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School of Education
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Doctor of Education

The Role of Careers Teachers
in
Hong Kong Secondary Schools

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2004
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Abstract

The aim of this study is to examine the practice of careers guidance in Hong Kong secondary schools by means of a comprehensive research into the roles of careers teachers. It inquires into the expectations and perceptions of careers teachers themselves and the key members of their role set – the principal, students and parents of the school. A proposed 'Model of Careers Teachers' Roles' derived from the academic literature in the context of Hong Kong is also examined through a number of key questions.

This study explores the importance of future policy planning and development of careers guidance to facilitate the school to work transition of students. Careers teachers' roles are presented as multifaceted and reliant on sound knowledge, skills and theories from continued professional development.

In this study, the methodological tools are a survey and three case studies. The breadth of evidence is provided by 82 valid replies to the questionnaire survey, and the depth of the grounds is derived from three case studies comprising interviews, documentary analysis and observation. Then, the roles of careers teachers in Hong Kong secondary schools are analysed, and the various aspects of their roles and duties are identified. Factors that help and hinder the provision of careers guidance are also examined.

Finally, a 'Comprehensive Counselling and Guidance Programme' is proposed as a guideline for careers teachers to enhance their performance of duties and to improve their services for their students at all levels in their schools.
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### Abbreviations

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<tr>
<td>CAS</td>
<td>Careers Advisory Services</td>
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<td>C-DAC</td>
<td>Career Development Assessment and Counselling</td>
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<td>CDC</td>
<td>Curriculum Development Council</td>
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<tr>
<td>CEF</td>
<td>Continuing Education Fund</td>
</tr>
<tr>
<td>CGSS</td>
<td>Careers Guidance Services Section</td>
</tr>
<tr>
<td>CityU</td>
<td>City University of Hong Kong</td>
</tr>
<tr>
<td>CK</td>
<td>Career Key</td>
</tr>
<tr>
<td>CM</td>
<td>Careers Master/Mistress</td>
</tr>
<tr>
<td>CS</td>
<td>Careers Section</td>
</tr>
<tr>
<td>CUHK</td>
<td>The Chinese University of Hong Kong</td>
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<tr>
<td>EC</td>
<td>Education Commission</td>
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<td>ECA</td>
<td>Extracurricular Activity/Extracurricular Activities</td>
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<td>ECR</td>
<td>Education Commission Report</td>
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<td>ED</td>
<td>Education Department</td>
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<td>EMB</td>
<td>Education and Manpower Bureau</td>
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<td>GDE</td>
<td>Growth and Development Education</td>
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<td>GM</td>
<td>Guidance Master/Mistress</td>
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<td>HKACM</td>
<td>Hong Kong Association of Careers Masters</td>
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<td>HKACMGGM</td>
<td>Hong Kong Association of Careers Masters and Guidance Masters</td>
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<td>HKALE</td>
<td>Hong Kong Advanced Level Examination</td>
</tr>
<tr>
<td>HKBU</td>
<td>Hong Kong Baptist University</td>
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<td>HKCEE</td>
<td>Hong Kong Certificate of Education Examination</td>
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<tr>
<td>HKIEd</td>
<td>Hong Kong Institute of Education</td>
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<tr>
<td>HKU</td>
<td>The University of Hong Kong</td>
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<tr>
<td>HKUST</td>
<td>Hong Kong University of Science and Technology</td>
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<tr>
<td>IAIE</td>
<td>International Alliance of Invitation Education</td>
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<tr>
<td>IIE</td>
<td>Institute of International Education</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>IVE</td>
<td>Institute of Vocational Education</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>JUPAS</td>
<td>Joint University Programmes Admissions System</td>
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<td>LD</td>
<td>Labour Department</td>
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<td>LTCC</td>
<td>Learning Theory of Careers Counselling</td>
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<td>LU</td>
<td>Lingnan University</td>
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<tr>
<td>NOICC</td>
<td>National Occupational Information Coordinating Committee</td>
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<td>NT</td>
<td>New Territories</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<tr>
<td>Poly U</td>
<td>The Hong Kong Polytechnic University</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>QAI</td>
<td>Quality Assurance Inspection</td>
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<td>QEF</td>
<td>Quality Education Fund</td>
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<tr>
<td>RIASEC</td>
<td>Realistic, Investigative, Artistic, Social, Enterprising and Conventional</td>
</tr>
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<td>S</td>
<td>Secondary</td>
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<td>SDS</td>
<td>Self-Directed Search</td>
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<td>SLTCMD</td>
<td>Social Learning Theory of Careers Decision Making</td>
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<td>SMI</td>
<td>School Management Initiative</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<td>WSA</td>
<td>Whole School Approach</td>
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<td>YEAS</td>
<td>Youth Employment Advisory Services</td>
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Chapter 1   Introduction

