Beginning Teachers’ Perceptions of Their Work, Well-being, and Intention to Leave

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Abstract
Both qualitative and quantitative data were collected from 123 graduate teachers six weeks after they first commenced full-time teaching in 2002 in the Australian state of Queensland, and again six months later. Standard surveys indicated graduate teachers were experiencing relatively high levels of work pressure and emotional exhaustion, and increasing frequencies of emotional exhaustion and depersonalizing behavior through the year. Almost a third of respondents indicated a serious intention to leave their current employment after the first eight months teaching, and this intention to leave was significantly correlated with burnout. Qualitative analyses of teacher feedback about issues of major concern to beginning teachers supported the results of the quantitative investigation and depicted increasing concern with a lack of support in an emotionally demanding work environment. Mentoring programs, where implemented, did not ameliorate concern about the absence of support or influence burnout symptoms. Findings were consistent with calls to implement effective programs to support teachers during their first year of employment.

Relatively high rates of teacher attrition have been identified as a major issue for the teaching profession over several decades now (see, e.g., Gold, Roth, Wright, & Michael, 1991; Commonwealth Department of Education, Science and Training, 2002). Along with concerns about the transmission of teacher training to effective practice, the concern about relatively high attrition rates has clearly influenced many of the investigations into work pressure, stress, and burnout experienced by teachers at the beginning of their careers (Elkerton,
1984; Schonfeld, 2000). Despite strong evidence that actual attrition, as well as the expression of serious turnover intentions, is strongly related to burnout, relatively few studies focusing on beginning teachers’ well-being and attrition have investigated early career burnout as a possible explanation for attrition in beginning teachers (see, for exception, Fimian & Blanton, 1987; Friedman, 2000).

Perhaps the reason that beginning teacher burnout has been a neglected area in research that focused on the transition of graduate teachers to professional practice arises from the view that the burnout phenomenon is usually considered to develop later in a professional’s career, that is, after they have become “worn-out” and exhausted as a long-term result of unremitting work pressures.

However, despite this view, where burnout has been investigated in beginning teacher populations, significant case rates have been reported. For example, Fimian and Blanton (1987) used a survey methodology to compare burnout in less experienced teachers and trainees with groups of more experienced teachers and found burnout rates in the less experienced and trainee groups to be almost identical to that reported by more experienced teachers. Furthermore, the large discrepancies between actual teaching experience and what the experienced teachers (who are experiencing burnout) aspire to within their career may be evident in beginning teachers during their first year of practice as discrepancies between actual experience and pre-employment expectations. Friedman (2000) and Schonfeld (2001) both report beginning teacher disappointment and distress arising from unrealized expectations and suggest significant adverse consequences consistent with early career burnout.

Clearly, if one is to seriously investigate high attrition rates in beginning teachers, estimated to be in the order of 20% to 25% within the first three to five years of employment (Gold et al., 1991), then the literature linking burnout to turnover should not be ignored simply because the general view of burnout is that it is a long-term consequence of work stress.

Previous work in the burnout field (for comprehensive summaries, see Cordes & Dougherty, 1993; Kahill, 1988; Maslach & Goldberg, 1998; Maslach, Jackson, & Leiter, 1996) clearly identify several work climate factors, such as work pressure, role clarity, and support, as influential in the determining burnout case rates. However, these variables have not been systematically
investigated for beginning teachers where other factors, such as the presence or absence of a mentor or other induction program elements, may be more influential in determining whether burnout develops at the beginning of a teaching career.

THE PRESENT STUDY

The aim of the present study was to investigate beginning teachers’ perceptions of their work climate, their turnover intentions, and the levels of burnout reported during the first year of professional practice. This study is part of a longer ongoing investigation into the relationship between work climate and early career burnout in teachers over the first two years of their professional practice.

Burnout has been defined according to the most widely accepted definition of burnout discussed in the literature, that is Maslach’s assertion that burnout is “... a three dimensional syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs among individuals who work with people in some helping capacity” (Maslach, 1982, p. 3).

METHOD

Beginning teachers’ perceptions of their work climate were investigated using both quantitative and qualitative methods. First, work climate was investigated by administering a standard survey of work climate, the Work Environment Scale (WES: Moos, 1994), along with supplementary questions seeking to define the type and relative intensity of work being performed. Second, beginning teachers were invited to comment about their current view of their work, work expectations, and turnover intentions. Finally, as respondents’ perceptions of their work environment were expected to systematically change as they became more experienced over the course of their first year of employment, the present study collected work climate data on two occasions: first after only seven weeks employment (T1) and then again after a further six months of continuous employment as a teacher (T2).
Participants

Participants were teachers registered in the Australian state of Queensland and working as teachers in the year following their graduation from a university. The sample was drawn from contact details held by the Queensland Board of Teacher Registration. When first surveyed (T1; March-April 2002), 142 teachers responded to the survey. The same teachers were surveyed again six months later (T2). Discarded from this first year analysis were 19 respondents, who completed the survey at T1 but had not returned the second survey at T2, thus failing to provide any information about their current status as teachers. A series of t-tests and chi-square analyses concluded that no attrition bias was apparent for those 19 respondents (13.4%) who dropped out between the initial and subsequent survey.

Instruments

Work Climate

Beginning teachers’ perceptions of work climate were investigated by administering the Work Environment Scale (WES; Moos, 1994) modified for teacher respondents according to Fisher and Fraser (1991). The modified WES was administered at both T1 and T2. The WES is a 90-item self-report questionnaire that asks respondents about their working environment using a true/false forced choice format (WES: sample item, “I feel under pressure at work”). The scale yields summary scores with respect to 10 subscales described by Moos (1994) as “distinct though somewhat related aspects of work environments” (p. 23). The technical manual reports alpha reliability coefficients for the ten individual WES scales in a range between .84 and .60 for a sample of Australian teachers. In the present study, corresponding Alpha coefficients for the 10 individual WES scales ranged from .80 to .45.

Respondents were also asked a series of questions to assess the work demands of their current job relative to pre-employment expectations, relative to more experienced teachers, and relative to the rewards they perceived they were receiving by undertaking their current job. Together, these series of additional questions were designed to supplement WES data and establish whether or not beginning teachers believed, at the time they were surveyed, their workloads were equitable.

In addition to the specific questions described above, respondents were also asked open-ended questions about their work and invited to make suggestions
about the content of future surveys seeking to investigate the perceptions and experience of beginning teachers. In particular, respondents were asked to outline the feedback that they would like to give their current employer and their teacher training institution about their current experience of work as a first-year teacher.

**Burnout**
Burnout was measured at both T1 and T2 by using the Educator Survey version of the Maslach Burnout Inventory (MBI; Maslach et al., 1996). This is a 22 item self-report instrument described in the literature as “the most widely used operationalization of burnout” (Lee & Ashforth, 1996, p. 124). The MBI consists of three subscales: Emotional Exhaustion (EE: sample item, “I feel emotionally drained from my work”), Depersonalization (DP: “I feel I treat some students as if they were impersonal objects”), and Personal Accomplishment (PA: “I feel I am positively influencing other people’s lives through my work”). Participants respond on a seven-point frequency rating scale, ranging from “never” (0) to “every day” (6). High scores on the EE and DP subscales and low scores on the PA subscale are characteristic of burnout. Reliability coefficients published in the technical manual were .90 for EE, .79 for DP, and .71 for PA (Maslach et al., 1996). In the present study, at T1 the corresponding coefficient alpha scores were .89 for EE, .68 for DP, and .86 for PA, and at T2 were .92 for EE, .79 for DP, and .88 for PA.

**Turnover Intention**
Turnover intention was investigated at T1 by asking respondents whether, at the time of being surveyed, they were considering leaving their current job. (Actual question: “Are you considering leaving your job?”). So as not to confound idle speculation with serious intention, at T2 this question was modified to ask whether respondents were seriously considering leaving their current job (Actual question: Are you seriously considering leaving your job?). All respondents who indicated a serious intention to leave their current job were also asked whether they would be seeking another teaching job or whether they would be seeking a non-teaching alternative. In an unrelated section of the survey administered at T2, all respondents were asked if they could begin their career again whether they would choose teaching as their first career choice.
Procedures

Initially a sample of approximately 600 Queensland teacher graduates was contacted via mail to secure written consent to participate in a longitudinal study into beginning teacher well-being to be conducted over the following two years of professional employment. As a result of this recruitment exercise, survey booklets containing the MBI and the WES, and a questionnaire asking respondents for demographic information, as well as asking about expectations and perceptions of the work environment, were then forwarded directly to all of the 180 individuals who responded to the initial mail out and had both agreed to participate in the study and who also satisfied the criterion that they had secured employment as a teacher. Therefore, approximately 600 graduates were invited to participate and 180 teacher graduates accepted the invitation. Reply paid envelopes were included with the survey so that completed forms could be returned directly to the researcher. Six months later all 142 teachers who responded to the initial survey at T1 were forwarded another survey booklet containing the MBI, the WES and a questionnaire asking about current perceptions of work, well-being, and current turnover intentions. Again reply paid envelopes were included.

RESULTS

Summary Data

At T1, the average age of the beginning teacher sample was 26.25 years (SD = 7.21), and the average duration of employment as a teacher was, as expected, only 7.37 weeks (SD = 4.46). At T2 respondents had been employed for an average of 8.37 months (SD = 1.16) and estimated working an average of 45 hours (SD = 11.30) each week. One hundred and two (83%) respondents were female, a higher proportion than recent National and Queensland estimates of overall female teacher frequencies of 65% and 59%, respectively (Dempster, Sim, Beere, & Logan, 2000). All respondents reported having graduated from one of three Queensland universities in 2001, while 34% of the respondents were married; 41% were primary school teachers, 47% secondary teachers, and 12% early childhood teachers. Forty five percent (45%) of respondents had a second degree (i.e., in addition to the Bachelor of Education).
At T1, 41% of the respondents had changed residences to take up employment and 22% were working in a rural location; 77% of respondents held permanent teaching positions, and 81% worked in the public school system (i.e., they were employed by Education Queensland). Ninety three percent (93%) of respondents described their teaching position as a “full-time” position.

At T2, 46% of respondents reported that they had experienced regular contact with a more experienced teacher who had acted as a mentor sometime during the past 8 months; 9% had changed schools since returning the first survey.

**Work Climate**

The WES was administered at both T1 and T2 and summary data describing within-subject comparisons across the ten WES dimensions are presented in Table 1. Beginning teachers’ responses on seven of the ten WES dimensions registered significant declines in teacher perceptions of their working environment between T1 and T2. However, despite these declines, graduate teachers continued to maintain a positive view of their working environment relative to the Work Environment Scale norms on most dimensions.

**Table 1**

*Comparison of Work Environment Scale Summary Scores for Beginning Teachers Surveyed at T1 and T2, Two-tailed Significance*

<table>
<thead>
<tr>
<th>WES Subscale</th>
<th>Beginning Teachers</th>
<th>Test of difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At T1</td>
<td>At T2</td>
</tr>
<tr>
<td>Involvement</td>
<td>7.25</td>
<td>2.03</td>
</tr>
<tr>
<td>Co-worker Cohesion</td>
<td>7.02</td>
<td>2.08</td>
</tr>
<tr>
<td>Supervisor Support</td>
<td>5.72</td>
<td>2.05</td>
</tr>
<tr>
<td>Autonomy</td>
<td>6.90</td>
<td>1.60</td>
</tr>
<tr>
<td>Task Orientation</td>
<td>6.96</td>
<td>1.56</td>
</tr>
<tr>
<td>Work Pressure</td>
<td>6.33</td>
<td>2.24</td>
</tr>
<tr>
<td>Clarity</td>
<td>5.29</td>
<td>2.32</td>
</tr>
<tr>
<td>Managerial Control</td>
<td>5.84</td>
<td>1.82</td>
</tr>
<tr>
<td>Innovation</td>
<td>5.40</td>
<td>2.62</td>
</tr>
<tr>
<td>Physical Comfort</td>
<td>4.49</td>
<td>2.34</td>
</tr>
</tbody>
</table>

Note: * p < .05. ** p < .01. *** p < .001
changes run counter to the expectation that after eight months in a new job graduates might be expected to be clearer about their roles and might have better relationships with co-workers than when first commencing. Furthermore, the results run counter to any expectation that either orientation to the task of teaching students or that the opportunity to exercise autonomy in the teaching role would increase with experience. Overall, the beginning teachers’ responses on the WES at T1 and T2 indicate that initial good perceptions of the working environment had declined significantly within the first eight months of work.

On the WES subscale describing work pressure, beginning teachers’ responses consistently indicate their perception of high work pressures. Further, relative to a normative population comprised of 8,146 workers from various occupational categories (Moos, 1994), beginning teachers in the present study consistently indicate perceptions of significantly higher work pressures at both T1 and T2, $t(122) = 5.09, p < .001$ and $t(120) = 4.86, p < .001$, respectively.

