why school heads are likely to ask the younger members of staff to co-operate in such projects. With reference to the survey, the choice was beneficial in that young teachers are closer in time to their education and should be able to give more accurate opinions as to its usefulness; they are more likely to be interested in furthering their education and they are also the group who will, in a short time, be in positions in which they may be able to influence educational policies.

(1) The actual age distribution of teachers in the colony is unknown.

274 teachers out of a total of 374 (73.2%) gave Kwangtung rather than Hong Kong as their birthplace implying that they are most likely the children of refugee parents. 73.8% had spent 16-30 years in the colony so one can assume that their secondary education was in the colony's schools. This is an important factor in the consideration of teachers as agents of educational improvement since it has been stated that what is often needed is a complete re-education of teachers, otherwise the methods of their own education are simply reproduced in the schools. This is particularly significant in Hong Kong when one realizes that there is a large number of untrained teachers -- graduates and non-graduates -- in the educational system who must rely on how they were taught to know how to teach others.

A question concerning religious affiliation of the teachers was included in the survey since it is sometimes assumed that religious belief supplies a motive for entering the profession. However, such an item is difficult to interpret in an oriental setting when one is obliged to group doctrinal types of religion with oriental philosophies. While 42.5% stated they had no religious beliefs, this is not as significant as the 47.3% of the general population who listed either Catholic or Protestant as their religion; however, if this is looked at in relation to the grant schools, 64.6% of teachers are Christian in religion. This is not surprising since all of these schools are administered by Christian missionary bodies.

A large proportion of the teachers surveyed (87.2%) had spent less than 11 years in teaching. It should be remembered that most of the teachers were under 35 years of age. Teaching does not appear to be a career which people enter after trying other occupations since only 12% of all the teachers had ever engaged in any other type of work. There was very little correlation between the respondent's choice of teaching as a career and the occupation of his parents. Only 6.1% had father who were teachers and 5.3% listed their mothers as teachers.

B. The Level of General Education

Having previously stated the importance of the general educational level of the teacher as a factor in improving the educational system by helping to move it from the stage of "form" to that of "meaning", how competent are the teachers to do the things needed to improve the system e.g. to train students to think creatively, to widen their educational horizons, to arouse their intellectual curiosity and to do all the other things which educationalists and parents hope teachers will do? While one cannot judge the quality of the general education the teachers received, it is possible to determine the amount of general education the teachers have had. In order to obtain this information, the teachers were asked questions concerning their results in the Certificate of Education Examination, the Matriculation Examination, as well as their degree courses at University and any graduate studies which they might have undertaken. Other questions in the survey sought to discover if teachers attempted to supply for deficiencies in their general education or to up-date their knowledge by extra-

mural or other courses or by attending conferences, workshops or seminars. Along the same line, teachers were asked if they belonged to a professional organization or if they had done any travelling since both could be means of supplementing their general education.

By combining the number who received either a pass, credit or distinction in a subject in the Certificate of Education Examination the proportion of those who studied various subjects could be determined. From the results what stands out immediately is the very low proportion of teachers (24.8%) who have studied either Civics or Economics and Public Affairs.* One of the features of Stage IV in educational development is that of making the students aware of the link between the school and the community. One is left to wonder if the present set of teachers is capable of doing this when it appears they are lacking a factual knowledge of the community in which they work and live. While the figures for cultural subjects are also quite low (6.4% had done Art and 3.2% Music in the examination), one must remember that the Certificate Examination standard in Music and Art would be quite advanced. One would hope, although there is no proof, that a larger proportion of the teachers had been exposed to these subjects as non-examination subjects in the curriculum.

* Economics and Public Affairs replaced Civics as an Examination subject in 1965.

Table 2

General Education of the Teachers at Secondary School Level

Subjects	Percentages of Teachers who either Obtained a Pass, Credit or Distinction in:	
	School Certificate Examination	Matriculation and/or G.C.E.
English	78.6	49.2
English Literature	25.9	26.7
Chinese Language & Literature	76.5	48.9
Chinese History	64.7	24.6
History	53.2	36.6
Geography	66.0	31.8
Mathematics	61.8	34.5
Chemistry	52.9	22.7
Physics	39.6	20.6
Biology	67.6	30.5
E.P.A.	6.1	1.1
Civics	18.7	----
Music	3.2	----
Art	6.4	----
Number of Respondents	(374)	(374)

The picture which can be gathered from the above information is that the teachers are fairly well educated to the Certificate of Education level with the notable exception of a deficiency in the area of Civics/Economics and Public Affairs.

Of the total number of teachers questioned, two-thirds had reached at least matriculation standard of general education. 19.5% had continued their general education in a college of education while 70% (262) did a degree ⁽¹⁾ and 2.7% went on for an M.A. degree. Of the 70% who continued their education in some type of institution of higher learning, they were distributed over the following universities and colleges:

Table 3

Distribution of Teachers by Universities/Colleges

	%
Hong Kong University	41.2
Chinese University of Hong Kong	19.5
Universities in Great Britain	1.9
Commonwealth Universities	4.6
Universities in Mainland China (before 1949)	6.9
Taiwan Universities	18.3
American Universities	2.7
Other Post-secondary Colleges	4.2
All others	0.7
Number of Respondents	(262)

 (1) Not all teachers doing a degree had completed the Hong Kong matriculation course.

Teachers who completed their first degrees studied the following range of subjects:

Table 4

Subjects Studied by Teachers at Universities/Colleges

<u>Subjects</u>	<u>%</u>
English	19.5
Chinese	19.1
Chinese History	6.1
History	23.3
Geography	14.5
Mathematics	10.7
Chemistry	11.5
Physics	11.5
Engineering	6.9
Biology	11.5
Economics	3.1
Social Studies	5.7
Political Science	4.6
Art	1.5
Number of Respondents	(262)

The figure of 70% for teachers who have obtained a degree from some institution of higher learning is significant when looked at in the light of the present classification system of teachers. It implies that the level of general education of the Hong Kong teachers may not be as inadequate as our present general statistics imply. Teachers are classified by the government by where they obtained their education rather than by how much education they have received and neither the classification of "permitted" versus "registered" or "trained" versus "untrained" or "graduate"

versus "non-graduate" gives a true indication of the teachers' general educational level.* This points up the need for more realistic classification of teachers in relation to school needs and in relation to rewards in the form of salary and promotion.

C. The Further Education of Teachers

Having looked at the level of general education of the teacher, the next item of interest is to see if the teachers make attempts to further their education once they go from being a student to being a teacher. With the advent of the Open University in Great Britain, some consideration was given to correspondence courses as a means of raising the level of general education among the non-degreed teachers. The only means available to a Hong Kong teacher would be the London University external degree programme. Successful teachers who persevered in this were very few. Among the 7 who supplied information, 2 teachers had taken 1-3 years to complete the course; 4 teachers, 4-5 years and 1 teacher took 7 years to finish. An interesting discovery was one respondent who took the course as a teacher but upon completion of the external degree went into hospital administration. The external degree system as it presently operates is hardly a realistic way for large numbers of teachers to improve their general level of education.

 * By this classification a recent graduate of a post-secondary college would be classified as "non-graduate", "untrained" and "permitted teacher" although he would have had four years of general education.