This study aims to examine the practice of careers guidance by investigating the role expectations and perceptions of careers teachers in Hong Kong secondary schools. Moreover, this study also examines the expectations and perceptions of careers teachers held by key members of their role set, i.e. the principal, parents and the students of the school. A review of academic literature published locally and overseas during the past fifty years reveals that very little has been done in this field in Hong Kong. In 2003 the Commission on Youth (COY) has issued an important report highlighting the key role careers teachers have in guiding students into work. The challenge of avoiding the current Hong Kong problem of a large population of 'unengaged youth' whose talent are untapped by the labour market is, the Commission states, the responsibility of all 'education stakeholders.'

The author of this study, was for 20 years a careers mistress. Her knowledge of the practicalities of careers teachers' jobs lead her to the conclusion that the role of the careers teachers deserved closer examination. How do careers teachers view their role and how does that match others' expectation of them? This study is, as far as can be ascertained, the first attempt to delve into the subject in Hong Kong. It is hoped that it can exert significant influence on future development and planning in this field.

In this thesis, the term 'careers teacher' means the teacher, normally a senior teacher, who is in charge of careers guidance services and is the leader of the careers team in the school. He or she, in addition to a normal or lesser teaching load, takes a significant role in providing careers guidance services, actively organizing activities to enhance careers education. Above all, the careers teacher coordinates all the work of the careers team in the school. In Hong Kong, such a teacher is commonly known as the 'Careers Master' or 'Careers Mistress' as appropriate.
1.1 Aims of Research

The aims of the study are:

1. To study the roles of careers teachers by examining:
   a. expectations and perceptions of careers teachers themselves, and
   b. expectations and perceptions of the principal, parents and students of the school.
2. To scrutinize the various duties undertaken by careers teachers with a view to:
   a. weighing the relative importance of each of these duties, and
   b. comparing the duties that careers teachers actually carry out with those they think should be carried out by them.
3. To review the main factors which help and hinder careers teachers in providing effective careers advice and support.
4. To examine a proposed ‘Model of Careers Teachers’ Roles’ for the Hong Kong context derived from the academic literature.
5. To consider the implications for future research and practice and specifically to recommend a comprehensive counselling and guidance programme to enhance the performance of certain roles of careers teachers in the Hong Kong context.

Specifically the research intends to unpick and examine the following research questions:

1. What are the expectations and perceptions of the roles of careers teachers themselves and members of their role set?
2. What are the main duties undertaken by careers teachers within their roles?
3. What are the factors which help and hinder careers teachers from providing effective guidance and support?
4. How can the process of transition from school to work be improved through the use of more effective careers guidance?
5. How can an effective and comprehensive careers guidance programme be developed?
1.2 Rationale for the Study

One of the definitions of the word 'career' given in the Concise Oxford Dictionary (1999) is 'an occupation undertaken for a significant period of a person's life, usually with opportunities for progress.' In fact, everybody's career is different. It is constituted by what one opts in to or out of. It varies and unveils throughout one's life-time. What about careers guidance? Herr and Cramer (1996:1) defined careers guidance as 'a term that is evolving in response to economic, political, and social changes, and to changes in techniques and content.' Ali and Gradam (1996:1-2) pointed out that careers guidance helps individuals 'to assess their career development needs at various points in their lives.'