Responses to the series of additional questions investigating perceptions of the work environment and equity also supported the view that beginning teachers involved in this investigation considered that they were working under high work pressures. At T1, almost twice as many respondents indicated that the effort they were putting into their job was greater than the rewards they believed they were getting back compared to the reverse proposition (i.e., that the rewards of the job were greater than effort). By T2, this 2:1 ratio had increased to more than 3:1.

When beginning teachers were asked to compare the effort they were putting into their work with the effort that more experienced teachers appeared to make, 64% of respondents indicated that they thought they were required to work harder than their more experienced colleagues. Only 33% considered their workload to be about the same as more experienced teachers. Clearly, beginning teachers participating in the present study did not perceive that a reduced workload was part of their overall induction program during their first year of employment.

At T2, beginning teachers were also asked to indicate whether the work effort required in their current position was approximately commensurate with what the respondent had expected at the time of applying for teacher registration (i.e., before they had commenced work). One third of respondents (33%) indicated that the work effort required was higher than they had expected. While not
carrying the authority that is inherent in a prospective methodology, this finding, albeit based on hind-sight, raises a question about the adequacy of pre-service training programs, including practicum experience(s), to bestow a realistic appreciation of the demands of first year teaching.

**Burnout**

Mean burnout levels for beginning teachers participating in the present investigation are presented in Table 2 where they are compared to a 1990 investigation of burnout reported by teachers working in the south eastern Australian state of Victoria (Pierce & Molloy, 1990). Although conducted more than 12 years prior to the present investigation, this Victorian study is one of the most recent that has published summary scores for a large-scale investigation into burnout in Australian teachers. It was notable therefore that, while mean emotional exhaustion and depersonalization scores for the beginning teachers of the present study were not significantly different to the large sample of \(N = 750\) of Victorian teachers at T1, by T2, mean emotional exhaustion and depersonalization scores for the beginning teachers of the present investigation were significantly higher, signifying higher burnout in beginning teachers, than the level for an undifferentiated sample of Victorian teachers surveyed 12 years ago, \(t(122) = 3.01, p < .001\), and \(t(119) = 2.02, p < .05\) respectively. In contrast, at both T1 and T2, beginning teachers reported significantly higher levels of personal accomplishment, corresponding to lower burnout, that the corresponding mean for the Victorian teachers, \(t(120) = 6.13, p < .001\) and \(t(122) = 4.80, p < .001\) respectively.

Within-subject comparisons of beginning teacher burnout scores indicated that mean emotional exhaustion and depersonalization scores on the MBI had both increased significantly between T1 and T2, \(t(122) = 4.11, p < .001\) and \(t(119) = 2.37, p < .05\). However, the corresponding decrease in mean personal accomplishment scores for the beginning teachers between T1 and T2 was not significant, \(t(120) = 1.40, p > .05\).

This overall pattern of results is consistent with the observation that serious levels of emotional exhaustion and depersonalization were developing in the sample of beginning teachers being investigated by the present study.
qualitative data analysis. For example, initial indications of exhaustion are revealed by particular text in the T1 data:

There are never enough hours in the day. Always have paperwork up to date and always be organised. (Respondent X)

I have learnt that I am a teacher 24 hours a day. When I wake up during the night I am thinking about lessons. (Respondent Y)

Table 2
Comparison of Maslach Burnout Inventory Summary Scores for Beginning Teachers at T1 and T2, with Mean Scores for Victoria Teachers (Pierce & Molloy, 1990), Two-tailed Significance

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Present Study</th>
<th>Pierce and Molloy (1990)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beg. Teachers (n = 123)</td>
<td>Vic. Teachers (n = 750)</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>T1 Emotional Exhaustion</td>
<td>22.15</td>
<td>11.66</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>6.33</td>
<td>5.81</td>
</tr>
<tr>
<td>Personal Accomplish</td>
<td>37.64</td>
<td>7.37</td>
</tr>
<tr>
<td>T2 Emotional Exhaustion</td>
<td>25.29</td>
<td>12.23</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>7.35</td>
<td>6.68</td>
</tr>
<tr>
<td>Personal Accomplish</td>
<td>36.78</td>
<td>7.48</td>
</tr>
</tbody>
</table>

Note: * p < .05. ** p < .01. *** p < .001

These comments were amplified in T2 with respondents almost doubling the amount of text devoted to statements related to exhaustion (from 28 text units to 48 text units). Representative comments included the following:

Be prepared to have no social life, less sleep and especially allow yourself to screw up! (Respondent K)

Perhaps some questions about health and stress. I have been ill this winter, and I believe stress extended its duration. (Respondent L)

Health issues - I find my immune responses to be weak and apparently this is usual for first year teachers. This makes it hard to plan effectively. (Respondent L)
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A more realistic idea of the amount of work required each week is required. Teacher's work is stressful, time consuming and unrewarding. (Respondent M)

Depersonalization was evident in T1, but no comments could be ascribed to depersonalization in T2. In T1 comments that indicated depersonalization of students included these two:

Year 12's are lazier than most year 9's and no matter what you do, they cannot get motivated. (Respondent Y)

Not take everything so personally there will be some peers you don't get on with and there will be some children you can't reach. (Respondent N)

A lack of feeling of accomplishment was apparent in the comments made by respondents at both T1 and T2. Examples that capture the flavor of these feelings in T1 are as follows:

Behaviour management has become a priority, every class I am involved with has behaviour problems, children are aggressive, unhelpful and uninterested in school. In most grades my time is taken up trying to settle the class. (Respondent O)

Teaching is very unrewarding, current discipline systems are highly ineffective and the supposed support system is non-existent. (Respondent P)

After eight months teaching, at T2, the number of text units devoted to accomplishment varied little (from 30 to 27 units) which is highly consistent with the quantitative analysis; however, it is again notable that comments begin to reveal a frustration that many beginning teachers report as their lived experience.

Don't expect to change the world; or believe that you will be able to help or improve every child in your class - you can't! (Respondent Q)

That teacher's work is stressful, time consuming and unrewarding. (Respondent M)

That I am not a machine or a servant, I have my own expectations and after hours is my time, not school time. An understanding that the sink or swim technique is not an appropriate introduction to a new career. (Respondent M)
In summary, both qualitative and quantitative analyses emphasize that evidence of increasing burnout levels has been detected in beginning teachers with only eight months of teaching experience and that the problem in Queensland is significant in comparison to findings from other studies that have been conducted elsewhere.

Support

The importance of support from the perspective of the beginning teacher respondents was most clearly demonstrated by the qualitative analyses. In particular, the overall change in focus between T1 and T2 of respondent comments clearly indicate that beginning teachers had, by T2, formed a very strong perception that they were unsupported and that they would benefit from having support.

Qualitative data collected at T1 is summarized in Figure 1, which shows that respondents were concerned with the need to gain additional skills in personal organization (40% of text) and behavior management (35% of text).

![Figure 1: After 6 Weeks Teaching, Beginning Teacher Are Concerned with the Need to Acquire Skills to Meet the Job Demands.](image)

After eight months of teaching (T2), respondents indicated concern over a similar range of issues. However, the relative importance of these issues had changed markedly: at T2, only 5% of text was used to discuss personal
organization and 4% of text to discuss behavior management skills, whereas 24% of text was devoted to the need for teacher support and the need for mentoring. Analysis of T2 data is summarized in Figure 2.

![Pie chart showing percentages of text devoted to different areas: 18% Behavior management Skills, 12% Support, 4% Personal Organization Skills, 5% Curriculum and Pedagogy Skills, 37% Tertiary Preparation, and 24% Other.]

Figure 2: After 8 Months Teaching, Beginning Teachers Are More Concerned with Support Than when They Commenced Teaching.

Concerns with a lack of support were also clearly evident within the text units that formed the basis of the above analysis. For example:

That the staff are unsupportive, provide little or no encouragement and no rewards - therefore why do this job? (Respondent M)

Comments about tertiary preparation were equally prominent at T1 and T2 and were generally critical of pre-service training conducted on campus and supportive of practicum experiences conducted in schools.

The need for support was also reflected in overwhelming support for a mentor. At T2, respondents were asked about whether they thought a mentor would be helpful to them and whether they had been mentored over the previous 8 months. While 92.5% of respondents indicated that they thought a mentor would have been helpful to them in their first year of employment, only 46% considered that they had any sort of mentoring experience. Of those respondents who reported that they had experienced regular contact with a more experienced teacher who had acted as a mentor (either formally or
informally), evaluations of this experience were mixed. Those teachers who reported that they had the support of a mentor also reported higher mean Emotional Exhaustion scores but lower mean Depersonalization scores than those respondents without a mentor. However, these differences were not significant, \( t(116) = 0.70, p > .05 \) and \( t(115) = 0.48, p > .05 \) respectively. Similarly, beginning teacher perceptions of the support they were receiving from co-workers and their supervisors did not appear to be influenced significantly by the experience of having a mentor, \( t(116) = 1.55, p > .05 \) and \( t(107) = 1.47, p > .05 \) respectively.

**Turnover intentions**

Surprisingly, after an average of only 7.37 weeks employment (i.e., at T1), 33% of respondents indicated that they were “considering leaving their current job.” Six months later, that is, after an average of 8.34 months of teaching, 29% of respondents indicated that they were “seriously considering leaving their current job.” Nineteen percent of respondents indicated that they intended to leave their current job at both T1 and T2.

Given the substantial proportion of respondents indicating their intention to leave their current employment at T1, additional questions designed to explore this finding were included in the second survey. At T2, all respondents were asked if they could begin their career again whether they would choose teaching as their first career choice. Twenty-four percent (24%) of all T2 respondents indicated that they would not choose teaching as their first career choice if given the opportunity to choose their career path again. Finally, all respondents who indicated a serious intention to leave their current job (29%) were asked whether they would be seeking another teaching job or whether they would be seeking a non-teaching alternative. Only seven respondents (24%) with serious turnover intentions indicated that they would be seeking a non-teaching alternative to replace their current employment activity.

Mean burnout levels for respondents who indicated that they were seriously considering leaving their current job at T2 were compared to mean burnout levels of respondents not indicating a serious turnover intention. Significant differences on all three MBI dimensions were found in the expected direction: that is, respondents indicating a serious intention to turnover had significantly higher mean burnout scores at both T1 and T2 than respondents who did not indicate that they were seriously considering leaving their current position.
Similarly, for those respondents who indicated that they would not choose teaching as their first career choice if they could start their university studies again, these respondents endorsed responses indicative of significantly higher burnout on all three MBI dimensions than respondents who indicated they would choose teaching again if they were restarting their career.

Intention to leave was also evident in the qualitative analyses of respondents’ written answers to the survey’s open-ended questions. While only two comments relating to leaving current employment were detected at T1, the intention to leave becomes more frequent and unmistakable at T2.

Move to the northern territory or remote areas where the stress level is lower and the workload is more manageable! (Respondent S)

… the lack of support and encouragement from staff members is terrible. It is because of this I feel like quitting. (Respondent T)

That the staff are unsupportive, provide little or no encouragement and no rewards - therefore why do this job? (Respondent R)

DISCUSSION

The present study adds to the literature on the experience of beginning teachers by presenting a combination of both qualitative and quantitative data to describe the perceptions of first year teachers.

Beginning Teachers’ Burnout

As with other research that has had a focus on this important cohort (for example, see Gold et al., 1991), the above results have consistently painted a picture of beginning teacher work overload along with a lack of professional support and increasing levels of burnout and distress. It was notable that approximately a third of respondents had, in hindsight, underestimated the work demands that they would be facing despite a series of practicum placements during university training prior to their appointments as teachers. As the cohort of students were drawn from three different universities, this finding cannot be attributed to a single institution and therefore may, if consistently replicated in other cohorts of beginning teachers, have duty of...
care implications for some teacher training institutions. This concern is supported by the WES data.

Relative to normative studies, beginning teachers start their careers with more positive views of their work and work environment than most other professions. However, the significant declines in these positive work environment perceptions after only eight months teaching suggest that the positive perception of teaching and the teaching environment could not be sustained long into the future and may have been based on overly optimistic pre-service views of the profession. Indeed significant declines in role clarity and co-worker cohesion over the first eight months, while consistent with the increases in emotional exhaustion and depersonalization that were reported, are worrisome as they suggest that either first year inductions are, as a whole, problematic or that beginning teachers commence their careers with large gaps between their view of what teaching will be like and the reality of teaching. Friedman (2000) has linked large discrepancies between the expected and actual teaching experience to burnout in beginning teachers. The perception that beginning teachers thought that they were required to exert more effort than their more experienced colleagues and the increasing trend for respondents to report that the effort required to undertake teaching was greater than the rewards that resulted from being a teacher may suggest that the beginning teacher, in their first year, is becoming aware of discrepancies between the expected and actual teaching experience, and this growing awareness is associated with increasing levels of burnout.

It is noteworthy that the present study, having commenced after respondents had commenced work, cannot do more than suggest hypotheses involving pre-service expectations. However, the series of social comparisons involving rewards and effort and involving the work effort of more experienced colleagues, coupled with significant declines in mean ratings of several work climate dimensions on a standardized instrument, do suggest declining overall perceptions of a teaching career during the first eight months of service, whatever the pre-service benchmark may be.