Opportunities for extra-mural type courses are fairly widespread in the colony* and several types of conferences and seminars are held each year. It was realized that there could be two obstacles to attending such courses and conferences: a lack of information that they were available and the fees required to attend them. In view of this, the teachers were asked if they were aware of any conferences, seminars or workshops being held which were related to their profession as a teacher, and if they were, had they attended any of them. They were also asked if they had taken any extra-mural or other courses during the past three years and if so, who had paid the course fees. 64% of all the teachers sampled had not attended any extra-mural or other type of course within the last three years. Of the 135 teachers who did attend extra-mural courses, the following tables show the distribution according to the number and types of courses attended:

Table 5

Number of Extra Mural Courses attended by Teachers

No. of Courses	%
1	60.0
2	24.4
3	12.6
More than 3	3.0
No. of Respondents	(135)

* In the year 1969-70 Hong Kong University and the Chinese University offered a total of 116 Extra Mural Courses in subjects which would be of value to teachers.

Table 6

<u>Type of Courses attended by Teachers</u>	
	%
General Educational Type	11.9
General Teaching Methods	6.7
Teaching of English	25.9
Teaching of Chinese	3.7
Teaching of History & Geography	8.9
Teaching of Mathematics	6.7
Teaching of Science	18.5
Teaching of Music & Art	2.2
Teaching of other subjects	4.4
Other Courses	11.1
Number of Respondents	(135)

If we take conferences, workshops or seminars as a separate item, only 59 of all teachers had attended any during the past three years.

Table 7

<u>Types of Conferences/Workshops/Seminars attended by Teachers</u>	
	%
General Educational Type	15.2
General Teaching Methods	10.2
Teaching of English	10.2
Teaching of Chinese	3.4
Teaching of History & Geography	25.4
Teaching of Mathematics	5.1
Teaching of Science	13.5
Teaching of Music & Art	5.1
Teaching of other subjects	3.4
Other Conferences	8.5
Number of Respondents	(59)

In view of the number of courses offered by the University of Hong Kong and the Chinese University and the conferences sponsored by various organizations, the conclusion is that the majority of teachers do not avail themselves of this means of supplementing or up-dating their general education. It would seem that unless a programme of incentives is devised in the form of payment of course fees by the government or the schools themselves or by requiring evidence of further education as a prerequisite for promotion, courses and conferences will not be used as teachers without degrees to supplement their education or by teachers with degrees to up-date or broaden their knowledge.

Travel is often considered of educational value. In the United States certain types of travel abroad are recognized as formal education. In response to a question as to whether or not teachers had ever had an opportunity to travel outside the colony, 158 of the 374 teachers said that they had been beyond the confines of Hong Kong. While 10.8% of this number had only gone as far as Macao, 44.3% had travelled in various parts of southeast Asia, 25.3% to other parts of Asia and 19% had gone beyond Asia to such places as Australia, Europe and the United States.

While the number of professional organizations in Hong Kong may not be as numerous as one might wish, teachers mentioned several groups in which they had membership -- Hong Kong Teachers' Association, The Science Teachers' Association, The Chinese Civil Servants' Association, Private School Teachers' Association, etc. However, only 15.8% of all teachers belonged to any professional organization. The two organizations listed most frequently were the Hong Kong Teachers' Association (9.4% of the teachers) and the

Science Teachers' Association (2.9%). It would appear, therefore, that organizations are not a means of helping large numbers of teachers keep up-to-date academically. The results may also raise questions as to the effectiveness of the Hong Kong Teachers' Association in promoting any other aspects of the teaching profession e.g. welfare benefits, higher salaries, recognition of various types of qualifications, etc.

From a general consideration of the results of this section of the survey, it can be seen that while the general level of education of the "untrained" teachers may not be as inadequate as the statistics generally imply, very few teachers -- either trained or untrained -- make use of courses or conferences to improve their level of general education or to keep up-to-date. Professional organizations and correspondence courses do not supply for this need in teachers. Since the numbers who have travelled is slightly more encouraging, this perhaps could supply an attractive means of education for teachers if it were properly organized and emphasized. It is apparent that at present one rather large portion of teachers are relying on what they learned at secondary school to enable them to teach and another larger portion, while educated to a higher level, makes very little attempt to improve their education or to share ideas with others. If the improvement of the educational system depends to a large measure on the calibre of its teachers, one will not expect major improvements in Hong Kong in the near future. While much is made of the curriculum laid down by government as an obstacle to real education, even if a change were to occur from the government's side, one wonders if the effects would be felt at the student level given the factors stated above.

D. Professional Training of Teachers

If one follows the government's classification of teachers, there are two types of trained teachers -- graduates and non-graduates. While the presence in the system of large numbers of untrained non-graduates is to be deplored, not only from the point of view of their lack of training as teachers, but because of their low level of general education as well, the problem of the untrained graduate would probably rank next as a matter of educational concern.

Table 8

Distribution of Graduate and Non-graduate Teachers by Training

	Graduate	Non-graduate
Trained	24.1%	42.9%
Untrained	75.9%	57.1%
No. of Respondents	(262)	(112)

How far do teachers who received professional training value their additional qualification? Of all the graduates questioned 75.9% had not done a Diploma/Certificate of Education. This means that only 24.1% are qualified -- 3/4 of the colony's teachers would not be considered qualified to teach in many developed countries. Of the 63 graduate teachers who had done professional training or who were in the midst of the course at the time of the survey, 73% had undertaken the course at University of Hong Kong; 9.5% at the Chinese University and 17.5% elsewhere (Europe, the U.S., mainland China, etc.)

The majority of these teachers who did the Diploma Course (65.1%) had received no financial assistance for the course in the form of grants from either the government or private groups. In a question asked of the 199 respondents who did not pursue professional training, 10.1% listed financial reasons as the cause.

The teachers who had pursued a Diploma/Certificate of Education Course did so for the following reasons:

Table 9

Reasons for undertaking the Diploma/Certificate of Education

For financial security, "qualified" status or better prospect	%
	17.5
To become a better teacher	31.7
General interest, wanted theoretical side of education	20.6
Family tradition	1.6
Other reasons	1.6
No answer	27.0
Number of Respondents	(63)

It can be seen from the above that the largest percentage of those supplying reasons gave the typical answer "to become a better teacher". This may also be linked to financial reasons as the criterion of "better" is often seen in terms of promotion or higher salary. If this is assumed and the number who specified financial security or better prospects is added to the group, then nearly half the teachers (49.2%) are influenced by financial factors to undertake the Diploma/Certificate Course in Education. In view

of the Government's former policy* by which one increment was given to a holder of a Diploma/Certificate of Education upon assuming a teaching position, it would seem that only someone highly motivated professionally or with a long term view towards security in his teaching career was going to pay for the course and lose one year's salary in order to obtain the same position on the salary scale as his fellow graduate who elected to go into teaching immediately upon graduation without obtaining a Diploma/Certificate of Education.

When asked who had influenced them in their decision to do their professional training, very few teachers listed parents or friends. 74.6% said it was their own decision. In view of the above considerations on the financial prospects, this is not surprising. When asked to evaluate their training the usual scale was used: "very satisfactory", "satisfactory", "difficult to evaluate", "unsatisfactory". 73% gave "very satisfactory" or "satisfactory" while 17.5% found it was difficult to evaluate. Those teachers who recorded their satisfaction gave the knowledge gained in courses in teaching methods and in psychology as the main reasons. Those found it difficult to evaluate the course gave reasons involving the following elements:

- what a person has to teach is not what he learns
- theory cannot be applied to the practical aspects of teaching.
- experience, skill and personality are more important than professional training.

 * Previous to the government's new proposal of salaries for teachers issued in March, 1971.

As a further check on the above replies, the teachers were asked if they had it to do over again, would they do the Diploma of Education. To this 58.7% of the group said they would, while 22.2% said "no" and 19.1% gave no answer. Here again the "yes" group cited the value of teaching skills and methods while those giving a negative response were consistent in citing the lack of benefit from the training and experience and personality as more important.