This study is judged to be important for four main reasons:

1. **Its importance in the Hong Kong economic/policy context**

   As the Education Commission (EC) has pointed out, in the past two to three decades Hong Kong's economy has undergone a significant structural shift from being manufacturing-based to becoming service-oriented. The talents needed nowadays are different from those required in the past. In the knowledge-based economy, existing knowledge is being updated at an even faster pace. To enhance our competitiveness, Hong Kong's economy has to shift to high value-added and technology-based production and services, and people who are creative, versatile, knowledgeable and multi-talented are needed (EC, 1999: para. 2.2-2.4).

   Hong Kong's success depends on excellent human resources, a corruption-free society, an independent legal system, and an open and free economy. The education system must evolve to take into account developments on the economic front as well as changes in the political, social and cultural spheres (EC, 1999: para. 2.6). The EC also suggests that teachers should have the responsibility of encouraging self-motivated and effective learning among students, and provide guidance to students in the course of progress towards adulthood (EC, 1999: para. 4.5).
2. Management problems in careers guidance faced by schools

In Hong Kong, teachers tend to quantify their work load by the number of periods they teach per week. They are very conscious of the number of teaching periods allocated to each teacher, and may feel upset if others have fewer. They usually pay little attention to how much non-teaching work their colleagues have to do. Principals are therefore tempted to allocate to every teacher the same number of teaching periods. The duties of a careers teacher are likely to be on top of a normal or a very slightly lesser teaching load. Such an onerous job require tremendous energy and enthusiasm. In fact, some principals have experienced difficulty in finding motivated teachers to fill the post.

It seems impossible to squeeze formal careers education in any teaching period in the timetable without trimming down the teaching time of other subjects. Moreover, there is no suitable curriculum for careers education available in Hong Kong. A number of schools have compiled their own curriculum including some areas of careers education. Hence, this study should illuminate important aspects of the management and curriculum of careers education in Hong Kong secondary schools.

3. Inadequacy of careers education research and practice in Hong Kong

The research shows that in spite of numerous studies on careers guidance or careers education in secondary schools in America, Britain and some other developed countries, there are scarcely any on the situation in Hong Kong (Zhang, 1998:39). The most recent studies on careers guidance available in Hong Kong schools were carried out by Zhang in 1998 and Leung in 1999. Zhang’s was a comparative study concentrating on students’ perception and experience of careers choice and careers guidance in Shanghai, Edinburgh and Hong Kong. Zhang (1998:105) says:

*In Hong Kong school careers guidance focuses on careers information provision. Very few activities are provided for students to explore their careers interests and abilities in career situations. They regarded the activities which provided first-hand careers information, such as careers talks, careers days and careers visits, as more helpful than other activities which provide only written careers materials.*

In the same study, Zhang (1999:39) also expressed doubts about the effectiveness of the old traditional methods used in Hong Kong. He points out that ‘Very few
studies have been done to explore careers guidance theories and models, or test out school careers guidance practice in the context of Hong Kong.'

The next year, Leung (1999:9-10) confirmed the inadequacy of careers guidance in Hong Kong schools. He observed that although most secondary schools have a Careers Master/Mistress (CM) position, career development programmes are not emphasized in most secondary schools in Hong Kong. The service provided to students by the CM and several teachers at their teams amounted to 'advising them on their choices of careers and university academic major.' Leung's evaluation of careers guidance in secondary schools was that it 'remains at a superficial level.'

Thus, there is relatively little research literature on this topic in Hong Kong but what research there is concludes that careers education is inadequate.

4. Personal experience

The researcher was formerly a careers mistress in a secondary school for 20 years and a committee member of the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) for 15 years including three years as the vice-chairman. She still takes an active part in the activities of the Association, including attendance at its monthly committee meetings in her capacity as an honorary adviser. She also actively assists in the process of the Summer Work Experience Scheme (SWES) for students. In her own personal experience, the researcher has come across students who do not have any ideas about careers planning and do not know what they would like to do after leaving school. There are also many students who had not identified their own interests and abilities and did not know what subjects to choose for further study. Such phenomena are an indication that students do not have adequate careers guidance in their schools. There is a need for changes. Thus, the writer was inspired to delve into the subject in the hope of being able to improve the situation in Hong Kong.
1.3 Theoretical Perspective