Perhaps the most surprising finding was the observation of relatively rapid increases in emotional exhaustion levels to levels that correspond to Maslach’s high burnout category, and which were also significantly above levels reported for a large cohort of more experienced teachers (Pierce & Molloy, 1990) after only eight months employment. This finding was supported by, on the one hand,
the increase in the proportion of respondents who viewed the demands of teaching as outweighing the rewards and, on the other hand, the reports of high work pressure significantly above the mean level reported for other professions. Potentially these findings have serious practical implications for human resource managers responsible for the well-being of beginning teachers during their induction. Seigrist (1996) has demonstrated an association between such high-effort/low reward conditions and adverse health effects, and the adverse effects of burnout are well established (Maslach & Leiter, 1997). Therefore, if sustained over time, these results could have major practical implications for managing the well-being of graduate teachers entering the profession. The question of whether these findings will be sustained or whether they are recording an “induction dip” will be an important consideration for the second year of the present study and for future research on this topic, which could address this question by including a comparison group composed of established teachers.

As indicated earlier, the burnout phenomenon is usually considered to arise later in a professional’s career, after they have become worn-out. Researchers attempting to understand the high rates of early career turnover in beginning teachers have consistently neglected that burnout. The results of the present study suggest that burnout in this cohort should not be ignored. Indeed, if early career burnout does explain a significant proportion of teacher turnover, then other studies of burnout that have focused on populations of established teachers may have underestimated the incidence of teacher burnout, because those teachers who had, as a result of burnout, left the profession within their first years of employment may have left more resilient teachers in the remaining established teacher populations being investigated. Perhaps in this way, the core elements of burnout, emotional exhaustion, depersonalization, and personal accomplishment (a lack of) have been overlooked as explanatory variables for earlier career turnover in teachers.

**Turnover Intentions**

To summarize the evidence in respect of early career turnover intentions, the present study has found that a significant proportion of respondents (almost one third of respondents surveyed) are indicating serious intentions to leave their current position. Furthermore, quantitative analyses indicated that turnover intentions were strongly related to all three dimensions of burnout. The qualitative analysis also depicted increasing turnover intentions as a result...
of high work pressures and lack of support, both key variables in the aetiology of burnout.

High frequencies of intention to leave the profession early within the participants’ first eight months of induction were also demonstrated by the data collected at both T1 and T2. At T1, almost a third of respondents signaled an intention to leave their current job, and at T2 a quarter indicated that they would not choose teaching as their career again if they could, hypothetically, revisit this choice. Such high “intention to leave” frequencies were greater than expected after six weeks and were sustained at eight months; and these frequencies are surprising for a new career that has as an entry requirement four years of full-time study. This finding must raise concerns with educators, particularly given the investments that the training institutions would have made in respect of preparing these respondents for a productive career in teaching. The strong correlation between burnout and intention to leave and the results of the qualitative analyses leaves little doubt that work overload and lack of support are likely to provide a suitable explanation for these findings. However, future research should thoroughly investigate the intention to leave findings and the specific links to how burnout develops in beginning teachers to verify this interpretation. These results suggest some potentially important research questions for future, more in-depth studies.

Finally, there is a need to stipulate some of the limitations of the present study and to call for future research before the results of this investigation are widely adopted. First, the present study has been limited by a relatively small sample size, one that limits the investigation of complex relations to the exploration of large-scale main effects. Although this investigation has indeed found significant main effects, to have the requisite power to conduct the more in-depth analyses that are required to fully understand the complex relationships between work, family support, marital status, gender, work pressure, and the development of burnout, subsequent investigations will need to have larger sample sizes. Furthermore, given the dearth of reports available that detail large-scale studies into teacher burnout in Australia, a future investigation would be well advised to concurrently survey a large sample of experienced teachers in order to make comparisons between beginning teachers and their more experienced colleagues. Such a “control” group will also allow for meaningful comparisons to be made within important teacher sub-groups, such as primary and secondary levels, rural and urban based, marital status, etc.
And second, another limitation of this investigation concerns the “generalizability” of the present study’s sample of beginning teachers. This is also another compelling reason for a subsequent investigation. The concern here is that the pool of teachers that were initially invited to participate in this research project may not have been representative of all university graduates in Queensland, being as it was based upon publicly available graduation lists, newspaper result lists, and then a laborious manual interrogation of the Queensland teacher registration database. Therefore, the possibility of a sampling bias cannot be discounted. Furthermore, one cannot discount the possibility that those teachers who agreed to participate may have systematically differed from those that declined to be involved in this two-year study (i.e., participation bias). Ideally, a future replication should gain the active cooperation and support of the Board of Teacher Registration and various employer groups to help minimize the possibility of systematic bias being present in either sample selection or participation.

CONCLUSION

In conclusion, the present study has presented qualitative and quantitative data drawn from the first year of an ongoing study into beginning teachers’ perceptions of their work and well-being. The results suggest that Queensland teachers in their first year of professional practice are concerned about high work pressures and a lack of professional support. Beginning teachers reported significant and increasing burnout levels, and burnout was significantly associated with high turnover intentions. Both the qualitative and quantitative analyses provided consistent support for the hypothesis that early career burnout may explain a significant proportion of the high attrition rates commonly observed in beginning teachers. The authors call for larger scale longitudinal studies into beginning teacher burnout to test this hypothesis.

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Professional Report

Networking for Pre- and In-Service Teacher Education: A Case of Teacher Development

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Abstract
The network concept that involves all needed components and sectors as possible is an idea that emphasizes collaborative participation and sharing of expertise and resources to sustain quality teacher development. The network for teacher education in the Eastern Visayas Region in the Philippines, now over five years old, focuses its interventions for quality teacher education firstly on pre-service teacher development or what are expected before and during practice teaching and, secondly, on faculty development or what are done to improve the competencies of the faculty involved in the teaching of professional education courses and those working closely with pre-service teachers in field-based schools. This paper describes what have been documented about the network and discusses implications for research and practice.

How to promote excellence in teacher education in the Philippines has been an important issue. This author is to give an account of the efforts expended in effectuating "networking" for teacher development from an ethnographic perspective so as to facilitate global sharing of meaningful experiences in teacher education reform.

While this report is about one single case, it does have valuable implications for theory-building and practice improvement. As Best and Kahn (1998) have pointed out, case studies probe deeply and analyze interactions between the factors that explain present status or that influence change or growth. Further, as underscored by Baker (1999), a case study focuses on a single organization, institution, or even a multiple set which serves as the case being studied using multiple sources of evidence. Fraenkel and Wallen (1993) have also stressed...
that in case studies, sometimes documents, rather than individuals or classes, are analyzed such that as much information as possible would be collected in the hope that valuable insights would be gained. In the present case, the study relied on proceedings of meetings and reports on network activities in a span of six years (1996-2002). Major documents reviewed and analyzed include memoranda, printed programs, and reports of outputs from network committees compiled at the teacher center. For instance, objectives and activities in regional network meetings and conferences were derived from memoranda issued by the Commission on Higher Education during the term. Information about actual conference topics and workshop activities is retrieved from printed programs and invitations, while data that described the progress of implemented programs and projects by network members are from reports prepared by relevant committees.

These network documents are vital sources that supply pertinent data about issues and problems of pre- and in-service teacher development in the Philippines generally and about the proposed solutions that the establishment of the network was to address.

CONCEPT CLARIFICATION

In the Philippines, teacher development is viewed holistically and its components are looked into realistically on a network basis to raise the quality of teacher education. These approaches are in line with findings presented by researchers elsewhere. For example, Doherty (1994) has stressed that, firstly, quality is possible when the process operates at all levels within an educational institution and between itself and its partner organizations. And secondly, partnership is directed at setting out a structure that consists of policy, planning, and implementation of thrusts supported by various stimuli and that enables a shared philosophy and process which can lead to quality improvement. An institution working alone is in a problematic situation when it comes to leading educational change if, as Hudson (2001) emphasizes, it does not have close links with schools, governments, and teacher associations, which could help it become more integrated in the tapestry of change. As Wong (1999) echoes, stakeholders in education who are in partnership are better prepared for the challenges ahead and can more effectively shape the future of the next generation.
Networking is the setting of the flow, complementation, and reciprocity of ideas and resources by sectors involved in the network. It is intended to enhance, strengthen, and consolidate solutions to common problems through a regular and periodic review of interventions resulting from the network.

The networking concept for the development and redefinition of pre- and in-service development in teacher education starts with common beliefs about what pre- and in-service teacher development ought to be. To achieve focus in this networking concept, pre-service teacher development is viewed not in terms of co-curricular enrichment, but more importantly in the overall context of professional development vis-à-vis teacher education. Also, faculty development is about programs and interventions for all teachers (university or field-based) who participate in the training of teachers.

Pre-service teacher education is to enhance the development of competencies required of beginning teachers with practicum as the professional block that serves as an end of the pre-service preparation (Leus, 2001). To Cheng, So, Kong, and Chow (1999), any strain (to learn to teach) associated with problems in pre-service training may result in feelings of inadequacy and incompetence that may have serious implications for the performance and attitude towards teaching. Stresses associated with pre-service experience are likewise to be determined to identify measures and interventions to reduce them, and make the experience more meaningful and enjoyable (Rozario and Wong, 1998, Gibbs, 1999).

McIntyre (1996) reports that initial teacher preparation develops a disposition for intellectual discourse, logical analysis, and formal critical thinking, and that early clinical settings and experiences facilitate that disposition in novice teachers. McIntyre's (1996) report further shows that clinical experiences provide prospective teachers several benefits to discover early if they like children and want to teach, to practice instructional skills prior to student teaching, and to accelerate one's passage from student to teacher.

The clinical phase of teacher development comprises of experiences designed for early familiarization of the student on both teaching and non-teaching tasks performed by teachers. These experiences are integrated into the professional education courses prior to practicum. Experiences at this stage could start with paraprofessional duties as a background and prerequisite of some sort to the student teaching phase (Kellough & Roberts, 1991). These are made available
in-campus or in field-based schools under the supervision of clinical professors, the teachers of the professional education course. The experiences take any of these generic forms: observation, individual tutoring, small group teaching, and short-duration large group instruction. An adequate provision of clinical experiences prepares the student teachers for actual practicum work.

The practicum phase, ideally field-based, is teaching practice supervised by competent cooperating teachers and considered the culmination of the pre-service program. The student teacher in this phase develops relationships with others in the assigned school, gets first-hand experience of aspects of classroom management and control, and tests the teaching techniques, creative strategies, and methods of evaluation in practice. It is in this practicum phase that pre-service teachers can blend theory with practice and can acquire a real world experience that they can reduce the adverse impact of reality shock and that they can add meanings to what they have learned or are to learn in the university classrooms.

Then, the need for in-service development of teacher educators has also been stressed by, for example, Castillo (2001), who highlights that the quality of higher education in any teacher education institution depends on the quality of its faculty. Howell (1996) underscores that, regardless of the adequacy of one’s pre-service preparation, no one will be adequately prepared at an entry level to remain current for an entire career. Maclean (1999) perceives the need for in-service education to promote effective teacher development that makes teachers adaptive to challenges.

In-service teacher development is about effecting quality among teacher education graduates by ensuring faculty quality in teacher education institutions involved in the network and by upgrading teacher qualifications in field-based cooperating schools. It is not about coordinating efforts towards further improving the expertise of graduates of teacher education colleges.

In the network, growth opportunities for the teacher education faculty of colleges and universities are programmed and based on needs assessments. These take the form of instruction-related interventions, such as the development of syllabi, tests, modules, or textbooks, to further improve the expertise of the faculty teaching professional education courses.
Continuing education in-service programs for cooperating teachers are responses to expressed needs and are made as a regular component in all efforts to produce quality student teachers. The network sets up not only agreements for their own sake, but acceptable standards about which decisions and actions relative to the improvement of the pre- and in-service components of teacher education can be achieved on a wider scale.

NETWORKING FRAMEWORK

The network in focus is one spearheaded by the Leyte Normal University, designated center of excellence in teacher education by the Commission on Higher Education, Philippines. The network, now in its sixth year of operation, comprises public and private higher education institutions and the teacher education programs in the Eastern Visayas region in the Philippines. It coordinates its activities with the Commission on Higher Education, the Department of Education, and teacher education associations in the region.

The framework (see Figure 1) reflects a common perspective in the network on pre- and in-service teacher development. Pre-service development focuses on student development that emphasizes an adequate provision of clinical and practicum experiences. Clinical experiences are basically those intended to validate in practice specific theories and principles taught in the professional courses prior to practice teaching. Practicum experiences are those that are provided in the fourth year when students are in their formal practice teaching.

In the framework, in-service development is firstly for clinical professors who are university-based and who teach introductory methods courses, model excellent teaching, and supervise clinical experiences of students (Sikula, 1996). And secondly, in-service development is to serve the field-based cooperating principals and teachers who assist in the practicum phase of teacher training (Wong, 1999). A two-way feedback system for the clinical professors and cooperating teachers shows alignment of efforts and smooth flow of relevant inputs to teacher training.