One could say in conclusion, that while a very small portion of the teachers do professional training courses, most of those who undertake the course do it because they themselves want it, they finance their own education and are generally satisfied with the course because it teaches them to teach. Those who do not do a professional course list financial reasons and pressure of work as the main reasons. There does not seem to be any indication that the present situation will change with regard to the large proportion of teachers who do not choose to do a Diploma/Certificate in Education unless more incentives are provided in the form of tuition grants and more realistic increments on the salary scale.*

* The relationship between incentives to do professional training and the proposed salary scales for teachers is discussed in Part III.

Chapter IV

Comparison of Teachers According to Sex and Marital Status

In analyzing the results of the survey, the most important areas for our purpose seemed to be the items concerned with willingness to express an opinion, attempts to further one's education and the level of satisfaction with one's work as a teacher. Teachers were compared on these items by sex, marital status, types of training and types of schools in which they were employed. In this section we look at men and women teachers as well as married and single teachers on items which might prove significant. Since we had no information on when the teacher had married, it is not possible to draw conclusions on the items which pertain to the past. For example, in the question which asked the teachers if they had taken any extra-mural courses in the past three years, it is not possible to know if they had taken some courses when they were married or when they were single. However, the questions concerning their level of satisfaction and whether they would again choose teaching as a career are significant when viewed in terms of the teacher's marital status.

A. Expression of Opinion

There was no appreciable difference in the willingness of men or women teachers to express their opinions. As is pointed out in a later section this seems more related to training than to sex or other factors. 43.8% of the women and 37.0% of the men expressed their opinions.

B. Further Education

The general percentage of teachers who furthered their education by conferences or courses was generally low and when looked out in relation to the sex of the teachers; only 33.5% of the men teachers and 38.3% of the women teachers had taken courses; 14.5% of the men and 16.9% of the women had attended any conferences in the past three years. Both groups did not readily join professional organizations -- only 18.5% of the men teachers and 13.4% of the women teachers belonged to such groups. The only area in which a noticeable difference occurred was in the item on travel -- more women (46.3%) than men (27.2%) had travelled outside the colony.

C. Level of Satisfaction

In this area, salary, conditions of work and expressed satisfaction are looked at. In view of the fact that there is a definite movement in the subsidized section of the educational system towards equal pay for women, only the figures for the private non-profit-making and private schools were examined to discover if these schools paid lower salaries to women than to men teachers.

Table 10

Salary of Private School Teachers according
to Educational Level and Sex

Salary (\$ per month)	Private Non-Profit- Making School				Private (others) Schools			
	Graduate		Non-graduate		Graduate		Non-graduate	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
500 or less	0.0	16.6	16.6	50.0	6.1	7.7	3.6	20.7
501-1000	87.5	50.0	66.6	50.0	38.8	19.2	64.3	51.7
1001-1500	12.5	---	---	---	14.3	61.5	14.3	20.7
1501-2000	---	---	---	---	20.4	7.7	0.0	---
2001-2500	---	---	---	---	6.1	---	3.6	---
2501 or over	---	---	---	---	2.0	---	---	---
No Answer	---	33.3	16.6	---	12.2	3.8	14.3	6.9
Number of Respondents	(8)	(6)	(6)	(2)	(49)	(52)	(28)	(29)

With regard to conditions of work, teachers were asked if they were responsible for any extra-curricular activities as part of their teaching job. More women (47.8%) than men teachers (39.9%) seem to undertake this task. There seems to be no appreciable difference in the woman's marital status in the assigning such tasks.

Table 11

Responsibility for Extra-curricular Activities
by Female Teachers according to Marital Status

Responsibility for Extra-curricular Activities	Single Female Teachers %	Married Female Teachers %
Yes	50.4	42.9
No	49.6	57.1
Number of Respondents	(121)	(77)

Women teachers as a group appear to be somewhat more satisfied with teaching as a career than their male counterparts. This is consistent with the differences shown in the question on whether or not they would choose teaching as a career if they had it to do over again.

Table 12

Level of Satisfaction with Work by Sex

Satisfaction with Work	Male %	Female %
Very Satisfactory	13.8	6.5
Satisfactory	60.7	74.1
Uncertain	16.2	16.4
Unsatisfactory	5.8	2.5
Very Unsatisfactory	0.6	0.0
No Answer	2.9	0.5
Number of Respondents	(173)	(201)

Table 13

Teachers who Would/Would not Choose
Teaching Again as a Career by Sex

Choice of Teaching Again as a Career	Male %	Female %
Yes	58.4	65.2
No	18.5	13.4
No Answer	23.1	21.4
Number of Respondents	(173)	(201)

Going on to look at teachers from the point of view of marital status married teachers as a group are more satisfied than single teachers.

Table 14

Level of Satisfaction with Work by Marital Status

Satisfaction with Work	Single %	Married %	Divorced, Widowed %
Very Satisfactory	9.0	10.7	20.0
Satisfactory	64.3	73.6	40.0
Uncertain	21.4	8.8	40.0
Unsatisfactory	2.9	5.7	0.0
Very Unsatisfactory	0.0	0.6	0.0
No Answer	2.4	0.6	0.0
Number of Respondents	(210)	(159)	(5)

Combining the two variables, one finds that the married women teachers rank highest on the level of satisfaction (89.6%) with teaching. This is verified in the question which asked if she would choose teaching as a career if she had the choice to make over again.

Table 15

Level of Satisfaction with Work
by Marital Status and Sex

Satisfaction with Work	Single		Married		Divorced, Widowed	
	Male %	Female %	Male %	Female %	Male %	Female %
Very Satisfactory	13.5	5.8	14.6	6.5	0.0	33.3
Satisfactory	57.3	69.4	64.6	83.1	50.0	33.3
Uncertain	21.3	21.5	9.8	7.8	50.0	33.3
Unsatisfactory	3.4	2.5	8.5	2.6	0.0	0.0
Very Unsatisfactory	0.0	0.0	1.2	0.0	0.0	0.0
No Answer	4.5	0.8	1.2	0.0	0.0	0.0
Number of Respondents	(89)	(121)	(82)	(77)	(2)	(3)

Table 16

Teachers who Would/Would not Choose Teaching
Again as a Career by Sex and Marital Status

Choose Teaching Again as a Career	Single		Married		Divorced, Widowed	
	Male %	Female %	Male %	Female %	Male %	Female %
Yes	60.7	60.3	56.1	71.4	50.0	100.0
No	19.1	16.5	18.3	9.1	0.0	0.0
No Answer	20.2	23.1	25.6	19.5	50.0	0.0
No. of Respondents	(89)	(121)	(82)	(77)	(2)	(3)

In general the findings concerning the high level of satisfaction among married females confirm the general supposition that teaching is a career which women, and particularly married women, find attractive. Married women in Hong Kong, owing to a variety of factors, do not follow the almost universal pattern of leaving the teaching profession upon marrying. The favourable conditions of work with regard to the hours of employment, the availability of domestic help and the existence of teaching jobs near the home can be cited as reasons for the difference. Whether these factors, particularly that of readily available domestic help, will always be present remains to be seen. Since the effects of an absence of domestic help on the availability of married women as part of the teaching labour force cannot be predicted, it would not seem practical at this point in time to regard married women teachers as a distinct group to be singled out for training or opportunities for higher levels of general education.

