

The Postmodern Turn in Counseling: Implications for School Practice in Hong Kong

David W. Chan

In examining the postmodern turn in counseling and its implications for school counseling practice, it is suggested that in postmodern approaches, there is a change in the use of the narrative metaphor, a shift from the therapeutic focus on problems to solutions, and a reinterpretation of the meanings of the core counseling values that sustain the client-counselor therapeutic relationship. An integrated postmodern approach based on narratives and solutions is then suggested as a viable alternative to traditional counseling approaches. Finally, bullying as an example of school problems in Hong Kong is discussed from the perspectives of the traditional approaches and this integrated postmodern approach, emphasizing the need for research into the effectiveness of this integrated postmodern approach to school counseling.

Keywords: school counseling; postmodern approaches; Hong Kong

Beliefs About Emotions Among Early Childhood Teachers in Hong Kong

Angela F. Y. Siu

The pattern of emotion-related beliefs among teachers in the early childhood setting was assessed in a sample of 222 in-service teachers in Hong Kong using the translated version of the questionnaire "Caregivers' Beliefs About Feelings", developed by Hyson and Lee (1996). Results indicated that, among the six areas of emotion-related beliefs tapped in the questionnaire, statements relating to the belief area on "bonds" were most likely to be endorsed, followed by those in the belief area on "modeling". The likelihood of endorsing emotion-related beliefs related to "expressiveness", "display/control", and "talk/label" were at similar levels, much lower than the level endorsed for statements relating to "bonds" and "modeling". Statements that belong to the area of "protect" were endorsed the least. Further research topics in the area of emotion-related beliefs for teachers and implications for such beliefs on educational practice are discussed.

Keywords: beliefs; emotions; early childhood teachers

The Impact of a Socio-Cognitive Training Program on Self-Processes and the Self-Regulatory Functioning of Low Achieving Students in Singapore

Wan-har Chong

This study investigates the effects of a classroom-based intervention program aimed at enhancing low achieving students' self-perceptions of their own ability, agency, control, and efficacy. The quasi-experimental study with 89 secondary school students was carried out over ten 35-45 minute weekly sessions in two Singapore schools. By adopting a socio-cognitive perspective in which self regulatory processes and personal agency beliefs are incorporated, the program aimed at fostering the students' will through helping them to appraise their role in assuming personal responsibility in change processes, and their skill through using various metacognitive and cognitive strategies to effect personal changes. The exposures to the instructional activities showed a positive impact on the self-efficacy and self-regulation in the academic domain but not on aspects of self-concept, social efficacy and social regulation, suggesting that these two socio-cognitive variables may be more amenable to change than social constructs that are less definable and more general conceptually. Qualitative data provided useful feedback on how the concepts could be refined to help create greater metacognitive knowledge and awareness of school-related skills in the students. Educational implications for the classroom were discussed in the light of these findings.

Keywords: self-regulation; self-efficacy; low achieving

A Three-Factor Model on Teacher Professionalism

Chung-lim Ho, Wing-tung Au, and Jin-pang Leung

The present study was designed to investigate the correlates and variables of teacher professionalism. Review of past literatures identified a list of contributing factors that we conceptually grouped into three latent factor constructs (intrinsic, extrinsic and core self-evaluations) to examine their inter-relations with teacher professionalism by a structural equation model. Success and recognition, and perception of work characteristics constitute the intrinsic latent factor construct. Extrinsic latent factor construct consists of principal's support, colleagues' support and role clarity whereas core self-evaluations latent factor construct is composed of self-esteem and generalized self-efficacy. Self-report questionnaires were gathered from 397 secondary schoolteachers distributed in 17 secondary schools. Our revised model suggested that not only did intrinsic and core self-evaluations latent factor constructs exert direct effects on teacher professionalism, the intrinsic factor construct also mediated the effect of core self-evaluations factor and extrinsic factor constructs on

teacher professionalism. Moreover, the intrinsic factor construct constituted the largest influence on teacher professionalism. We further tested the robustness of the model with intention to leave as a criterion variable. Results found that teacher professionalism and intrinsic factor construct are useful predictors of intention to leave. All indirect effects of three latent factor constructs on intention to leave mediated through both the intrinsic factor construct and teacher professionalism. Implications for practice and recommendations for future research were presented.

Keywords: three-factor model; teacher professionalism; intention to leave

Help Wanted!!!: Perspectives of Physical Education Graduate Teaching Assistants on Their Instructional Environment, Preparation and Needs

Jared A. Russell and Jepkorir Rose Chepyator-Thomson

Higher education physical activity and wellness programs, also known as service, general, or basic instruction programs, play a vital role in providing thousands of undergraduates with formal and structured opportunities to develop sport-related skills, fitness and healthy lifestyle habits. These skills and conceptual knowledge are necessary for life-long recreation participation and subsequently, increased overall health well after their formal education is complete. The purpose of this research was to identify instructional concerns of physical education graduate teaching assistants (GTAs) and to obtain their perspectives on and recommendations for improving their work environment. Nineteen GTAs took part in this study. Data was collected using a questionnaire that consisted of multiple demographic survey items and three open-ended questions. Qualitative case study data collection and analysis techniques were used to develop themes and categories. Major concerns expressed by the GTAs included: (a) the need for increased communication with administration, b) obtaining instructional resources, and (c) the development of a more effective pre-teaching GTA orientation. Recommendations included: (a) providing formal opportunities for interacting with program administrators, departmental faculty, and peers within an instructional setting; (b) establishing a GTA instructional resource center within the department; and (c) formatting the pre-teaching orientation so that more emphasis was placed on instructional issues and strategies.

Keywords: teaching assistant; concerns; development

Online Discussion in an Independent Academic BBS Forum: Two Case Studies

Gaowei Chen

This study analyzed two cases, totaling 56 messages, from the math board, an independent academic discussion forum in a Bulletin Board System (BBS) Website. A new coding framework was introduced and employed to do content analysis of the messages of the two cases. With this framework, five key variables were examined: (1) cited times, (2) cognitive skills, (3) evaluation, (4) invitational form, and (5) social cues. Transcript content analyses showed that the messages structures of the two cases were coherent but fragile. Participants were more likely to respond to the latest messages in the discussion. Also, they were likely to both post and respond to critical messages and messages with personal idea. But they seldom posted questions to invite answers. Lastly, participants were not likely to develop informal conversation with others during the discussion.

Keywords: online discussion; BBS; academic forum

Exploring Creativity Among Hong Kong Primary and Secondary School Teachers: A Picture Completion Test

香港中小學教師創造力之探索：圖形刺激測試

Kwok-keung Ho, Xiaodong Yue, and Belinda Wan-kam Fong

賀國強、岳曉東、賀方韻琴

The present study explores the divergent thinking of primary and secondary school teachers in Hong Kong. A picture completion exercise was used to examine a sample of 384 teachers. The results showed that most teachers in the sample were unable to think beyond the nine-squared box frame, implying that they were generally limited in divergent thinking. The results also showed that teachers from the non-standard schools scored significantly higher on the originality sub-scale of divergent thinking than teachers from the regular schools.

本研究探索如何評量香港中小學教師的發散思維，在 384 名教師完成了「圖形刺激測驗」後，發現絕大部分的教師在畫圖時均未能跳出每幅共九格的圖畫之外，表明大多數教師缺乏創造力中的發散思維。本研究結果還顯示，另類學校的老師在獨創力項目上的表現明顯較普通中學老師為佳，這一差異可能是由於兩者的教育工作性質和方式不同所導致。

Keywords: 發散思維、創造力、中小學教師