In all concerns in the pre- and in-service development of teachers, the network members take advantage of collaboration and complementation of efforts
THE NETWORK IN OPERATION

The conceptualization of the network idea started in 1996 with a core committee that looked into linking possibilities. The group outlined network activities along curriculum planning, research, and faculty/student development. The last component is the focus of the study reported here.

The report of the 1997 network conference indicates the attendance of 24 participating institutions with representations from the Department of Education, Commission on Higher Education, and teacher education institutions in the area. That first conference, which provided for planning sessions and identifying network objectives, was followed by another...
conference held in October 1999 and subsequent regular annual conferences and activities that pursued the network agenda. Funding relative to the conduct of said activities, as well as the resources needed for such activities, was provided by the teacher center.

For the clinical phase, varied possibilities were identified in an early attempt at bridging theory and practice. At this stage, theories and principles for instance were validated in experience either on an actual or vicarious basis using the college classroom, the resource center, or the laboratory school of the teacher education institution as venue for simulated activities. Field-based schools likewise provided venues for clinical experiences whenever practicable to make such experiences as close to real as possible.

Demonstrations to illustrate techniques or practice-driven clinical work were made available by the college instructors, laboratory school faculty, or teachers of field-based schools. Video-recorded presentations or lesson episodes were likewise made accessible at the teacher center to supplement what could not be made possible through live demonstrations of the teaching act. These practices were based on the understanding that, as in the description of Myrs and Myrs (1995), students in the network can learn by observing video-taped lessons that highlighted specific skills, thus making observation an effective analytical tool.

Further, as Husén and Postlethwaite (1994) have underscored, an additive and incremental active learning process allows for new skills added to the student’s repertoire in much the same way as bricks are progressively added to a wall. As such, a continuing review of the course syllabi by the network would allow for further identification of appropriate activities or experiences for inclusion among relevant ones that do not need to be re-emphasized in the practicum phase. Skills mastered at the clinical phase would also facilitate the development of new skills in practice teaching. Table 1 indicates sample professional subjects and possibilities for clinical work determined by the network.

The Practicum Phase of Student Development

The network has examined or analyzed the organization, design, and conduct of field-based practicum, as this component is essential in the context of the overall program and process of teacher development. Considering the body of experiences acquired in the clinical phase, practicum is now focused on
teaching and non-teaching responsibilities performed by professional teachers. Minimum supervision would be required at this stage where student teachers internalize the concerns and duties of real professionals and aspire to behave and perform as teachers.

Table 1

Clinical Experiences in the Professional Education Subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Clinical Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Teaching</td>
<td>Viewing a video-taped review lesson; Demonstrating the art of questioning;</td>
</tr>
<tr>
<td></td>
<td>Doing stimulus variation to sustain class attention;</td>
</tr>
<tr>
<td></td>
<td>Construction and utilization of multi-leveled materials</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Doing a step-by-step demonstration of a strategy before peers;</td>
</tr>
<tr>
<td></td>
<td>Watching a demonstration of a teaching strategy</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Reviewing software for computer-assisted instruction;</td>
</tr>
<tr>
<td></td>
<td>Production, utilization, and evaluation of computer programs for instructional purposes</td>
</tr>
<tr>
<td>Human Growth, Learning; and</td>
<td>Observations of learner behaviors across levels and keeping anecdotal records</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 presents sample major points and expectations agreed upon at the network for this stage of teacher training. A comprehensive and adequate provision of clinical experiences in the professional course is basic before students move to the practicum phase. The skills required in clinical work are now to be utilized and expanded on the basis of day to day class encounter. A limited period (one semester) is allotted for student teaching as it is assumed that the clinical phase has already made up for the needed observations and learning of practical skills prior to student teaching. The venue is the field and in real client settings. The four shifts during the term of one semester equip the students with a complete practicum experience. Each shift is four weeks and whenever possible in different settings - urban and rural schools.

In-Service Development for Clinical Professors

One of the network concerns outlined in Table 3 focuses on prerequisite qualifications of the college faculty teaching professional education courses as the role of the clinical professor (professional education faculty) is crucial in
teacher training. In the clinical phase, the professor is looked up to by the trainee both in matters of content and pedagogy. Faculty development necessarily looks into the qualifications of the faculty, what the professor does, how he does them, and how he can improve them.

Table 2

Practicum Phase Network Concerns

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Comprehensive and adequate clinical experiences in the professional subjects</td>
</tr>
<tr>
<td>Period</td>
<td>One semester (five months)</td>
</tr>
<tr>
<td>Number of shifts</td>
<td>Four (ideally field-based)</td>
</tr>
<tr>
<td>In-charge</td>
<td>Student Teaching Coordinator:</td>
</tr>
<tr>
<td></td>
<td>- Provides orientation activities;</td>
</tr>
<tr>
<td></td>
<td>- Assigns students by shift;</td>
</tr>
<tr>
<td></td>
<td>- Conducts needs-based interventions;</td>
</tr>
<tr>
<td></td>
<td>- Coordinates with the Department of Education on assignment of student teachers per shift;</td>
</tr>
<tr>
<td></td>
<td>- Supervises student teachers at work;</td>
</tr>
<tr>
<td></td>
<td>- Collates evaluation records of student teachers per shift;</td>
</tr>
<tr>
<td></td>
<td>- Recommends citations for outstanding performance at the close of the semester</td>
</tr>
<tr>
<td>Experiences</td>
<td>Observations of cooperating teachers at work;</td>
</tr>
<tr>
<td></td>
<td>Bit teaching;</td>
</tr>
<tr>
<td></td>
<td>Microteaching;</td>
</tr>
<tr>
<td></td>
<td>Teaching whole lessons;</td>
</tr>
<tr>
<td></td>
<td>Whole day straight teaching;</td>
</tr>
<tr>
<td></td>
<td>Various other teaching and non-teaching duties</td>
</tr>
</tbody>
</table>

It is understood in the network that ideally, the role of the faculty is building a strong theory base relative to teaching, providing clinical activities, and supervising the conduct of such activities. The network therefore has scrutinized the required experiential background of the professor that should have equipped him for teaching a professional course. An expressed concern in the network is to prefer professional education course professors who have had experiences as supervising instructor in a laboratory school or cooperating teacher in a field school prior to teaching professional courses. That experience makes it easy for the professors to translate theory into practice. Also, a strong theory base acquired from professional
courses in the baccalaureate level makes the professors articulate in matters that pertain to instructional principles, evaluating performance, and other related theories every professional teacher is to be equipped with.

The network is likewise concerned about the preparedness of the faculty to provide a working body of theory for teacher trainees. A thorough review by the network on the broad content of the professional education courses standardizes a common requirement of a knowledge base on instruction for every teacher education student.

A salient role of the professional education faculty is to equip the student with a complete repertoire of appropriate skills developed under specific courses. The tasks range from determining the amount and variety of experiences available in the subject to implementing the same through simulated means. Care must be taken to ensure that the experiences made available in one course are not duplicated in other courses, and hence the need to stipulate the needed experiences in particular syllabi to avoid repetition. The general idea is thus about finding out the student's familiarization and demonstration of these relevant skills prior to actual practice teaching.

The network coordinates initiatives and translates the same into programs and projects that will improve teacher quality through the professional subjects. The network meets as a group either quarterly or on a semestral basis, while members may choose to go to the network center for specific and immediate concerns on schedules of their convenience. Network agreements include specific criteria that set professors' qualifications and the roles performed by these professors. Interventions are decided upon on the basis of perceived and observed needs and are implemented in coordination with other sectors in the network: the Department of Education, the Commission on Higher Education, teacher education institutions, and teacher education organizations. Since varied needs require different interventions, the sectors decide which programs or projects may be implemented for certain faculty groups.

**In-Service Development for Cooperating Teachers**

The role of cooperating teachers in teacher training has long been considered fundamental and necessary in the overall production of quality teachers. In the network, faculty development in cooperating schools is not about providing skills for graduates of teacher education institutions inducted into teaching.
Instead, it is about growth interventions that are directed at improving the capabilities of teachers who assist in developing would-be teachers.

Table 3

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Theory Building Role</th>
<th>Clinical Provision/Supervision Role</th>
<th>Network Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous experience as supervising instructor in a laboratory school or field-based cooperating school</td>
<td>Determining content/theories in professional courses</td>
<td>Determining experiences for clinical work</td>
<td>Setting criteria in the assignment of clinical professors</td>
</tr>
<tr>
<td>A theory base on principles of teaching educational technology, learner growth and development, evaluation of learning, and instructional strategies</td>
<td>Development and utilization of modules for content/theory delivery</td>
<td>Scheduling clinical experiences both in-campus and off campus</td>
<td>Re-orienting faculty on clinical experiences and supervision, micro-teaching, action research and evaluation of instruction-related student performance</td>
</tr>
<tr>
<td>Utilization of appropriate strategies/techniques in the teaching of content/theories</td>
<td>Providing feedback on the conduct of clinical experiences</td>
<td>Implementing micro-teaching skills</td>
<td>Periodic sharing of success in the conduct of clinical experiences</td>
</tr>
<tr>
<td>Evaluating content/theory learning</td>
<td>Evaluating instructional skills</td>
<td>Conducting action researches on clinical supervision</td>
<td>Conducting research on utilization reports on clinical supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development, utilization, and evaluation of technology-based instructional materials</td>
</tr>
</tbody>
</table>

At the practicum phase, an adequate provision is necessary for experiences in theory-practice validation in actual client settings where cooperating teachers assist the teacher trainees in matters such as lesson planning and delivery, classroom management, and related experiences. They guide the trainees on practicum and provide them constructive criticism, encouragement, and support (Husén & Postlethwaite, 1994).

The network is concerned about who in field-based schools might be allowed to participate in teacher training. It focuses on prerequisites in the acceptance of cooperating teachers and a redefinition of their supervisory and mentoring role. The network is likewise concerned about interventions designed to prepare cooperating teachers and schools to deal with the task of teacher
training. Table 4 records the major network points for consideration in the development of the faculty involved in teacher education in cooperating schools.

The network agrees that the cooperating teacher has an outstanding track record as demonstration teacher in the level or field of specialization. The teacher is recommended as cooperating teacher by the school principal on the basis of capability to handle student teachers and commitment to the role as teacher trainer. Favorable feedback as cooperating teacher, if previously assigned as such, is likewise considered before any application as cooperating teacher may be approved by the teacher education institution concerned.

The network also requires that the cooperating teacher be able to provide every student teacher sufficient observations of the cooperating teacher’s class and tasks before the trainee is finally assigned to teach. Plenty of opportunities are likewise to be made available where the pre-service teachers can assist the cooperating teacher in both teaching and non-teaching activities that are discussed about and clarified in day to day conferences with the pre-service teacher. The introduction to teaching may be gradual, starting with bit teaching and proceeding to microteaching and full-length lesson delivery or even whole day teaching as other professional teachers do. At this point, supervision is minimal but cooperating teachers see to it that pre-service teachers are always in correct teaching practice.

Varied network interventions are available for increased improvement of teacher quality in cooperating schools. These start with setting up of common criteria for the selection of cooperating teachers to defining their roles and conducting needs-based workshops and in-service activities specific for the development of skills needed in student teacher supervision. The network also pays attention to common incentive mechanisms and accreditation to keep the best cooperating teachers involved in quality teacher training. Incentives in general take the form of tuition waivers for cooperating teachers in the teacher education institution, certificates of involvement as cooperating teachers, resource sharing, and other incentives. Experience has shown that cooperating teachers get varied incentives from teacher education institutions needing their assistance. In surveys on preferred incentives, honorarium privileges top the list and are usually easier to implement by private rather than government
With a network that sets common guidelines for the in-service development and other concerns relative to cooperating teachers, addressing difficulties in terms of selection and development of cooperating teachers, and providing them reasonable incentives can be realistically done thus enhancing greatly the potential of cooperating teachers to contribute to the training of teachers.

Table 4

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Supervision/ Mentoring Roles</th>
<th>Network Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified demonstration teacher</td>
<td>Ample provision for observations by the student teacher</td>
<td>Setting criteria in the selection of cooperating teachers and schools</td>
</tr>
<tr>
<td>Recommended as cooperating teacher by the school principal</td>
<td>Student teacher’s experience in assisting the cooperating teacher at work (e.g., distribution of materials, monitoring learners’ work, and evaluating learners’ work)</td>
<td>Defining roles of cooperating teachers/schools</td>
</tr>
<tr>
<td>Application as cooperating teacher duly approved by the teacher education institution</td>
<td>Daily conferences relative to teaching and non-teaching experiences</td>
<td>Workshops for cooperating teachers on lesson plan evaluation, use of instructional strategies, evaluation of student teaching performance</td>
</tr>
<tr>
<td>Favorable feedback as cooperating teacher from previous student teachers</td>
<td>Adequate provision for bit teaching, microteaching, and teaching whole lessons</td>
<td>Periodic feedback on the supervision of performance of cooperating teachers and schools</td>
</tr>
<tr>
<td></td>
<td>Provision for whole day teaching with minimum supervision, home visits, parents’ meetings, assisting learner’s co-curricular activities</td>
<td>Designing common incentive mechanisms for cooperating teachers and schools (e.g., certificates, tuition privileges in the graduate school, and free training and materials)</td>
</tr>
</tbody>
</table>

ARTICULATION IN THE NETWORK

The formal partnerships among sectors in the network result in shared responsibility, coordinated initiatives, and social interaction in order to address a wide range of problems and issues confronting teacher education. Table 5 outlines sample agreed upon roles of sectors involved in the network.
The teacher education institutions take the lead in the network as they have the highest stake in maintaining the quality of teacher education graduates. Initiatives such as the conduct of continuing research activities on teacher training and utilization of research findings within the network set directions for improvement by this sector. The teacher center, Leyte Normal University, spearheads all network activities, arranges for the accessibility of resources and expertise in the network, and provides the main venue for observations and studies related to the upgrading of teacher training.