Chapter V

Comparison of Teachers according to TrainingA. Expression of Opinion

How much difference does professional training make to the teacher? Are professionally trained teachers more satisfied in their work? Are they more likely to continue their education by attending extra-mural courses and conferences, by belonging to professional organizations or by travelling? How does the salary of the professional trained teacher compare with the other categories of teachers? Are they expected to take on extra-curricular activities or does their status exempt them from this duty in order to concentrate on the strictly academic side of teaching? In looking through the questionnaire, was there any difference in the willingness of the professionally trained teachers to express their opinion on educational matters?

If we look at the last item first, we find that the graduate trained teacher and the non-graduate trained teacher were more likely to express their opinion where this was asked for on the questionnaire.

Table 17

Expression of Opinion by Educational Level and Training

Expression of Opinion	Graduate Trained	Graduate Untrained	Non-graduate Trained	Non-graduate Untrained
	%	%	%	%
Expressed Opinion	54.0	34.2	54.2	37.5
Did not Express Opinion	46.0	65.8	45.8	62.5
Number of Respondents	(63)	(199)	(48)	(64)

Professional training seems to result in a greater willingness on the part of the teacher, whether he is a graduate or non-graduate, to state his opinion on matters educational.. It could be assumed that the majority of untrained teachers either did not feel competent to express an opinion or were not interested in doing so. Since the question requiring an opinion was not one in which a high level of competence was involved e.g. what types of extra mural courses would they find helpful in their work, it would appear that untrained teachers are not likely to express an opinion even when it concerns improving their work. One will not expect a large vocal body of opinion from the untrained group of teachers advocating means of improving the present situation of providing training for untrained teachers. Outside groups, such as the Hong Kong Teachers' Association and the Association of Heads of Private Schools, will have to continue to press for improvements on the behalf of these teachers.

B. Further Education

With reference to the differences between trained and untrained teachers in the matter of further education here too, the trained teacher seems to make a greater effort with regard to attendance at extra mural and other courses.

Table 18

Attendance at Extra-Mural Courses by
Educational Level and Training

Attendance at Extra-Mural Courses	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Attended Courses	44.4	31.7	50.0	31.2
No Courses Attended	55.6	68.3	50.0	68.8
Number of Respondents	(63)	(199)	(48)	(64)

It is interesting to note that a greater proportion of non-degreed trained teachers attend extra-mural course than the degreed trained teachers. Perhaps the awareness that their educational level is not as high as that of degreed teachers prompts the college of education graduates to be more diligent in furthering their education. Another interesting point is that the percentage of untrained graduates and untrained non-graduates is the same --68% of each group had not done an extra-mural course in the past three years.

If the attendance at conferences, seminars, etc. is looked at, it is the trained graduate who is more likely than any of the other categories of teachers to have attended this means of further education.

Table 19

Attendance at Conferences, Seminars etc.
by Educational Level and Training

Attendance at Confer- ences, Seminars etc.	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Attended Conferences, Seminars etc.	33.3	13.1	12.5	12.5
No Conferences, Seminars etc. Attended	66.7	86.9	87.5	87.5
Number of Respondents	(63)	(199)	(48)	(64)

The most travelled group was again the professionally trained graduate while a large proportion of untrained graduates had also travelled beyond the colony and Macao. It is very likely that ability to travel is related to salary and that these two groups of teachers are more in a position to afford this type of informal education.

Table 20

Travel by Educational Level and Training

Travel	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Yes	46.0	41.2	29.2	25.0
No	54.0	58.8	70.8	75.0
Number of Respondents	(63)	(199)	(48)	(64)

When membership in a professional organization is looked at, it is the professionally trained graduate who is most likely to be a member of such an organization:

Table 21

Membership in Professional Organizations
by Educational Level and Training

Membership in Professional Organizations	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Yes	27.0 *(14.3)	17.1 (9.5)	8.3 (6.3)	6.3 (6.3)
No	73.0	82.9	91.7	93.7
Number of Respondents	(63)	(199)	(48)	(64)

* Percentages in brackets indicate the respective percentages of teachers who listed membership in the Hong Kong Teachers' Association.

Very few non-graduates, either trained or untrained, belong to any group. This is rather revealing in view of the fact that the Hong Kong Teachers' Association appears to champion the cause of the untrained teacher and is orientated towards more welfare benefits for teachers in private schools, many of whose teachers are untrained. In spite of this, the main support of the Association appears to be among the graduate teachers.

While the total figures might not be as high as some educationalists would like them to be, it seems significant that in comparison with other categories of teachers, the graduate trained teachers are more likely to attend conferences, belong to a professional organizations and to travel. They are also more willing to express opinions about education.

The non-graduate trained teacher is more likely than any of the other groups to attend extra-mural courses. Both graduate untrained teachers and non-graduate untrained teachers are almost equally low in the percentage who attend courses and conferences and in expressing their opinion. It would seem that when compared with other groups the professionally trained teacher, whether degreed or non-degreed, is more likely to take means to further his education and to keep up-to-date.

C. Level of Satisfaction

Coming now to the general level of satisfaction with teaching, one finds a relatively high percentage of satisfaction for all categories of teachers.

Table 22

Level of Satisfaction with Work by
Educational Level and Training

Satisfaction with Work	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Very Satisfactory	15.9	10.0	8.3	4.7
Satisfactory	69.8	67.3	70.8	65.6
Uncertain	11.1	15.6	18.8	21.9
Unsatisfactory	1.6	5.0	2.1	4.7
Very Unsatisfactory	0.0	0.5	0.0	0.0
No Answer	1.6	1.5	0.0	3.1
Number of Respondents	(63)	(199)	(48)	(64)

In an effort to verify this, teachers were also asked if they had it to do over again would they still go into teaching. Again the answer reflected a high degree of satisfaction:

Table 23

Teachers who Would/Would not Choose Teaching Again
as a Career by Educational Level and Training

Choose Teaching Again as a Career	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Yes	79.4	58.8	68.7	50.0
No	14.3	15.6	16.8	17.2
No Answer	6.3	25.6	14.5	32.8
Number of Respondents	(63)	(199)	(48)	(64)

As can be seen from the above 85% of the graduate trained teachers expressed satisfaction or great satisfaction with teaching and 79% said they would choose teaching again as a career.

Of the trained non-graduate group 79% expressed satisfaction and 68% were sure they would choose teaching as a career if they had it to decide over again.

Among the untrained graduates while 77% were satisfied in teaching, 15% were uncertain and 5% were dissatisfied; however, 15% would not choose teaching as a career and another 25% did not answer the question. Failure to answer this question might be regarded as indifference which means a fair portion of this group (41%) do not express certainty as to their choice of teaching as a career.

While 70% of the untrained non-graduate teachers were satisfied with teaching; 26% were uncertain how they felt or expressed dissatisfaction. On the question concerning choosing teaching as a career, 17% would not choose it again and 32% gave no answer so here, too, we seem to have people who drifted into teaching, but are reasonably satisfied with it now that they are in it.

In view of the high level of satisfaction among the teachers, it is worth noting the salary range as well as the working conditions of the various categories of teachers.

Table 24

Salary by Educational Level and Training

Salary (\$ per month)	Graduate Trained	Graduate Untrained	Non-graduate Trained	Non-graduate Untrained
	%	%	%	%
500 and less	1.6	3.5	2.0	14.1
501 - 1000	15.9	27.1	56.3	54.7
1001 - 1500	17.5	35.2	25.0	17.2
1501 - 2000	28.6	22.1	4.2	1.6
2001 - 2500	20.6	4.0	---	1.6
2501 & over	9.4	1.5	---	---
No Answer	6.3	6.5	12.5	10.9
Number of Respondents	(63)	(199)	(48)	(64)

Looking at the range of salaries among these categories of teachers we find not surprisingly that the graduate trained teacher appears to reach a higher level than other teachers. While the non-graduate trained teacher begins at higher salary level than that of non-graduate untrained teacher, there is not a great difference in the salary range of the two groups. This is significant in view of the recent revision of the salary scale which lowers the beginning salary of the non-graduate trained teacher.