Throughout the thesis, the writer has chosen to review the careers guidance practice and the roles of careers teachers in Hong Kong secondary schools with reference to the literature of developments in the western world, especially the United Kingdom (UK). Although Hong Kong is essentially a Chinese community, it was a British colony for more than one and a half centuries and is a metropolitan city that is receptive to western influences. As a result, the careers theories developed in the western world are often cited in the training courses for careers teachers run by the local universities. Thus, academic references on careers theories and careers guidance available at local universities are mainly from western countries, especially the UK and United States (USA).

The theoretical framework for the study is presented in Section 4.2. In summary, it adopts a five-aspect ‘Model of Careers Teachers’ Roles’ that covers a comprehensive range of roles performed by careers teachers and also serves as a framework through which all the roles of careers teachers are examined.

The researcher did not seek to assess the actual performance of careers teachers, but aimed to further the development of a modern and effective careers guidance programme. The scope of this study is confined to secondary schools in Hong Kong, focusing on the role of the mainstream - careers teachers – and not examining careers guidance services for students with special needs.

1.4 Organization of the Thesis

This thesis contains seven chapters. Following this introductory chapter, Chapter 2 describes careers guidance in the Hong Kong context. Chapter 3 is comprehensive literature reviews which include material on substantive issues of careers guidance and role theory. It is hoped that this chapter provide a more holistic view about the issues related to careers guidance, so that a better understanding of the findings in this research can be achieved. Chapter 4 gives an account of how the research was designed and which methodology was selected for this research. Chapter 5 records the findings and analysis of
the survey. Chapter 6 records the findings and analysis of the three case studies. Both Chapters 5 and 6 also account for the analytical results and discussions on both quantitative and qualitative data obtained. Chapter 7 summarises the main findings, relating them back to the literature review, and presents the study's conclusions. Finally, it makes some recommendations for further research (see Figure 1.1).

**Figure 1.1  Relationship between Various Stages of the Thesis**
Chapter 2 Careers Guidance in the Hong Kong Context

2.1 Introduction

This chapter briefly discusses the development of education system and policy in Hong Kong. In addition, the history and development of careers guidance in Hong Kong secondary schools are discussed, the needs for guidance work are explained, and personality characteristics of careers teachers and professional training for them are highlighted.

2.2 The Hong Kong Context

The Education System in Hong Kong

In Hong Kong, there is a nine-year basic education for all children between the ages of six and fifteen. It is free and compulsory. The first six years are primary education and the next three years are junior secondary education. The great majority will then proceed to a two-year senior secondary education, leading to the Hong Kong Certificate of Education (HKCE) examination. Most of the secondary schools also provide a further two-year course (Secondary 6 and 7) preparing students for the Hong Kong Advanced Level (HKAL) examination which is a prerequisite for entry to degree courses. The Hong Kong education system is represented in Figure 2.1.

All local primary and secondary schools in Hong Kong can be classified into three types: Government, aided and private. They are classed according to their funding sources and the nature of their operating bodies. Both Government schools and aided schools are financed by public funds, but the former are managed by the Education and Manpower Bureau (EMB), with which the Education Department (ED) merged on 1 January, 2003 while the latter are overseen by management committees appointed by their respective sponsoring bodies such as religious organizations, charitable societies, and voluntary agencies. Private schools are financed and managed by independent operators. They are, nevertheless, required by law to be registered with the Government and subject to inspection by officers of the EMB.
Figure 2.1 The Hong Kong Education System

Notional Age:

| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |

- Primary One Admission
- Secondary School Places Allocation
- Junior Secondary Education Assessment
- Hong Kong Certificate of Education Examination
- Hong Kong Advanced Level Examination

Modes of Attendance:
- FT Full-time
- SAND Sandwich
- PT Part-time

Notes:
1. The mode of attendance and duration of study of some courses may vary.
2. Students who have completed Secondary 7 can proceed to a 2-year course leading to the Certificate of Education. Alternatively, students who have completed Secondary 5 can proceed to a 3-year course leading to the same qualification.