Table 5

<table>
<thead>
<tr>
<th>Sector</th>
<th>Network Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Institutions</td>
<td>Coordinate with the Commission on Higher Education and Department of Education on network activities; Conduct researches on teacher training and hold research utilization workshops for the network</td>
</tr>
<tr>
<td>Teacher Center (Network Center)</td>
<td>Coordinates initiatives and plans out network sessions and interventions; Coordinates with the Commission on Higher Education for memorandum dissemination for network meetings/seminars; Prepares venues for demonstrations and workshops and makes available a center where network members have access to</td>
</tr>
<tr>
<td>Commission on Higher Education</td>
<td>Authorizes the participation/involvement of individuals in network sessions and workshops</td>
</tr>
<tr>
<td>Department of Education</td>
<td>Provides regular feedback on the quality of teacher education graduates inducted as teachers; Enhances the participation of cooperating teachers in teacher training and network activities</td>
</tr>
<tr>
<td>Teacher Education Associations</td>
<td>Initiate and conduct programs and projects for the improvement of teacher education</td>
</tr>
</tbody>
</table>

The Commission on Higher Education gives authority for network members to actively get involved and participate in the network activities and in efforts to improve teacher education. This agency likewise authorizes the opening, continuance, or even closure of teacher education programs in the area. The Department of Education - the employer of teacher education graduates - provides the needed feedback on the quality of the products from teacher education institutions as basis for continuing improvement. The Department of
Education likewise facilitates the participation and involvement of cooperating teachers and principals in network activities and in supervising teacher trainees. The agency also prepares prospective cooperating teachers to assume the task as cooperating teachers through varied in-house interventions. Teacher education associations participate in efforts to improve teacher quality through interventions, programs, and projects for the purpose. Associations maintain a good pool of experts and resources to tap for the purpose of providing valuable inputs for teacher education. Fund sourcing for in-service activities is through registration fees paid by participants in region-wide workshops organized by teacher education associations. In short, an effective articulation of the different sectors in the network is needed to facilitate the generation and implementation of network ideas.

CONCLUSION

Pre- and in-service programs and projects directed at quality improvement in teacher education are better realized when all sectors that have a stake in improving teacher education quality are involved as a network. The teacher development network organized in the Eastern Visayas Region, Philippines, has taken off to assume varied roles to implement consolidated ideas that are intended to address issues and problems confronting teacher education in colleges and universities in the area. Overall, the accomplishments are impressive, even though more work needs to be done. So far, vital concerns not emphasized in the past years but are currently receiving attention from the network include the selection of faculty in professional courses and teachers in cooperating schools, determining the amount and nature of experiences in both the clinical and practicum phases, and specific roles played by important sectors in the network. A continuing involvement of the sectors in the network in the coming years would ensure facilitated improvements in the inputs, processes, and products of teacher education.

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A Learning Partner Project in In-service Teacher Education for Personal and Social Development of Students

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Abstract

This paper reports the implementation of a project designed to involve in-service teachers in peer support for the learning of the core values of personal and social education so as to raise self-esteem, to enhance co-operation, to promote rationality and empathy. Project participants were 27 in-service teachers attending an undergraduate program of the Hong Kong Institute of Education. Project evaluation reveals that the project succeeded in generating for the teacher participants emotional, academic, social, technical, and extended supports, and that the benefits of the project also spilled over to their relationships with their primary school pupils and daily lives. Research and practical implications are discussed.

Peer learning partnership, made up of reciprocal helping relationships between the partners to learn from each other for emotional support and for the completion of learning tasks, has been well discussed in higher education (Boud, Cohan, & Sampson, 1999; Eisen, 2001; Rowland, 2002). However, there is a dearth of research in Hong Kong higher education in this area. Then, the strengths of peer learning partnership - such as emotional support through perspective taking and enhancement of task completions through mutual support and critique, understanding of others’ viewpoints, and joint mutual reflection (Webb, Farivar, & Mastergeorge, 2002; Eisen, 2001) - correspond closely with such core values as self-esteem, relationship, and co-operation and such main skills of personal and social education as communication, problem-solving, decision-making and reflection. Indeed, there are empirical research findings documenting that learning partners contribute to the raising of self-
esteem and the improvement of academic performance on both parties (Friend & Bunswick, 1999), of which further echo the above line of thinking.

In view of the above, the authors blended peer-learning partnership with development of teachers in facilitating personal and social development of children in a learning partner project (hereafter the Project). The Project, implemented in the Hong Kong Institute of Education, was to serve three specific purposes: providing a platform for teachers to experience peer supported learning; generating empirical data about how peer supported learning in teacher development can be enhanced; and providing the needed education for teachers in children’s personal and social development. Thus, the Project in effect follows the world trends of explicitly teaching skills and competencies in guidance (Gysbers & Henderson, 2000) and of the learning of personal and social education through participation in projects, rather than merely through talking about it (see, e.g., Brown’s peers support code, 2000).

The objective of the Project was to involve in-service teachers in active mutual help and peer support for each other, hoping to help them learn the core values of personal and social education so as to raise self-esteem, to enhance cooperation, to promote rationality and empathy as suggested in the field (see, e.g., Bottery, 1990). This paper is to report the relevant empirical findings for sharing among educators generally and teacher educators in particular. The purpose is to enrich educators’ experiences in formulating and implementing peer-support for teacher development projects, in ways that the participants can have their benefits optimized.

**BACKGROUND**

In 2002, Hong Kong’s primary schools are to implement a guidance curriculum called personal growth curriculum (hereafter the Curriculum), which is recorded in the Comprehensive Guidance System Document being sent by the government to schools (for details, visit www.ed.gov.hk). The Curriculum is composed of four domains: Self, Others, Studies, and Career. The core areas of the child’s development being focused in the Curriculum are self-esteem, relationship with others, and learning. The Curriculum, focusing on personal growth, also encompasses a “life skills and competencies approach” for the child’s present major life role as a pupil in academic matters in schools and the future life role as an active contributor in the economic and social systems.
The Curriculum has been put in place, because guidance needs of children in Hong Kong have become obvious: the children have been suffering from various social diseases - for example, stress due to never-ending examinations and tests, difficulties in relating to peers and parents, and anxieties experienced in the social environment and social political changes in Hong Kong (Lee, 1995; Pang, Pang, & Shing, 1998; Xuejiaotuan, 1997). Other difficulties that make their lives troublesome include needed adjustments at special transitional periods, like entering primary one (Chan, Lau, & Poon, 1999) and leaving primary six (Xianggang Xiaotong Qunyihui, 1994). Some pupils got overloaded and took exit. In the current stressful context, there have been an alarming number of student suicides in recent years; what were once the problems in secondary schools have now become problems in primary schools. The introduction of the personal growth curriculum in primary schools is thus a governmental attempt to use a developmental and preventive approach to address the aforementioned problems.

In reality, the unique and immense guidance needs of pupils in Hong Kong include not only management of developmental problems but as well problems caused by contextual factors (see, e.g., Blustein & Noumair, 1996; Carter, Spera, & Hall, 1992; Gallagher & Millar, 1996; Henker, Whalen, & O’Neil, 1995; Lee, 1995). Research on children’s self-concept in Hong Kong shows that children begin high in self-concept until Primary Three when there is a sudden and abrupt drop in self-concept (Board of Education, 1997; Lau, 1995). This is related to the examination-oriented education system and the high regards for academic achievement in the Chinese culture. The particular stress on academic matters in schools and the relatively harsh evaluations of students by teachers and parents from primary schooling onwards (Chan et al., 1999) are particular contextual problems that need to be coped with in Hong Kong. How teachers can competently relate the two sets of causes of problems and in turn provide quality guidance to their pupils are inevitably important issues that must be addressed.

THE LEARNING PARTNER PROJECT

Basing on the above understanding, the authors considered it paramount to formulate a project that could help teachers learn more effectively in personal that they can optimally perform their professional role. At the project formulation stage, the definition for personal
and social education (PSE) presented by Watkins (1995) was used: that is, PSE refers to "the intentional promotion of personal and social development of pupils through the whole curriculum experience and the whole school experience" (p.118). More importantly, the authors, trying to make the project knowledge-based, had, firstly, followed the propositions made by the National Curriculum Council of Britain – that personal and social development involves "aspects of teaching and learning which should permeate the entire curriculum… It is the responsibility of all teachers and is equally important in all phases of education" (1989, para. 10). As such, personal and social education, to the authors, implies the intentional promotion of personal and social development of students through the overt, permeated, and hidden curricula involving all teachers and in the whole school experience. And secondly, the authors made reference to conceptualization elaborated by renowned scholars in the field: for example, Bottery's (1990) opinion is that the core values of personal and social development are self-esteem, cooperation, empathy, and rationality, of which is in line with Ryder and Campbell's (1988) proposition that the core values of personal social education curriculum are self-esteem and relationship while the main skills are communication, decision-making, problem-solving, and reflection.

The learning partner project is designed as part of the curriculum of a PSE minor module taught at the Hong Kong Institute of Education, as it reflects the nature of a pastoral care curriculum for helping teachers enhance a capability to respond to the transitional and developmental needs of students (Best & Lang, 1994; Hamblin, 1978). The participants of the Project were in-service teachers who had opted PSE their minor and who were enrolled in a top-up Bachelor of Education (primary) program in the Hong Kong Institute of Education, which is currently the largest teaching preparation institute in Hong Kong. A total of 27 in-service teachers participated: 27% of the teachers were male and 73% were female; 53 % were in their first year of teaching and 47 % had two to three years of teaching experience.

These in-service teachers had specific transitional needs as novices to the profession and as newcomers to the vigorous bachelor program. For example, many found the academic gap from a certificate course to a degree program a great jump for them – after all, many of them did not have academic attainment that were normally required for admission to a Bachelor's degree program. Many also found that they were not used to a more independent learning approach and greater academic rigor demanded of them in a bachelor's degree.
program. Being new to the program, some teachers felt alienated and got lost in the new learning environment. As part-time students, these teachers faced other constraints: they had to find time to finish their study on top of their regular teaching duties; and, as these students only came back to the Institute for two three-hour sessions per week, their learning had to be extended beyond the classroom.

It was against the backdrops of these students’ needs and constraints that the learning partner project was envisaged. The rationale was that, when these pre-service teachers felt supported through the Project, they might initiate similar peer support arrangements in their primary school teaching. This echoes Mann’s (1994) notion of “caring for the care giver” so that teacher trainees would be more able to help their school children in the future.

The Project was initiated by the first author, who was the lecturer teaching the module, namely “Personal and Social Education - Theory and Practice.” The Project was to have paired peer support partnership (between two in-service teachers) established so that mutual, professional, academic, technical, social, and/or extended support could be given to each other. In brief, the professional support that one receives includes getting ideas and sharing experiences in teaching with one’s learning partner. Academic support includes getting ideas and sharing experiences in doing personal and social assignments/tasks with one’s partner. Technical support means searching and sharing materials for PSE with one’s learning partner. Social support is to help teacher trainees feel less alienated in large class through the learning partner project. And extended support means to get support from the learning partner to do extended learning outside the classroom.

The Project was implemented in various stages. At the initial stage, each pre-service teacher was asked to voluntarily find a learning partner. The partners were to exchange telephone numbers and e-mail addresses. They were to sit next to one another in each lesson. At the developmental stage, organized to facilitate maximum interactions were such specific tasks as the reading of emotional temperature together, putting up one issue for discussion in the PSE website (for details, visit http://www.ied.edu.hk/pse) set up by the Personal and Social Education Development Project (PSEDP), presenting a lesson plan on an independent/permeated PSE lesson or extra-curricular activity, and critiquing each other’s draft and/or final assignment in ways critical friends would. At the evaluation stage, teacher trainees’ views on values and benefits of
the Project were collected through a survey questionnaire, an in-depth focus group interview, and three individual interviews.

THE VALUES AND BENEFITS OF THE PROJECT

The survey data collected indicate that the teachers generally felt that they had received strong support from their learning partner: professional support (57.7% gave affirmative responses), social support (53.8%), academic support (53.8%), technical support (46.2%), and support beyond the classroom (46.2%). Data from focus group or individual interviews indicate that the benefits of the project towards the development of core values and skills of personal and social education include mutual support and help, emotional support, professional support, academic support, and technical support. In a nutshell, it is found that the teachers enjoyed the mutual support towards a common goal provided by the project.