With reference to working conditions, the survey looked at whether or not teachers were expected to take charge of extra-curricular activities. Some teachers find extra-curricular activities a burden and principals vary on the importance they attribute to such activities as part of a teacher's job. It was thought that

the highly trained teacher e.g. the graduate trained teacher, might be excused from taking on such activities in order to give himself more fully to the strictly academic type of teaching. If we look at the figures for various categories of teachers, we find that more than half of the trained graduates are responsible for at least one extra-curricular activity. The lowest percentages are among the graduate untrained and the non-graduate untrained.

Table 25

Responsibility for Extra-curricular Activities
by Educational Level and Training

Responsibility for Extra-curricular Activities	Graduate Trained %	Graduate Untrained %	Non-graduate Trained %	Non-graduate Untrained %
Yes	58.7	43.2	58.3	21.9
No	41.3	56.8	41.7	78.1
Number of Respondents	(63)	(199)	(48)	(64)

While the low percentage of non-graduate untrained teachers who are expected to undertake extra-curricular activities may be accounted for by the fact that many of these teachers are employed by private schools. Such schools often operate on double sessions and in crowded premises, so they may tend to minimize the number of extra-curricular activities offered. It is significant that a large number of professionally trained teachers do undertake the supervision of extra-curricular activities, an important part of the students' education.

Chapter VI

Comparison of Teachers according to Types of SchoolsA. Expression of Opinion

Looking at the same variables as those examined in the previous section in relation to types of schools, we can attempt to discover which schools have the larger proportions of teachers who express their opinion, further their education by taking courses, attending conferences, travelling and by belonging to professional organizations. Although the level of satisfaction proved to be high among all categories of teachers when compared with the degree of training, is there a similar level of satisfaction when related to various types of schools?

The classification of schools employed is the usual one followed in the colony -- government schools, grant schools, subsidized and private-assisted schools and private schools. The category of non-aided private schools has been divided into two types -- private non-profit-making and private schools. It might be well at this point to give the reason for this division. There exists in the colony a small group of schools which are classified as "private, non-profit-making" schools. These schools for either religious reasons or in order to cater for a special need e.g. to control their entrance to Form I, do not receive any government aid. The problems of staffing such schools are considerable in that since they are not in the aided section, they do not receive the benefit of a subsidy from government and therefore, find it difficult to pay a sufficiently high salary to attract teachers from the aided schools and other private schools supported by high tuition fees.

In looking at the readiness of teachers to express an opinion, teachers in grant and government schools ranked higher, while the percentages in subsidized, private assisted and private non-profit-making schools were about the same. It is in the group of private schools where very few teachers voice an opinion when asked.

Table 26

Expression of Opinion by Types of Schools

Expression of Opinion	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Expressed Opinion	53.8	62.5	32.7	34.6	27.3	37.3
Did not express Opinion	46.2	37.5	67.3	65.4	72.7	62.7
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

It would seem that neither the teachers in private schools nor the untrained non-graduate will be at all likely to express ways in which their status can be improved. It would seem that plans to remedy the situation of the untrained teachers in the private schools will have to come either from a professional organization or the government rather than from the teachers themselves. The likelihood of it coming from a professional organization is discussed further on in this section.

B. Further Education

With regard to further education, attendance at extra-mural courses was almost equally divided among all types of schools with the exception of the private school teachers. Only 22% of this group had done an extra-mural course in the past three years.

Table 27

Attendance at Extra-Mural Courses by Types of Schools

Attendance at Extra-Mural Courses	Govern- ment %	Grant %	Subsi- dized %	Private- Assisted %	Private-Non- Profit-Making %	Private-All Others %
Yes	48.7	43.7	48.1	47.3	40.9	22.2
No	51.3	56.3	51.9	52.7	59.1	77.8
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

While one can give many excuses for this low percentage, the fact remains that the majority of secondary students attend private schools, most of the students pay fees which are proportionately higher than other types of schools and yet the quality of the teachers in terms of degrees, professional training and further education is considerably lower than aided schools. It would seem that steps should be taken to remedy this imbalance.

Grant and Private Assisted School Teachers had attended more conferences and workshops over the past three years:

Table 28

Attendance at Conferences, Seminars etc. by Types of Schools

Attendance at Conferences, Seminars etc.	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Attended Conferences, Seminars etc.	18.0	35.4	15.4	30.9	0.0	7.6
No Conferences, Seminars etc. Attended	82.0	64.6	84.6	69.1	100.0	92.4
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

Again, it was the grant school teachers who had travelled more than teachers in other schools.

Table 29

Travel by Types of Schools

Travel	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Yes	30.8	56.2	28.9	34.6	4.6	41.8
No	69.2	43.8	71.1	65.4	95.4	58.2
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

Government teachers, more than any other categories of teachers, are likely to belong to professional organizations. This is not surprising in that several government school teachers listed the Civil Servants' Association as the organization to which they belonged. Again the lowest category is the private school teachers who apparently do not see the Hong Kong Teachers' Association as a means of improving their conditions either financially or in terms of training.

Table 30

Membership in Professional Organizations
by Types of Schools

Membership in Professional Organizations	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Yes	41.0	20.8	13.5	14.6	22.7	8.2
No	59.0	79.2	86.5	85.4	77.3	91.8
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

If one looks at the number of teachers who listed the Teachers' Association as the professional organization to which they belong, the figures are as follows:

Table 31

Membership in the Hong Kong Teachers'
Association by Types of Schools

Membership in the Hong Kong Teachers' Association	Govern- ment	Grant	Subsi- dized	Private- Assisted	Private-Non- Profit-Making	Private-All Others
	28.2%	10.4%	7.7%	9.1%	9.1%	5.1%
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

In view of what has been said above concerning the position of the private schools, it would seem that neither movement from the teachers themselves nor through an organization such as the Hong Kong Teachers' Association, will alleviate the problem, but only action on the part of the Education Department in terms of specified requirements for teaching will be effective.

C. Salary and Employment according to Educational Level

Looking at the salary scales of teachers in different categories of schools, it is not surprising to find a downward progression in levels of salary from the government to the private schools. What is surprising is that the teachers in the strictly private schools fare better in general than those teachers in either the private assisted and private non-profit-making schools. While the difficulties facing the private non-profit-making schools have already been mentioned, it can be seen that the private assisted school will also suffer in competition with private schools for teachers.

Table 32

Salary of Teachers by Types of Schools

Salary (\$ per month)	Government %	Grant %	Subsi- dized %	Private- Assisted %	Private-Non- Profit-Making %	Private-All Others %
500 and less	---	---	---	1.8	13.6	8.9
501 - 1000	15.4	20.8	5.8	54.5	68.2	339.2
1001 - 1500	28.2	18.7	36.5	27.3	4.5	31.0
1501 - 2000	25.6	31.2	42.3	7.3	---	8.9
2001 - 2500	7.7	18.7	9.6	1.8	---	2.5
2501 - 3000	5.1	2.1	1.9	---	---	0.6
3001 - 3500	7.7	---	---	---	---	---
3501 - 4000	2.6	---	---	---	---	---
No Answer	7.7	8.3	3.8	7.3	13.6	8.9
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

In looking at the figures for teachers who undertake extra-curricular activities, we find that while the teachers in private non-profit-making schools and private schools may not be paid as well as those in government and grant schools, the demands placed on them in regard to extra-curricular activities are not as great.