Adapted from: Education Department (2002)
Hong Kong, as an international city and world financial centre, has overseas offices of many multinational businesses. There are many expatriates from the United Kingdom, United States, Canada, Australia, France, Germany, Japan, Korea, Singapore and other European and Asian countries residing in Hong Kong. Hence, there are international schools catering to the needs of their children. As English is predominantly used in most of these schools, many local parents are keen on sending their children to such schools despite very high fee. It should be noted that this study is on local schools alone (see Figure 2.2).

Figure 2.2 Number and Types of Secondary Schools and Enrolment by Sector in Hong Kong

<table>
<thead>
<tr>
<th>All Secondary School</th>
<th>499</th>
<th>(461289)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>475</td>
<td>(449447)</td>
</tr>
<tr>
<td>Government</td>
<td>37</td>
<td>(36784)</td>
</tr>
<tr>
<td>Aided</td>
<td>368</td>
<td>(371882)</td>
</tr>
<tr>
<td>Private</td>
<td>70</td>
<td>(40781)</td>
</tr>
<tr>
<td>International</td>
<td>24</td>
<td>(11842)</td>
</tr>
<tr>
<td>English Schools</td>
<td>5</td>
<td>(5734)</td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other International</td>
<td>19</td>
<td>(6108)</td>
</tr>
</tbody>
</table>

Figures in brackets ( ) represent the number of students enrolled in the schools
Source: Statistics Section, Education and Manpower Bureau (2003)

Children are considered to have completed the nine-year compulsory education on attaining the age of fifteen or finishing Secondary 3 (S3). The vast majority of these children will go on to Secondary 4 (S4), but some of them will opt for technical education.
or vocational training. This study does not include Institute of Vocational Education (IVE) and training centres.

Those who wish to proceed to senior secondary education have to make a choice between the arts and science streams. In the past, the science stream seemed favoured by most students. Some students reluctantly had to choose the arts stream in order to remain in the same school for their senior secondary education because their examination results in science subjects compared unfavourably with their counterparts. Careers guidance is therefore of vital importance at this stage to help students choose wisely.

After completing the nine-year compulsory education, according to Census and Statistics Department (2002), more males than females are among the young people who are unemployed and unable to pursue further studies. This is partly due to the fact that a proportion of females aged 20 to 24 are housewives and therefore not considered unemployed and unable to pursue further studies. Nevertheless there is a lower school participation rate among males aged 15 to 24 than among females. Such a phenomenon implies that gender should be taken into account in designing strategies to help young people of both genders.

All Secondary 5 (S5) students sit for the HKCE examination at the end of the two-year course. Only those who have done reasonably well in this examination will be allowed to compete for admission to Secondary 6 (S6). A large proportion of those who have completed S5 will seek employment and/or vocational training. Alternatively, they can take part in the Project Yi Jin which provides S5 leavers with New Articulation courses and Youth Pre-employment Training Programmes, and a number of other ways of advancement. At this crucial juncture, careers guidance is indispensable.

Competition for a place in S6 is very keen. Successful competitors will pursue the two-year Advanced Level course and sit the HKAL examination about 20 months later. In Hong Kong there are seven universities and the Institute of Education (I Ed), not counting the Open University where full-time attendance is not required. Practically all HKAL candidates who have fulfilled university entrance requirements will apply for admission to
degree courses. Of course, the universities are unable to accommodate all of them and many are disappointed. Again, guidance is very much needed for both successful and unsuccessful candidates.

Before 1998, secondary schools in Hong Kong could be classified as English medium schools (traditionally known as Anglo-Chinese schools) and Chinese medium schools. The former use English as the medium of instruction for all subjects other than Chinese subjects (language, literature and history) while the latter used Chinese as the medium of instruction for all subjects other than English language. The vast majority of schools were English medium even though a mixed code of Chinese and English was heavily used in most of these schools. As of September 1998, only 114 elite schools out of 471 schools were officially allowed to remain English medium. All the rest were required to adopt Chinese as medium of instruction. This high-handed move caused a wave of discontent among schools outside the Elite 114.