Most participants found the emotional support provided by their partners very helpful. Sharing feelings and talking about happy and unhappy things had helped the teachers release pressure. Further, many felt that the professional support from their learning partners were very important in their beginning teaching career. The teachers indicated that they found support in their academic work, which included exchanging viewpoints, critiquing each other’s work, and helping each other. They also found the Project particularly useful when they missed a class and for pulling resources together.

Apart from the rationality or critical thinking they had acquired or nurtured through critiquing each others’ work, the teachers felt that they had internalized core values in PSE, such as enhancing self-esteem and empathy and fostering friendship. They indicated that these values so internalized had extended beyond the classroom to their teaching in primary schools and in their daily lives. Most of the participants felt that what they had learnt in the Project could indeed be applied in Hong Kong primary schools, with adaptation though. The teachers reported that they had learned to communicate with others, get encouragement, and understand others more. They also became aware of individual differences and felt that their own self-esteem had improved. Most had reported that the Project helped them deepen their friendship with their partnership and that they also brought what they had learnt from the learning partner project to their classrooms.
Most participants considered that the Project was adaptable to primary schools, particularly the upper primary schools. In fact, they themselves were doing something along this line, like asking their pupils sitting together to check their counterparts’ handbooks and to exchange homework for marking; some even made seating arrangement to have well-performing students sitting next to underachieving students. A few teachers had reported that the peer support learning approach was useful to the students’ learning, while others reported that they had to make adjustments, such as having a group, instead of a pair, as the collaborative learning unit, and that more activities to involve students to participate had to be planned ahead and skillfully implemented.

Participants’ feedback has indicated that voluntary involvement in the peer support learning is crucial. As the participants had reported, most of them chose their friends, those with the same major/minor subjects, or those teaching in the same school. As one participant had underscored, “…if I have to work with a total stranger, I would very likely develop a totally different attitude. I considered that collaboration must be based on mutual trust.” In short, the choice of partner in a mandatory manner would not work, as it could not foster the development of trust.

Then, in the process, there is a need for a clear structure. The instruction given at the beginning of a peer-support learning project is very important. In-service teachers need time and space during class to get to know each other and exchange addresses. The structure of asking learning partners to sit next to each other is helpful in maximizing communication. There is also a need to set specific tasks and activities so as to create opportunities for the learning partners to interact. Most teacher participants of the Project found such specific tasks as posting discussion questions on the Internet, group presentation, and discussion of drafts of assignment useful means in enabling partners to work together. Time set-aside in class for the sharing of feelings using the emotional thermometer, for example, was also found to be useful by the participants.

**DISCUSSION AND IMPLICATION**

The Project was designed to help meet the needs of in-service teachers. The project evaluation indicates to a large degree and extent that the Project was a success. The fostering of personal and social values, such as raising self-esteem, enhancing co-operation, and developing rationality and empathy, seemed to be
apparent. To a certain extent, the teacher participants had reported that the Project succeeded in generating for them emotional, academic, social, technical, and extended supports. A big surprise was that the benefits of the project spilled over to their relationships with their primary school pupils and daily lives. The majority of them pointed out that the idea could be used in primary schools with adaptation, while one-third of the teacher participants did eventually try out a modified learning partner project involving their primary school pupils.

From the findings reported in the preceding section, it seems that the qualities of positive peer dynamics for peer partnership identified by Eisen (1999) - voluntary involvement, trust, non-hierarchical status, and duration and intensity of partnership - seemed to apply in the Hong Kong case. If more teacher participants of the Project chose their learning partners voluntarily and had mutual trust and common goals, they might have found the Project more meaningful.

Although the survey results do not show very high percentages, most teacher participants appreciated the essence of the Project. Areas of improvement in the future could include making project aim and content clearer to the participants at the initial stage, using more games/activities to build up trust amongst partners after the commencement of the project, creating more opportunities for facilitating interactions, and allocating more time for interaction to make them meaningful.

Further, “structuring” can be used to explain the purpose of the Project, the role and functions of the learning partners, and the possible discomfort that one would have when working with a stranger at the initial stage. This method of using structuring has been found to be very effective in increasing participation and learning by the first author (Luk-Fong, 2002) in her teaching of the “Lifeskills for Prospective Teachers” module in the Hong Kong Institute of Education.

In the light of the findings, both practical and theoretical implications for teacher educators, primary school teachers, and guidance experts can be drawn. In brief, this paper underscores the feasibility and desirability of using a learning partner approach to facilitate the professional development and support of teachers in their initial stage of teaching, particularly when the teachers are marginal in academic standard and primary schools do not provide
adequate professional support. The paper also highlights the potentialities of using the learning partner model in enhancing the personal and social development of teacher trainees, particularly those who lack confidence in their learning and are low in self-esteem. Thus, for primary school teachers, in the context of primary schooling in Hong Kong where academic studies are stressed and students have low self-esteem, it is likely that the learning partner model can have great potential for helping learning, raising self-esteem, and enhancing mutual support and friendship. It would be of value to study the deployment of learning partner approach in the primary school settings in Hong Kong by the project participants.

For the academics and guidance professionals, this report helps strengthen the argument that some PSE attitudes and skills (such as self-esteem, learning, and friendship) can in fact be “taught,” in addition to the often taken for granted notion that these values and skills are more often “caught.” Suffice to say that teaching “self-esteem” and “enhancing friendship” are unnatural and superficial by many opponents particularly outside of the guidance fields. The “learning through practice” approach seems to provide more opportunities for teachers to acquire personal and social values and skills in actual settings. While Chinese traditions emphasize the “practice” or the behaviors of the students (Luk-Fong, 2001), one may even ponder this: could it be that the learning partner model is particularly suitable for a Chinese cultural context when the students are not too active in participation in discussion in class - a well observed, though undesirable, phenomenon (see, e.g., Stevenson & Stigler, 1992) - and when they are not used to and indirect in expressing personal emotions (Gudykunst & Ting-Toomey, 1996; Lam, 1986). All these postulations call for further research in this area.

CONCLUSION

All in all, this paper reports the experiences generated from a learning partner project in the preparation of teachers for personal and social development of students. Factors of successes and failures are explored. Teacher participants had reported their receiving many benefits from the Project. Nevertheless, the Project is only exploratory in nature, even though the findings are meaningful in various ways. In order to help fill the gap in the literature, it is more than desirable to have more similar projects be implemented, involving different teachers with different background and in different subject domains. Finally,
while this paper is essentially about a new Hong Kong experiment, it is hoped that the experience so enhanced will spark off discussion of issues related to peer learning partnerships and personal and social development of teachers and students both in higher education (particularly in teacher education institutions) and primary school settings in other parts of the world in the future.

NOTES

1Until recently, Hong Kong’s primary teachers are qualified to teach by a certificate in education of either two or three year’s training. The achievement of a full graduate profession by the year 2004 (Tung, 1998) gives impetus for upgrading the certified teachers to a degree level by adding two years on top of the certificate program. Many certified teachers therefore come back for their upgrading to B.Ed. level in the Hong Kong Institute of Education. These teachers are mainly in their first year(s) of teaching in primary schools in Hong Kong.

2Emotional temperature is a device to help participants to describe and express their emotions as in the reading of temperature in a thermometer. Other than sharing their emotion, participants may be aware of the reasons behind his/her emotional temperature.

3To quote from Brammer (1988, p. 57), in counseling, “structuring defines the nature, limits and goals of the prospective helping relationship. During the process, the roles, responsibilities and possible commitments of both helpee and helper are outlined.”

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Professional Report

Enhancing National Work Attitude Change and Productivity of Teachers in the 21st Century Nigeria: Personality Development Needs and the Counselors' Role

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Abstract
This paper examines personality development and work attitude of Nigerian teachers as well as counseling in teachers' personality development for enhancing their performance and productivity. The paper argues that, if teachers' personality development needs of achievement motivation, emotional maturity, and responsibility traits are satisfied through self-improvement and adult counseling processes, teachers' quality and attitude to work could change positively. The paper therefore advocates the provision of adult counseling services in the Nigerian educational system, which will help to realize national education goals and objectives related to the much cherished need for scientific and technological development in Nigeria.

In Nigeria, the national policy on education (Federal Government of Nigeria, 1998) stipulated that teacher education be given a major emphasis in all educational planning. The rationale is obvious: the quality, competence, and character of its teachers are major factors that influence the quality of the future citizens of Nigeria. In reality, however, the status of teachers (at all levels) in Nigeria has still been very low, and teachers' attitude to work and productivity in the primary, secondary, and tertiary institutions has been problematic. Teachers generally are operating in stressful situations and under
unfavorable conditions of service. Thus, when teachers find themselves in such “tight corners,” they either opt out of the profession or adopt a passive job attitude (and engage in petty business even during school hours).

The negative consequences of teachers’ actions inevitably impact on the pupils, students, and the undergraduates. For example, teachers’ low morale reinforces undesirable or unacceptable school practices such as cruelty, unfriendliness, truancy, cultism, absenteeism, lack of interest in the job, and poor teaching habits. Given the above, the current educational debate in Nigeria has been on refocusing on teacher education and teachers’ ethical reorientation to enable them cope with the educational challenges in the 21st century.

Further, the current debate in Nigeria has been on how to motivate the Nigerian teachers towards higher productivity. Foci of the current research on teachers motivation include the bedrock of sustaining curriculum innovations in Nigeria (Udeozor, 2003); motivational indices as predictors of work attitude of teachers (Okorodudu, 1999a); leadership style and teacher effectiveness (Oyedeji, 1986); performance appraisal and teacher commitment to work (Yalokwu, 1989); influence of the level of teachers participation in decision making in the schools’ effectiveness, communication and teacher fast performance (Ogundele, 1995); and needs satisfaction of university teachers in the educational system (Okorodudu, 1990, 1993).

It is in line with the above views that this paper advocates the need to help teachers enhance their personality development through counseling. In the field, the concept of professional development refers to conscious and systematic steps to ensure teachers’ continuous self-improvement (Itotoh, 1992). According to Obanya (1992), “one of the ways in which we have failed teachers in the later years of the 20th century is to have treated teaching as the only profession in which continuing self-improvement was not necessary” (p. 223). It is this gap that this present study wants to fulfill. The main thrust of this paper is to provide answers to the following research questions: What are personality development, work attitude, and adult counseling in Nigeria? What is the theoretical background for personality and attitude change? What are the personality development needs of the Nigerian teachers? What should counselors do to enhance national work attitude change and productivity of teachers? What are the recommendations that can be entertained?
CONCEPT CLARIFICATION: PERSONALITY, WORK, ATTITUDE, AND COUNSELING

The construct of personality has no standard meaning and, as a result, there are numerous current definitions of it in the literature. For instance, personality has been explained as the dynamic organization within the individual and thought (Allport, 1937, 1961). In this definition, the use of dynamic implies that personality is made up of various traits, which are closely interrelated. The concept of psychophysical systems in Allport’s own understanding relates to the habits, values, beliefs, emotional states, sentiments, and motives, which have physical basis in the individual’s neural, glandular and general bodily states. Therefore, the variation in the composition of these psychophysical systems among individual teachers determines the uniqueness of individual teachers’ behavioral differences. According to Okorodudu (1990, 1996, 1998, 1999a, 1999b, 1999c) if teachers’ working environmental conditions change favorably or unfavorably, their personality traits, such as self-esteem, emotional disposition, and temperament, will equally change even though the impact of such changes would vary from one person to another. These personality traits in a way determine the manner of person’s reaction to work.

The concept of work is very important in human activity. The traditional definition in the field (see Crane, 1961) is that work is the means open to most men for the responsible exercise of their human powers, for work, properly done, calls for an effort of mind and will. Regarding attitude, according to Benjamin (1958), attitude is an individual’s predisposition or tendencies to react in certain ways towards objects, creatures, individuals, institutions, races, religion or practices. Further, Ukeje, Okorie, and Nwagbara (1992) defined attitude as “our affinities for, and our aversions to situations, objects, persons, groups or any other identifiable aspects of our environment including abstract ideas and social policies” (p. 284). Basing on the above definitions, it is clear that work attitude of teachers denotes teachers’ “likes” or dislikes on the strength of the values and rewards attached to their teaching profession and their general behavioral dispositions toward the performance of their teaching work. In other words, attitude towards students, attitude towards self (self-concept), and attitude towards colleagues all have a significant influence on teachers’ behavior and, as such, on their motivation to teach and the effectiveness of their teaching performance (Fafunwa, 1992). All these have implications for counseling in the Nigerian educational system.
The concept of counseling has several definitions. Generally, counseling is best described as a helping profession. For instance, Lewis (1970) defined counseling as a process by which a troubled person is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person. That uninvolved person is a professionally trained individual with up to date scientific knowledge, skills, ability, and competencies in the art of providing assistance to persons facing difficulties in their adjustment processes (Okorodudu, 2002). According to Okobiah, Okorodudu, Egbufi, Clifford, and Ogbebor (1997), counseling is a process that involves a person-to-person interaction in which one person (client) is helped by another counselor to develop increase in skills, understanding, and ability to solve his or her problems. Okorodudu (2002) believed “that sometimes it involves a group of two to twelve persons (clients) and counseling with the aim of assisting the individuals to acquire skills and knowledge geared towards self-realization, self-knowledge and self-concept development required for resolving common personal adjustment problems” (p. 90). Counselors, who adopt psychological principles in their efforts to assist troubled individuals in enhancing their decision-making processes, therefore assist pupils, students, and teachers in and out of the school system. They also assist adults in making effective adjustment in every work of life. Such counseling services for teachers personal- and mid-life career changes and training in enhancing skills, knowledge, and competence to satisfy their personality development needs or self-improvement needs and to induce attitude changes.