Table 33

Responsibility for Extra-Curricular
Activities by Types of Schools

Responsibility for Extra-Curricular Activities	Govern- ment %	Grant %	Subsi- dized %	Private- Assisted %	Private-Non- Profit-Making %	Private-All Others %
Yes	89.7	62.5	53.8	56.4	31.8	21.5
No	10.3	37.5	46.2	43.6	68.2	78.5
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

The majority of government school teachers are responsible for at least one extra-curricular activity. The fact that private schools require this undertaking of fewer of their teachers may be for the reasons listed previously -- that these schools are often in crowded quarters and operate on double sessions. However, since the salaries in these schools are generally lower than the subsidized section of the system, additional duties may not be required of teachers.

Before going on to levels of satisfaction among the teachers in various types of schools, the career pattern of various types of graduates can be examined. Hong Kong University graduates are employed mainly in the government, grant and subsidized schools while the Chinese University graduates are in subsidized and private assisted schools. There is a large concentration of Taiwan university graduates in the private assisted schools.

Table 34

Distribution of Graduates by Types of Schools

Universities	Government %	Grant %	Subsi- dized %	Private- Assisted %	Private-Non- Profit-Making %	Private-All Others %
Hong Kong University	46.2	52.1	34.6	9.1	9.1	25.3
Chinese University of Hong Kong	10.3	8.3	28.8	25.4	18.2	6.3
G.B. and Commonwealth	5.1	12.5	1.9	3.6	4.5	3.2
China (before 1949)	2.5	2.1	5.8	5.4	4.5	5.7
Taiwan	2.5	---	3.8	34.5	18.2	13.9
United States	---	---	---	1.8	---	3.8
All Others	---	---	1.9	1.8	9.1	5.7
Non-Graduates	33.3	25.0	23.1	18.2	36.4	36.1
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

Looking at the level of general education and professional training factor in relation to the various types of schools, we can see where the most highly trained teachers are functioning.

Table 35

Distribution of Trained/Untrained Teachers
by Educational Level and Types of Schools

Train- ing	Government		Grant		Subsidized		Private- Assisted		Private Non- Profit-Making		Private-All Others	
	Grad.	Non- Grad.	Grad.	Non- Grad.	Grad.	Non- Grad.	Grad.	Non- Grad.	Grad.	Non- Grad.	Grad.	Non- Grad.
	%		%		%		%		%		%	
Trained	50.0	100.0	38.9	100.0	22.5	91.6	15.6	20.0	7.1	12.5	18.8	15.8
Un- Trained	50.0	--	61.1	--	77.5	8.4	84.4	80.0	92.9	87.5	81.2	84.2
Number of Res- pondents	(26)	(13)	(36)	(12)	(40)	(12)	(45)	(10)	(14)	(8)	(101)	(57)

From the above, it appears that all the non-graduates in government schools are trained while only half of the graduates are untrained. In grant schools the same situation exists for non-graduates but only 38% of their graduate teachers have professional training. The percentages of trained graduates are lower in other types of schools -- subsidized schools 22%; private assisted 15%; private non-profit-making 7% and private (others) 18%. Again the unfavourable position of both the private-assisted and private non-profit-making schools is apparent.

D. Level of Satisfaction

Coming next to the level of satisfaction with teaching, it is not surprising from the statistics on salary and levels of general education and professional training to find that the

highest levels of satisfaction are among government and grant school teachers. What is surprising is that the private schools rank third followed by private assisted and subsidized schools. Again the private non-profit-making schools are lowest with only 55% of the teachers expressing satisfaction.

Table 36

Level of Satisfaction with Work by Types of Schools

Satisfaction with Work	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Very Satisfactory	23.1	14.6	5.8	7.2	4.5	8.2
Satisfactory	64.1	72.1	63.5	67.2	50.0	71.5
Uncertain	12.8	10.4	21.1	10.9	31.8	13.3
Unsatisfactory	---	2.1	7.7	1.8	9.1	4.4
Very Unsatisfactory	---	---	---	---	---	0.6
No Answer	---	---	1.9	1.8	4.5	1.9
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

Going on to look at the question concerning the choice of teaching as a career, the picture is somewhat different:

Table 37

Teachers who Would/Would not Choose Teaching
Again as a Career by Types of Schools

Choose Teaching Again as a Career	Government %	Grant %	Subsidized %	Private-Assisted %	Private-Non-Profit-Making %	Private-All Others %
Yes	71.8	72.9	67.3	61.8	40.9	57.6
No	12.8	16.7	21.1	16.4	27.3	12.7
No Answer	15.4	10.4	11.5	21.8	31.8	29.7
Number of Respondents	(39)	(48)	(52)	(55)	(22)	(158)

The general figures are lower than those for satisfaction with teaching and the order is slightly changed: government and grant schools are the highest with subsidized schools next. Private assisted and private schools follow and only 41% of the teachers in private non-profit-making schools indicate that they would choose teaching as a career if they had it to do over again. Not surprisingly if we compare the two items on satisfaction and choice of teaching as a career with that of salary, we can observe a definite progression to greater satisfaction as the salary range increases:

Table 38

Level of Satisfaction by Salary

Satisfaction with Work	\$500 or less	\$501-1000	\$1001-1500	\$1501-2000	\$2001-2500	\$2501 or over
	%	%	%	%	%	%
Choose Teaching Again as Career	50.0	58.7	60.6	72.3	63.6	66.7
Very Satisfied or Satisfied	83.3	73.8	77.9	78.5	86.4	100.0
Number of Respondents	(18)	(126)	(104)	(65)	(22)	(9)

While the findings indicate a large percentage of teachers who are dedicated to teaching one is left to speculate on whether we can apply the distinction sometimes made between dedicated and creative types of teachers. There seems to be a substantial number of teachers who are dedicated, but owing to a lack of professional training, it is difficult to assume that this means they are the creative type of teacher who will be constantly endeavouring to improve the level of teaching in the schools.

PART III

CONCLUSIONS AND RECOMMENDATIONS

Chapter VII

Conclusions drawn from the Survey

From the data collected in the survey, one can draw a picture of the so-called "average" teacher. The Hong Kong secondary school teacher is most likely to be someone who has completed his own secondary school education in the colony and who has obtained a general education to matriculation level or its equivalent and may have gone on to a degree here or abroad. He is not likely to have undertaken professional training owing to pressure of work or financial considerations. He may also not believe in the value of professional training since he feels personality and experience are more important than course work. He is not likely to be a member of a professional organization. While he may have done some travelling one would hope it was educational since he is not likely to have taken any courses or attended a conference in the past three years.

Narrowing down the description to each particular category of teachers that one finds in the Hong Kong schools, we can begin with a small group of those with degrees and professional training. This group appears highly motivated to do a Diploma in Education since most of them had to pay for the course themselves and at the same time they undertook the course did not benefit greatly by increments in salary. The professionally trained teacher is generally satisfied with the courses undertaken and feels that methods courses and psychology courses are of assistance in enabling him to teach more effectively. The trained, degreed teacher is more likely to express an opinion

concerning educational matters, to take courses and attend conferences, to travel and to belong to a professional organization. It would seem to indicate that Beeby was correct in attributing the movement of the educational system to Stage IV, the Stage of Meaning, to this type of teacher. One only has to regret there are so few of them in the Hong Kong educational system.