Despite the fact that there are a handful of well-established Chinese medium secondary schools, very few people are willing to send their children to such schools other than these reputable ones. Hong Kong people are knowledgeable about the importance of the English language. They are fully aware of the undisputed fact that English is the most useful international language and more exposure to a language is the best way of learning it.

After three years, the Government softened its stand and allowed schools to opt English as the medium of instruction for Secondary 4 to Secondary 7, effective from September 2001, provided they have the necessary resources, such as availability of well qualified teachers who are competent to teach through the medium of English. Such a move has virtually lifted the mandatory use of Chinese as medium of instruction. In any case, English medium schools are still very much favoured by parents.
Development of Hong Kong Education Policy

It is generally agreed that the world is undergoing many fundamental changes. For instance, rapid developments in information technology have reduced distance barriers significantly. Hence, the roles of education should be versatile, dynamic and adaptable. It must be ready to cope with whatever situations may arise in the future.

According to an official consultation document by EC (2000a), the long-term objective in the new millennium is that Hong Kong should strive to be a democratic and modern city, the premier cosmopolitan city in Asia, with cultural diversity and a global outlook. To achieve such an objective, it is suggested that the priority should be ‘To nurture a large pool of talents, generalists and specialists alike, who are good learners, articulate, creative, adaptive, have good organizational skills and a sense of commitment’ (EC, 2000a: para. 1.10).

The Financial Secretary stated in his 2002-2003 budget speech that after many economic sectors, four areas are of particular importance, as they can foster the development of other sectors, give impetus to our economy, and create employment. They are ‘Financial services, Logistics, Tourism, and Professional services.’ According to the Census and Statistics Department, (2002), there are about 80,000 youth (aged 15-24) who are unemployed and unable to pursue further studies. Youth unemployment was more pronounced in families with relatively lower household income generally working class families.

Most non-engaged youth are not aware of their own strengths and vocational aptitudes. They need affirmation and guidance in their career development. Careers guidance and vocational counselling should therefore be part of the education and training curricula. A clear and practical plan to provide young people with pluralistic options both in terms of training and employment opportunities is very much needed.

In 2000, the EC redefined the roles and functions of education, setting new goals for different stages of education (2000a: para.1.14-1.21):
In ‘early childhood education’, the pre-primary stage the emphasis should be on helping children to develop the right concepts and attitudes, while at ‘nine-year basic education’, it should be equipping all students with the basic knowledge in different learning areas. ‘Senior secondary education’ should concentrate on furnishing students with the abilities needed to explore aptitudes and strengths in preparation for further study or employment. ‘Higher education’ should impart to students knowledge in multiple domains and all-round analytical skills; and ‘continuing education’ should update knowledge and skills for all people in Hong Kong to help them face the challenges in a rapidly changing and keenly competitive society.

In line with the education theory traditionally and generally accepted by people in Hong Kong, the EC (2000b: para.2.6) proposed, that the overall aims of education for the 21st Century should be:

To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large.

The same document also emphasises the importance of enabling students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment. Hence, education reform must be introduced and backed up by comprehensive planning, multi-faceted coordination and participation by the whole society. The EC (2000b, para.2.7) aims at turning the following vision into reality:

- to build a lifelong learning society
- to raise the overall quality of students
- to construct a diverse school system
- to create an inspiring learning environment
- to acknowledge the importance of moral education
- to develop an education system that is rich in tradition but cosmopolitan and culturally diverse
Education reform must offer ‘quality’, ‘student-focused’ learning opportunities, so there are ‘no-loser’. In this way the whole society can be included in ‘life-wide learning’ (EC 2000b: para. 2.8).

The whole reform package mapped out by the EC (2000b: para 2.9) essentially consists of these elements: it recommends reforming the admission systems and public examinations to break down barriers to education. The curricula and teaching methods must be reformed and assessment improve. To achieve this an effective resource strategy is needed to enhance the professionalism of teachers and implement measure to support frontline educators.