INDUCING PERSONALITY AND ATTITUDE CHANGE IN NIGERIA

In Nigeria, noted is the need of adult counseling especially for teachers whose attitude to work has been considered waned or negative. Therefore, many stakeholders have advocated that counseling should be an integral part of the school system (Achebe, 1990; Okorodudu, 1996, 2002; Onyoye, 1999; Orubu, 1985) of which would assist teachers in their efforts to coping with the numerous challenges they face in their school environment (Okebukola & Jegede, 1999; Okorodudu, 1999a, 2002).

It should also be noted that since education is a very expensive venture in a third world context, the need to enhance teachers’ personality development and attitude change is essential. In fact, studies on how low status and poor
working conditions of Nigerian teachers have contributed to the negative returns from investment on education in Nigeria have been established (Fafunwa, 1970; Itotih, 1992; Mezieobi, 1992a, 1992b; Obanya 1992; Oriaifo, 1992). Moreover, teachers’ quality enhancement through fulfillment of personality and basic needs would not only help in improving their teaching but also would help reduce the present state of highly acclaimed low academic standards in national education systems (Itotih, 1992). Okorodudu, (1999a) has stated that teachers have multi-functions to play in the educational system as instructors, guardians, models, counselors, leaders, representatives of society, and defenders of social values. Invariably, for the national educational system to maintain good academic standards, the teachers themselves must have attained certain high standards of performance not only during professional training but also at the period of professional practices.

While this paper is not a focus on teachers’ welfare per se, it is still necessary to highlight the consequences of the absence of a good welfare package (as it is in developed countries) on teachers’ personality development and their classroom behaviors. In Nigeria, the society expects teachers to perform optimally in educational process in spite of the absence of congenial psychosocial and physical environment, guidance services, accommodation, reasonable salaries, job security, promotion prospects, housing, transport facilities, and opportunity for enhancing personality development needs. According to Itotih (1992) “if then, the society expects teachers to perform optimally in the educational process, necessary steps must be taken by government and all employers of teachers to meet the demands of educators for improved living and working conditions” (p. 211). In short, like all other human beings, teachers need to be encouraged through the satisfaction of their personality development and other basic needs to work conscientiously and make worthy contributions to the attainment of the goals and objectives of education in Nigeria.

It should be noted that the general purpose of the national education process in the 21st century could also be well enhanced if the average teachers’ personality developmental needs along with their general poor conditions of work could be given positive attention. In other words, if teachers are to perform their duties satisfactorily, they must be provided with the right atmosphere of decent classrooms, offices, equipped laboratories, workshops, equipped libraries, availability of lesson notes, diaries, registers, computers, softwares, and several other appropriate tools required for them to promote
effective and efficient teaching-learning activities in the educational institutions.

It goes without saying that the teachers should be properly equipped with skills, knowledge, and ability to deliver their lessons effectively and efficiently. It should be noted that in Nigerian teachers have shown much economic concerns and social values for their welfare, recognition gained, professional growth, and development profiles. For instance, opportunity for in-services training for the acquisition of additional qualifications in the higher institutions is highly valued for its social and economic returns among Nigerian teachers. In other words, when these higher level needs and basic values are partially or completely frustrated as a result of strong economic depravity, political strangulation and denials, etc., teachers’ morale would not only drop but also have adverse effects on their dispositions to their students and teaching related functions in the educational system. Invariably, teachers’ attrition rates, low self-esteem, poor attitude to work, and consequently poor quality of students products have been frequently observed in Nigeria (Obanya, 1992). Since personal and societal values generally tend to govern classroom teachers’ behaviors, it should be necessary to promote teachers’ professional development needs. This could be done through a conscious and systematic process of ensuring up-grading and continuous self-improvement. In support of the ongoing argument, Bojuwoye (1995) noted that no matter how motivated or competent teachers or employees may be, lack of resource materials will prevent them from accomplishing their responsibility and may even result in frustration and demotivation. Invariably, he argued, in addition to payment of higher salary to teachers, good training will improve on their work attitude. Also, such non-material factors as staff welfare, development of instructional staff, transfer, availability of adequate school facilities, enjoying teaching work, satisfactory responsibility, involvement in decision-making, democratic principal leadership style, professional growth opportunity, enjoying high status, social amenities, holiday, moderate work hours, and job security, which have indirect monetary implications as motivational tools, have extensive application in educational system in Nigeria (Bojuwoye, 1995; Fasanmi, 1992; Idiong, 1996; Ogundele, 1995; Okebukola & Jegede, 1989; Omoregie, 1995, 1996; Oyedeji, 1986; Okorodudu, 1999a).

Further evidence from literature also showed such factors as promotion, prestige, authority, training, job security and communication, etc., which relate to teachers work attitude and job performance through an enhanced
administrative styles and counseling processes, contribute to teachers’ personality stability (Idiong, 1996). Then, Oyedeji (1986), Peretomode (1995), and Umoren (1996) had carried out studies on the leadership styles, involvement of teachers in decision-making process, conditions of service, and their impact on teachers’ morale in the Nigerian educational setting. For example, Oyedeji (1986), in his study, conducted in Kwara state of North western Nigeria, on the appropriate style - authoritarianism and democratic - which could make teachers to be more effective on their job came out with the following finding: democratic style of leadership contributed more to teachers’ effectiveness than autocratic style of leadership in 19 out of 20 areas of principal task effectiveness. The implications of this finding is that democratic leadership style could help create far reaching enabling environment for teachers’ personality stability which has further implications for meaningful teacher-students’ interactions and teaching-learning activities. In another study, Umoren (1996) examined the influence of the level of teachers’ participation in decision-making on the schools’ effectiveness. The subjects for the study were 300 teachers (300) drawn from secondary schools in the Akwa Ibom state (in Southeastern Nigeria). He discovered that teachers at high level of participation in decision-making differed significantly from those at low level in terms of their contribution to school effectiveness. This study no doubt lends credence to the importance of teachers’ personality development needs among other essential educational inputs in enhancing their quality performance in the educational system, highlighting also that effective decision-making process is an art of responsibility and affective maturity, which contributes greatly to teachers’ professional achievement.

Peretomode (1995) had conducted a study on decisional deprivation, equilibrium, and saturation as variables in teacher motivation, job satisfaction, and morale in Warri metropolis of Delta State in mid-western Nigeria. He found that most of the secondary school principals involved in the study did not engage their teachers in decision-making, as the teachers would otherwise have desired. In other words, the principals adopted autocratic approach to decision-making which tended to make the psycho-social and teaching-learning environments less motivating. Others findings from the study showed that teachers who participated in as many decision-making as they desired felt more motivated and satisfied and had a high morale, while those who were decisionally deprived felt least satisfied and had low work morale.
All these empirical evidences underscore the essential need for improvement in activities that could promote the teachers’ personality growth and development, which have far reaching implications on their productivity in Nigeria. The Nigerian educational work environment for teachers lacks the prerequisite facilities required for the development of teachers’ personality, and hence their work attitude towards students and teaching-related activities are undesirable (Okorodudu, 1996). It should be noted that in a society such as the one in Nigeria where the teachers’ and students’ psychosocial environment lacks positive educational stimuli, the enhancement of all-round development of teachers becomes a sacred duty (Essien, 1975). Generally, it is believed that all things being equal, all forms of negative attitude to work by teachers could be reduced if the variables that tend to create them are greatly controlled (Fafunwa, 1992; Okorodudu 1999a, 1999b).

Apparently, the current debate in Nigeria is on how to improve on teachers’ quality and productivity and on how to resolve the problems of poor students’ academic performance and the contamination of the whole education system caused by the complex practice of examination malpractices. Emphasis therefore is being laid on how to retrain teachers, improve their conditions of service, and provide them with reorientation on social and economic values that will enhance their personality development. For instance, the current literature in Nigeria stresses on refocusing teacher’s personality dimensions as correlate of work attitude (Okorodudu, 2001); refocusing teacher education preparation and remuneration (Uzoh, 2002); raising the quality of teachers (Abdulsalami, 2002); status and infrastructural problems in teachers education (Biose, 2002); strengthening teaching profession for refocusing teacher education (Sheke & Omoraka, 2002); teacher production process for professional role performance (Igbinedewa, 2002); and refocusing education in Nigeria (Iredia, 2002).

This paper is in line with the ongoing debate in Nigeria by focusing on counseling for satisfying teachers’ personality developmental needs. Current emphasis on how to use psychological and counseling principles to assist teachers’ whole development and work productivity has been re-echoed. For instance, reducing emotional stress of employed and unemployed persons through counseling measures (Udokang, 1996); teachers’ stress facilitators and their prevention (Eme, 1996); relevance of guidance and counseling in teacher education (Achebe, 1990); the place of counseling in the 21st century teacher education endeavor in Nigeria (Onoyase, 1999); improving teacher quality in
Nigeria (Obanya, 1992), and the need to providing adult counseling services to teachers for enhancing their personality, motivation, and attitude change for higher productivity in Nigeria (Okorodudu, 1999b). Although, several factors affect the stability of teachers’ personality and their work, it is believed that some greater levels of improvement could be enhanced through various adult counseling approaches, educational counseling, vocational adjustment counseling, pre-retirement counseling, and several other services (Okorodudu, 1996, 1998, 1999a, 1999c).

THE PERSONALITY DEVELOPMENT NEEDS OF NIGERIAN TEACHERS

The general purpose of personality development needs is to enhance teachers’ quality that has been lacking in the 20th century. The reasoning is that the higher the quality of the teachers in terms of their improved personality characteristics, the better their mental, social, and cultural readiness towards their duties would likely be. In consonance with the aforementioned purpose, Essien (1975) observed over two decades ago that the national curriculum and its implementation process must be sensitive to the higher needs of teachers’ personality development. Obviously, according to him, the weakest link in the educational set up had been the very poor quality type of teacher preparation and the almost social isolation, which have impacted on teachers’ mental, cultural, and personality development especially in the sophisticated urban areas. Of course, the consequences of the poor quality teacher preparation currently leads to poor job performance, which has far reaching negative impact on the learners’ overall academic and personal development. In fact, as no teacher can be able to influence his students beyond the limits of his social and mental culture, there is need for on-the-job improvement of teachers’ personality characteristics in Nigeria.

For example, Okorodudu (1999a) conducted an empirical research involving 706 teachers in the Delta State of Nigeria. He examined teachers’ personality traits of responsibility, emotional maturity, and achievement orientation as correlate of teachers’ work attitude. Other variables studied included the economic and non-economic motivational indices as predictors of teachers’ work attitude (Okorodudu, 1999b). Using the regression (ANOVA) statistic for testing the null hypotheses, the conclusion was reached that teachers’ personality traits of achievement orientation, emotional maturity, and
responsibility are correlate of work attitude among the teachers studied in Nigeria. Arising from this study was the recommendation that teachers, irrespective of their individual differences as well as their students require counseling services to enable them cope with their personal developmental needs and the teaching challenges in Nigeria. He believed that these traits do not only contribute to teachers’ quality but also are fundamental dispositions to positive teaching attitude and success in teaching vocation. For the purpose of clarity, each of these personality constructs, would be discussed in a nutshell under three major subheadings: achievement motivation needs; emotional maturity needs; and responsibility development needs.

Achievement Motivation Needs

Enhancing teachers’ achievement motivation needs is to help them improve teaching effectiveness. This is because teaching art is goal-oriented. Although teachers differ in their personality dispositions, it is believed that those who will achieve positive work attitude and appreciate objectively the values of motivational indices in the school system need sufficient traits of improved achievement motivation. Achievement motivation is therefore fundamental to successful teaching. McClelland (1953) noted that individuals with high achievement need would possess personal responsibility for solving problem; setting moderate realistic and attainable achievement; and desiring regular and concrete feedback on their performance. Of course, these characteristics are indicators of intrinsic motivational traits. These categories of teachers in spite of individual differences are those who will continue to do their job well, on mere expectation that salaries or retirement benefits will be paid eventually, sooner or later. Such teachers get satisfaction from their job on the basis of intrinsic values attached to teaching outcome. The possession of this personality trait by teachers will enable them to manifest the attitudinal predisposition for teaching effectiveness. For instance, the school system is always replete with problems, which require solutions by setting moderate, realistic, and attainable goals, with proper network of regular and concrete feedback on their performance (Denga, 1996; Idiong, 1996).