The graduate untrained teacher does not appear to take a great interest in improving his level of competence apparently assuming a degree is sufficient for adequate performance in teaching. In some areas such as attendance at courses and conferences, he is on the same level as the untrained non-graduate teacher. Only in the areas of travel and membership in professional organizations does he rank higher. While he is satisfied with his job, he would not be as likely as the trained teacher to choose teaching as a career if he had it to do over again. He is less likely than a trained teacher to have to supervise extra-curricular activities, but his salary is considerably higher than the non-graduate trained and the non-graduate untrained teacher. He is likely to be employed in all types of schools, especially in subsidized, private-assisted, private non-profit-making and private schools.

If we look next at the non-graduate, trained teachers from the college of education we find a group who shows an interest in things educational and exerts an effort to further their education by attendance at courses. A small percentage usually employed in government schools attempt to improve their level of general education by third year specialist courses and another very small proportion by studying for the external degree of the London University. They are not likely to be members of a professional organization and while

not as satisfied with teaching as a career as the graduate trained teacher, they are more satisfied than the graduate untrained and the non-graduate untrained teachers. More than half will earn between 500 and 1000 dollars and they are found teaching in all types of schools. Since this category of teacher ranks as high as the trained graduate in their willingness to express their opinion and in their attendance at extra-mural courses, it might safely be concluded that in these two areas professional training rather than the level of general education makes a difference.

The non-graduate untrained teacher who outnumbered all other types in the Hong Kong educational system does not readily attend courses, very rarely does he go to conferences or has an opportunity to travel as a means of self-improvement. He does not belong to professional organizations even to ones which might help to improve his position. Added to this, he does not readily express an opinion on how his status might be improved. He is not expected to undertake extra-curricular activities and yet enjoys a salary which is not appreciably different from a trained non-graduate teacher. He is not to be found as a teacher in a government or grant school, and rarely in a subsidized one. While only half of this group would choose teaching as a career if they had it to do over again, nearly three-fourths are satisfied now that they are in teaching.

If we now turn to examine the quality of teaching according to the various types of schools, we find that the teacher in a government school is much more likely to be a member of an organization. He has views on educational matters and contributes them when asked. If he is a graduate teacher and 2 in 3 will be, his degree is more likely to be from Hong Kong University and there is a 50% chance that he

will hold a Diploma in Education as well. He will continue his education by attendance at courses. If he should be a non-degreed teacher, he will be trained.

In grant schools all non-degreed teachers will also be trained. The degreed teachers are also more likely to be from Hong Kong University and one-third of them will have professional training as well. They are likely to continue their education by attendance at courses and conferences and are much more likely to have travelled abroad. They express their opinion on educational matters and are usually expected to undertake extra-curricular activities as part of their teaching job.

Looking next at the subsidized schools we find them distinguished from other types of schools only in that their degreed teachers are about equally divided between the Hong Kong University and Chinese University graduates. Their teachers do undertake courses, but only 1/5 of their graduates are trained.

In the private assisted schools, there is also an attempt by the teachers to attend courses and conferences. Most of the graduate teachers come from the Chinese University or Taiwan Universities; 15% of the graduates are trained and 20% of the staff is untrained non-graduates.

In the private non-profit-making schools again most of the degreed teachers come from either the Chinese University or Taiwan Universities. Very few graduate or non-graduate teachers are professional trained. A modest proportion do attend courses to further their education.

The teacher in the private schools rarely attends courses and is least likely to belong to the Hong Kong Teachers' Association. If he is degreed, he most likely attended either Hong Kong University or Taiwan Universities. 18% of the graduates and 15% of the non-graduates are trained.

From the above it would seem that the greatest hope for improving the quality of education in Hong Kong would come from the trained teachers -- either graduates or non-graduates. The government and grant schools are most likely to have large proportions of these teachers on their staff while the untrained teachers (graduates and non-graduates) predominate in all other types of schools. Yet these categories of schools cater for the majority of the secondary school pupils of the colony.

Chapter VIII

Recommendations

It would appear from the conclusions noted in the previous chapter that the type of teacher whom Beeby would associate with Stage I in the educational system is the largest category of teachers in Hong Kong and is employed in those schools which educate the largest number of students. The general picture of the graduate untrained teacher also indicates that this group is likely to be the type previously described as relying on rigid syllabuses, textbooks and examinations as the main means of teaching. Considering the widespread prevalence of these two types of teachers in the educational system, a change to a more creative approach to learning throughout our secondary schools is not likely to occur.

If we are to rely on the graduate trained teacher to move the system from more formal teaching to a more meaningful type of education again chances for a general improvement are slight at present, since most of this rather numerically small category are concentrated in government and grant schools. Perhaps one of the main signs of hope and encouragement in the school system is the large numbers of trained non-graduates, especially as teachers in the lower forms of the secondary school. In the following pages an attempt is made to offer some concrete suggestions to improve the present situation in relation to the education and training of secondary school teachers.

First, we might begin by looking at the relationship between curriculum and the quality of teaching. The Education Department has hinted that experts from England will be arriving in the next year or

two to examine the curriculum. The School of Education of the Chinese University is engaged in a full scale study of the secondary school curriculum. However, one wonders if the results will have significant effects in changing the curriculum which most educators feel needs revising. The following comment is worth considering:

Any changes in the curriculum, any modifications in the objectives of the school, any new approach to the teaching of the subject are dependent for success on the quality of the teachers.⁽¹⁾

No matter what changes are proposed, the large proportion of the secondary teachers are untrained professionally. The authors of the above go on to comment that most curriculum reforms are really new approaches rather than new content. If this is true, what will be the chances of success for curriculum reform in Hong Kong when most teachers are forced to rely on their own secondary school experience to know how to teach?

If we look first at the areas which concern all teachers, regardless of their level of education and professional training, then the absence of civics courses in the general education of teachers is one area which needs to be remedied. Mr. Canning, the Director of Education has cited as a problem for educators in the 70's as the challenge of instilling in students a sense of social awareness and an identity with the community in which they live.⁽²⁾ This will be extremely difficult even for a good teacher to do if they lack the basic factual about the community in which they live. While there

 (1) Houghton and Tregear, Community Schools in Developing Countries P.46

(2) J. Canning, "Education Problem of the 1970's" (Legislative Council Meeting 8 Oct., 1968.)

are occasionally courses in Economics and Public Affairs offered by various groups, these are mainly for teachers of the subject. More effort needs to be exerted in providing courses for all teachers and for impressing upon teachers the need to be familiar with various aspects of the community. While what little that has been done has been undertaken by the Departments of Extra Mural studies and the Department of Education, would not a workshop scheme be more valuable in linking the school and the community? This could be a means of having all teachers become familiar with community development, social work, labour problems, government structures, etc. Discussion could centre around the role of the school in relation to these areas. Workshops or courses which prove popular should be repeated, the object being to reach a large population of teachers rather than giving longer erudite courses to a few. It might well prove stimulating to both the teachers and to the representatives of other parts of society. Students could also be included since they are, in some cases, more aware of society than the teachers.

Secondly, there is an obvious need to provide more incentives for all teachers to further their education. Payment of course fees by school heads and by the Department of Education is one means, but what would seem to be more important would be an indication by influential members of the teaching profession that further education is expected of a good teacher. The encouragement of principals, both as individuals and as part of organized groups, would be helpful. An indication that proof of such further education in the forms of courses, conferences and educational travel will be expected at the time of approval for promotion and salary increment would also do a great deal to promote further education among teachers.

By looking at the courses most appreciated by trained teachers and those which were suggested by untrained teachers, it appears that courses in teaching methods and in psychology would be the most beneficial. The request for courses in teaching methods supports the claim made previously that it is new approaches rather than new content which is needed in educational reform.

Moving on to the training of untrained non-degreed teacher, this should be a matter of urgent concern for the Department of Education. In looking over a large number of newspaper items over the past 18 months, there is a persistent plea for this by the Hong Kong Teachers' Association. The recently expanded in-service training programme does not seem adequate. There is a need to co-ordinate the efforts of private bodies, the Department, the Extra-Mural departments of the universities and the Hong Kong Teachers' Association in order to build up some system of a progression of courses which could lead upon completion of a specified number of approved courses to a certificate. One of the grievances of the private schools is that when their teachers qualify in the in-service training courses, they leave the private schools for aided or government schools. This problem will require the government to determine the number of teachers needed, the length of time required to train them and a warning that certification will be required of all teachers by a certain point in time. With the proposal to use the private sector of education to provide needed secondary places there would seem to be no reason why a higher standard cannot be demanded of teachers in these schools provided, of course, that the opportunities are available for some type of training.

The next group in need of consideration are the degreed untrained teachers. This has been partially remedied in the matter of incentives since there is now a requirement of a Diploma of Education for increment beyond the fifth point in the new salary scale. However, there is still need to find a more realistic approach to this problem than overcrowded part-time Diploma in Education courses. Schemes to introduce a minor in education during the degree course have been proposed at various times and students already undertake some courses, such as educational sociology, psychology, linguistics etc. which could serve as points around which to organize a minor in education without great disruption to the traditional university under-graduate system. This is already being done at York University⁽¹⁾ which would indicate that even developed countries have resorted to it in an effort to obtain trained teachers. One of the reasons why many of the good suggestions made are confined to paper or to speeches at conferences is that the Professional Teachers' Training Board apparently fails to function or has simply ceased to exist. There is an urgent need for some body of intelligent and concerned individuals representing the various interested parties to be formed and to propose suggestions for the development of the training of graduates. Representatives from the Schools of Education of the universities, the Department of Education, the heads of schools and teachers should work together on proposals. More communication between the Heads, the Schools of Education and the Department seems particularly needed.

(1) York University (U.K.) offers education as a subsidiary course with the following main courses: Biology, Chemistry, English, History, Language, Mathematics, Music and Physics.

The third group which is in need of some consideration is the non-degreed trained teacher. It is apparent from the survey that the London University external degree scheme is for none but the hardest. The complaint leveled at the third year specialist courses is that they fulfill a need felt by government schools and make very little if any provision to supply the same need in aided or private schools. There is also no long range plan to indicate that this will ever lead beyond the third year to a means of completing a degree. It seems regrettable that there has not been thought given to the use of educational television as a means of remedying this situation. The recent developments in England in the Open University should be looked into as a means of providing a higher level of general education for this group of trained teachers. It could also be a means of updating trained-degreed teachers and training non-graduate untrained teachers.

There would appear to be a need to reconsider classification of teachers to allow for a greater variety of qualifications. A more realistic acknowledgement of degrees which are non-Commonwealth is needed. Consideration of allowing a law of supply and demand to operate might also prove helpful so that if there is a shortage of translation, music, science or other types of teachers this might be cared for by providing a special allowance. If one looks at the present salary scales in operation in aided schools, teachers who hold degrees from Commonwealth Universities are favoured over all others. Graduates of other universities and college of education teachers fall in the next group with post-secondary college graduates trailing at the end. It would seem a better means to improve the quality of teaching to devise a classification system which put the graduate with pro-

fessional training (degree plus 1 year Diploma course) considerably above the untrained graduate. The university graduate who has some education courses on an undergraduate level should also be acknowledged as higher qualified than graduates with no education courses on an undergraduate level. There should be a reduction in the gap between the graduate untrained and the trained, non-graduate which at present is considerable. The biggest salary difference should be between the college of education trained teacher and the untrained, non-graduate. The later should be gradually eliminated from both the aided and private schools.

Present system of classifying teachers

Commonwealth degrees, plus Dip. Ed.
Commonwealth degrees, no professional training

Other type degrees (with and without any professional training)

College of Education, post secondary colleges graduates
Non-graduates, untrained

Suggested system

Degree plus Dip. Ed.
Degree with education courses as part of under-graduate work

Degree with no education courses (temporary permission to teach)

College of education teacher

(Gradual elimination of the non-graduate, untrained)

Increments to be based on evidence of further education and the head's recommendation

Special allowance for teachers in short supply

It is evident in all that has been suggested above that the two main groups which should be deeply involved in attempts to improve the quality of teaching in the schools are the Department of Education and the teachers themselves. Looking at the administrative framework through which this is to be done, it should become apparent that the present combined Department of Further Education and Technical Education which presently exists is unsatisfactory. Certainly both topics are of sufficient importance to warrant separate offices to deal with them. With relation to the teachers as a group there is a marked absence of anything resembling a professional teachers organization. The Hong Kong Teachers' Association, as has been pointed out before, appears to make its primary concern the needs of the private schools. This may well be a valid role for the Association (there is, however, a Private Schools Teachers' Association), but it will not interest teachers in aided schools. Government teachers are more inclined to spend their energies on the Civil Servants' Association if on any group. So it leaves the teachers as a group fragmented not only by different types of training and educational background but by membership in organizations which might be able to promote the profession. The existence of an organization of professionally trained teachers while appearing at first to separate the professionally trained from the untrained graduate and the trained non-graduate could do much to obtain more favourable conditions for the training and education of these groups of teachers. The Hong Kong Teachers' Association, at present, does not seem capable of fulfilling this role.

Appendix: Suggestions for Further Research

This report has attempted to give a picture of the various categories of teachers presently teaching in Hong Kong secondary schools with particular emphasis on their attitudes towards professional training, further education and teaching as a career.

In conversations with several principals of schools it was felt that heads of schools may not value professional training as highly as their teachers do. This attitude may be based on experience of teachers' performance or, in certain schools, a desire to minimize the importance of training since the schools do not attract trained teachers. Some research into principals' attitudes towards professional training and other aspects of further education would add to the facts already uncovered.

Having established that most of the untrained teachers are relying on their own Hong Kong secondary school experience to know how to teach, one realizes that the trained teacher is undoubtedly very much influenced by his College of Education or School of Education experience in learning how to teach. Just how different is the teaching method, the approach to curriculum and the examination system of the colleges of education and schools of education from those of the secondary school? Could Beeby's four stages from the Stage of Form to that of Meaning be used to evaluate the professional training institutions?

The study would certainly indicate that we can ill afford to waste any of the teaching force, but how many teachers are actually teaching the subjects which were their main areas of study. Do we have mathematics teachers teaching English? Geography teachers teach-

ing General Science? Some research into studies undertaken by teachers and the subjects they actually teach might indicate more effective ways of using our teaching manpower.

As has been stated in the survey, membership in professional organizations is not high among the teachers. Since the Hong Kong Teachers' Association is the main organization for teachers at present, some research into its membership, aims and activities could prove valuable in indicating whether or not it is realistic to expect this group to fulfill a function similar to that of the National Union of Teachers in Great Britain.

With all the publicity given to the recent changes in teachers' salaries, there is no need to mention that this entire area of the teaching profession could be looked into in more detail. If the recent proposals to lower the salary of the beginning teacher from the college of education is not reconsidered there seems to be every indication that the number going into teaching will decline while the improved position of the Honours graduate with a Diploma of Education has already caused an increase of applications to both university departments of education. All of the above indicates that there is no lack of material for further research in the field of teacher education.

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