Therefore, achievement motivation traits attract the features of dominance, tenacity, manifestation of courage, strong-will, and optimism. Each of these features is essential to the process of successful teaching in the school system. This demands that the cultivation of stable personality traits would be of help in the promotion of positive work attitude in Nigerian schools (Okorodudu,
1999a). More importantly, it would enhance teachers' morale. The concept of teachers' morale is a combination of job satisfaction; the availability of opportunities for professional upward mobility; assurance of a reasonable standard of living; acknowledgement by the wider society of a person's worth; and self-confidence. And all these variables have been acclaimed to be almost lacking among majority of teachers in the 20th century Nigeria (Obanya, 1992).

In consonance with the ongoing argument, the authors believe that if the quality of teachers is improved in direct relation to improvement of professional performance, increase of social acceptance, and rise in self-concept, the quality of teaching and returns to educational investments will also likely improve in the society. According to Oriaiifo (1992), since education has invariably been extolled as a veritable instrument of human improvement and national self-sufficiency, teachers who are the principal actors to enhancing educational success should be given greater support in personality development; it is worthwhile to invest in them so that they can become effective leaders of the learners in the Nigerian environment that is currently experiencing effects of inflation; saturation of the labor market; increased urbanization and its social consequences; a gradual breakdown of social and physical infrastructure; and a general tougher environment for successful life adjustment. These conditions would apparently affect relational patterns of teachers and students, teachers' personality development, and their coping skills within the harsh socio-cultural, economic, political, and educational environments.

**Emotional Maturity Needs**

In advocating for emotional development needs of the Nigerian teachers, the authors have two goals in mind: first, to assist teachers in the acquisition of affective and social dispositions for the enhancement of meaningful relationship patterns in their classroom behaviors and management; and second, to assist teachers in the utilization of these acquired affective and coping skills for the promotion of effective and efficient teaching-learning activities in the Nigerian educational system.

What then, is emotional maturity? Various authors have explained the construct of emotion. For instance, emotion is described as such feelings as love, hate, joy, sorrow, fear, hope, happiness, depression, and amusement (Denville, 1977; Okorodudu, 1994). Akinboye (1987) defined emotion as a
complex response pattern characterized by arousal, physiological changes, and feelings. Witting and Belkin (1990) defined emotion as a complex state of arousal, usually marked by a heightened state of internal feelings. Similarly, Udokang (1996) defined emotion as a pleasurable or painful condition of the mind which may accompany our sensation, memories, or judgments of events in the environment. Based on these definitions, teachers’ emotion can be explained as outward expression of their inner feelings, which are aroused by their own individual behaviors or that of other colleagues, students, government, parents, principals, counselors, and/or other personnel within the school system.

Emotions are usually more intense response then ordinary feelings, because they involve the entire system of the organism. In fact, some of these intense responses of teachers may be due to changes in their physiological and psychosocial environmental features (Durojaiye, 1976; Okorududu 1994). For example, Bolarin (1996) observed that men show happiness or sadness according to their reactions towards their external environment. Therefore, a teacher may react to situations violently or peacefully, positively or negatively, on the basis of the environmental stimuli and the interpretation he or she gives to it.

Given the present economic depression in Nigeria and its frustrating outcome, teachers’ emotional state is not stable and is hardly positive. For instance, the new millennium Nigeria has witnessed some government’s efforts to improve on teachers’ salary, while this was a welcome idea, the positive financial benefit has been eroded by the spontaneous growth of the inflation in the country. Furthermore, increase in teachers’ salary could not go along with improvement in the conditions of services and general work or teaching environment in the primary, secondary, and University system. In a situation where facilities to aid teaching effectiveness are lacking, the teachers could hardly be expected to excel. In such a context, it is important to know more about their state of emotion and how they adjust emotionally.

It is in this condition that calls for counselors to assist teachers to acquire shock absorber attitudes to withstand the frustrating effects of the working environmental factors. This is very important because the feelings of teachers, no doubt, play significant roles in their lives. Such roles are capable of influencing their happiness or sadness, health, memory, power of reasoning, and perception. They could also be capable of affecting teachers’ judgment of
students, their fellow teachers, and principals’ activities. It has fundamental influence on teachers’ decisions and actions, which could be related to their work dispositions and services. For instance, according to Pullias and Young (1964), Derville (1977), Eme (1996), and Illita (1996), emotionally stable teachers have more capability of facing reality of life, maintain warmth and calmness, and show maturity of attitude (higher ego strength) in their interpersonal relationship with colleagues and students. This means that the presence of evidence of happiness and warmth and less signs of depression traits among teachers are indications of emotional maturity (Okorodudu, 1999a).

Since emotionally mature teachers deal more diligently, friendly, and conscientiously with colleagues, students, and the teaching process, efforts directed towards their total development would lead to greater level of their job performance.

**Responsibility Development Needs**

Responsibility development needs of teachers are essential for the purpose of improving on their personal and professional qualities, which are relevant to the development of positive work attitude. Success in the teaching work, no doubt, demands seriousness, commitment to chosen task, trustworthiness, friendliness, respect, self-concept, and self-esteem from the teachers. For example, Fafunwa (1992) and Obanya (1992) noted that professional characteristics are needed for a teacher to be effective and, as a result, they need to be well educated and adequately trained. According to Okoh (1992) “teachers cannot afford to be less careful or less systematic in their work, for they are always concerned with human beings and particularly with the development of human minds when they are at their most impressionable stage” (p. 29). It is very clear that the entire routine of teaching job demands the complete responsibility needs of teachers. This has to be based on regularity, motivation, punctuality, and conscientiousness in work assignments in the school and classroom. The demand of teachers’ responsibility for positive work attitude change and increased productivity also include teachers’ roles involving leadership, classroom management, self-confidence, and submissiveness to school authority (Eforekaya & Nkech, 1994; Igwe 1989; Okorodudu, 1999a; Omoregie, 1995; Oyedeji, 1986). Teachers whose responsibility needs are developed would be more disposed to teaching effectiveness and positive work attitude.
THE ROLE OF COUNSELORS TOWARDS TEACHERS' PERSONALITY DEVELOPMENT IN NIGERIA

Every meaningful efforts made by Counselors towards improving on teachers' personality development needs is necessary for promoting national work attitude change and productivity. Therefore, the role of school counselors should include promoting adult counseling and personality adjustment activities in the educational system in the new millennium. Okorodudu (1990) has noted that the counselor's role worldwide has been to guide and assist troubled individuals and groups to develop skills for resolving their problems. Therefore, the Nigerian counselors should endeavor to design strategies, techniques, and approaches for promoting teachers' achievement motivation needs. The counseling activities should focus on teachers' values reorientation in the work place, socio-personal, academic, and vocational adjustments. This should be done by ensuring that teachers are exposed to programs and other relevant experiences that would help promote traits of dominance, tenacity, courage, and optimism of teachers in their professional adjustment.

Counseling efforts should be geared towards cultivating teachers’ emotional maturity in the educational system. Under the “6-3-3-4 system of education,” much emotional maturity development needs of teachers are required among other factors for the realization of educational goals and objectives. Therefore, school counselors must wake up to their responsibilities in also directing their professional skills and knowledge to meet the needs of the Nigerian adults especially teachers whose public image has been terribly battered over the years. The school counselors should undertake adult counseling activities for teachers to enhance their ability to exercise effective control of their emotional needs while taking into consideration the teachers’ individual differences. For instance, the manifestation of anger, anxiety, extroversion, calmness, introversion, withdrawal, friendliness, restlessness, joy, happiness, and sadness vary from one teacher to another.

Furthermore, counseling services should be focused on positive development of cognitive, affective, and instrumental components of teachers’ activities that could lead to increase productivity in the educational system. The school counselors should develop systematic counseling activities to assist teachers regularly in acquiring greater sense of commitment, trustworthiness, maintenance of friendship, respect for others, and self-respect required for positive attitudinal changes at all levels in the “6-3-3-4 educational system” in
Nigeria. No doubt, the promotion of teachers’ personality growth and development (among other teaching–learning inputs) through self-improvement training programs and counseling measures on values reorientation would help to a great extent in improving on national work attitude change and productivity in Nigeria.

CONCLUSION

On the basis of the foregoing discussion, the conclusion can be drawn that teachers more than at any other period in the history of Nigeria require regular programs for self-improvement in their professional practices. Such development programs should focus on improving teachers’ achievement motivation, responsibility, and emotional maturity through seminars, workshops, conferences, in-service training programs, sandwich programs, and opportunity for further training in higher institutions. This would contribute immensely to attaining higher level of teachers’ quality for improved job satisfaction and job performance. This is necessary for the cultivation of teachers’ national work attitude change geared towards promoting a sound basis for scientific and technological development, which, as one of the major educational values stipulated in the national policy on education (1998), should be pursued and accomplished in the 21st century Nigeria. This is a challenge to the government, school counselors, principals, parents, teachers, and even students. The growth and development of teachers’ personality demand positive regard for the Nigerian teachers from the general public. The values attached to the importance of their job should be enriched and adequately remunerated. The present pace of government’s negligence of teachers and their subsequent poor attitude to work exemplified in strike actions in the “6-3-3-4 educational system” is a signal and a call to reawaken the Nigerian teachers to their professional commitment through self-development training programs.

In fact, arising from the critical analysis of the issues raised so far is the great question of how to get the supply of the required number of professional counselors and an enriched work environment in the Nigerian school system. Considering the dire need of the guidance services for both teachers and students, some pertinent questions could now be raised thus: how do we get the sufficient number of professional counselors in Nigeria? Will the Nigerian government recruit and employ professional counselors from outside the
country to solve the dearth of counselors in the "6-3-3-4 educational system"? Will the Nigerian government embark on mass training and employment of school counselors in order to ensure the supply of counselors that would help teachers' develop shock-absorber attitudes to withstand the frustrating effects of the poverty- ridden and impoverished work environment? Under the present political setting of a seemingly unstable practice of democratic rule, could the Federal government give priority to such a serious need for revitalization of national education process, which affects teachers' development and teaching situations in the face of very poor economy and other competitive needs? These questions constitute food for thought.

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Recent Publications!

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Hong Kong and International Educational Policies: A Handbook (Vols. I & II), published by CRIC in mid April 2002 is to provide a handy and essential reference for educators, policy makers, scholars and researchers in ongoing educational policy discussion, formulation and practice for educational reform. This publication project is supported by Education Department of Hong Kong SAR Government, Hong Kong Subsidized Primary Schools Council, Hong Kong Subsidized Secondary Schools Council and Asia-Pacific Educational Research Association.

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New Publication!

香港與上海的課程與教學改革: 範式轉換
Reforms of Curriculum and Instruction in Hong Kong and Shanghai: A Paradigm Shift

本書由香港教育學院和上海華東師範大學在2003年合作出版，目的是為香港及國內校
長教師、課程發展工作者、政策制定者、教
育學者和研究者，提供一本有關課程發展及
改革之重要參考工具，幫助他們理解課程及
教學在兩地及國際的發展趨勢，有助於目前
教育改革之策略及實踐，以迎接未來的新挑
戰。作者除香港及上海的課程專家外，也有
國際知名學者如Colin Marsh, John Elliott,
Maurice Galton, Paul Morris, and Kerry
Kennedy等多位教授。本書內容分為三部
份，第一部分是課程改革的趨勢及研究，第
二部分是學科課程與教學改革，及第三部分
是國際經驗的反思與借鑒。提供了頗為全面
的分析和討論。相信，本書對海峽兩岸三地
的教育改革者、課程發展者、學校校長老師
進行課程改革及教學創新時，具有寶貴的參
考作用。

有關本書訂購及查詢，請聯絡:
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Asia-Pacific Centre for Education Leadership and School Quality

Mission

The mission of the Asia-Pacific Centre for Education Leadership and School Quality (APCELSQ) is to become a centre of excellence of education leadership and school quality in Hong Kong and the Asia-Pacific region. To accomplish this mission is to turn the Centre into a multi-faceted entity:

- A Centre of Research that facilitates and promotes a wide spectrum of research on education leadership, school quality and effectiveness, and education innovations so as to advance the knowledge base and technology for improving school management and education practice.
- A Centre of Leadership Development that organizes and provides knowledge-based leadership development programs and endeavours, including courses, workshops, seminars, public lectures, conferences, field experiences, simulations, and mentoring schemes for preparing school principals and education leaders to initiate education innovations, implement school improvement, and enhance education quality.
- A Centre of Quality Assurance that organizes professional-knowledge-based programs and activities for supporting quality assurance in school management, curriculum, learning process, and teaching process.
- A Centre of Academic and Professional Network that attracts and pools up the necessary intellectual strengths and resources, both global and local, to facilitate and support leadership development, school quality assurance and development, and educational reforms in local and regional schools.

Areas of Work

In achieving its mission, the Centre employs various strategies and tactics which include:

- initiation of strategic research projects;
- launching of leadership development programmes;
- dissemination of information of scholarly research and professional evaluative studies;
- establishment of quality indicators and benchmarks of education processes and practices in schools;
- development of quality assurance mechanisms and measures;
- publication of an international refereed journal of education leadership and school quality; and
- formation of professional networks, partnerships, and collaboration.

Further Information

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