It also points out that the review of the education system has centred on academic structure, the curricula and the assessment mechanisms of various stages of education, and the interface between different stages (EC, 2000b: para. 2.10). With respect to lifelong learning, students need careers guidance while they are in school in order to enhance their aspirations to improve themselves at every opportunity. The careers teacher can play the role of a facilitator of this overall reform by providing effective and enduring guidance to students before they complete their secondary education.

2.3 The History and Development of Careers Guidance in Hong Kong

According to Zhang (1998:35-39), the history and development of careers guidance in Hong Kong schools can be divided into three stages: the rise and development of vocational guidance (1958-1977), the transitional period from vocational guidance to careers guidance (1978-1990), and the consolidation period and current state of careers guidance (1991- present).

Stage 1: The rise and development of vocational guidance (1958-77)
The idea of vocational guidance first emerged in Hong Kong in 1958 when the Director of ED set up a working party to advise on how to help young people to proceed from school to work. The working party came up with the recommendation that each school should have a careers master to help its students be aware of the job opportunities when they leave
school. Meanwhile, the ED established a Careers Section (CS), and later renamed it the Careers and Guidance Services Section (CGSS) in 1986, to promote careers guidance. Besides, the Hong Kong Association of Careers Masters (HKACM) came into being in May 1959 (renamed the Association of Careers Masters and Guidance Masters (HKACM GM) in 1986). During this period, careers guidance in Hong Kong mainly followed the British model. This western model is therefore chosen as the frame of reference for this study.

The HKACM arranges talks for its members and helps them to collect and disseminate information about job opportunities and further studies locally and overseas. The Association also organizes gatherings for careers teachers to meet with employers. In 1968, the Labour Department (LD) set up a Youth Employment Advisory Services (YEAS renamed Careers Advisory Services (CAS) in 1988) within its Employment Division to provide careers services to young people. It published comprehensive handouts on careers in Hong Kong and gave talks to secondary school students on how to select a career. Dissemination of careers information was the essential part of careers and guidance at this initial stage.

**Stage 2: The transitional period from vocational guidance to careers guidance (1978-1990)**

The nine-year free and compulsory education came into effect in 1978. Since then all children from the ages of 6 to 15 have had schooling, including those who are apathetic and academically challenged. As a results, problems in schools have escalated, and a considerable number of students do not go on to Secondary 4. They leave with no formal academic qualifications. The need for general guidance and careers guidance has become even more clear. Between 1982 and 1986, the ED provided a total of five additional teachers to each school to improve the various support services to students (ED, 2001:2).

Through the circulars to schools at different times, the ED made it clear that the additional staff provided were meant for remedial teaching in Chinese, English and other subjects in Secondary 1-3, the running of extra-curricular activities and counselling and guidance, including careers advice. Rather than just providing information, careers teachers were expected to respond to the needs of individual and to give careers guidance. At this second
stage, careers guidance mainly aimed at helping students choose educational and vocational routes and assisting school leavers to seek employment.

Stage 3: The consolidation period and current state of careers guidance (1991-the present)
Zhang (1998:36) calls this stage the 'consolidation period'. The ED, LD and the HKACMGM and the voluntary agency known as ‘Hok Yau Club’ have been working together to provide students with careers guidance services. The ED through its CGSS, offers administrative support to schools. The aims of the CGSS are to promote the development of careers services in secondary schools, to help young people learn careers decision-making skills, and to develop correct attitudes towards work. The LD through its CAS, builds up careers resource materials. The HKACMGM co-ordinates the work of its members who actually provide careers guidance to students on the front line. It aims at facilitating the professional development of careers teachers through organizing conferences, workshops, seminars and experience sharing sessions. The Hok Yau Club also provides extensive services related to careers guidance for secondary school students (see Figure 2.3).

Figure 2.3 Development of Careers Guidance in Hong Kong

<table>
<thead>
<tr>
<th>Stages</th>
<th>Aims</th>
<th>Activities</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958-1977</td>
<td>The rise and development of vocational guidance</td>
<td>• To provide students with information about employment and careers,</td>
<td>ED(CS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To give students vocational guidance in their later years at schools</td>
<td>LD(YEAS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To disseminate information about careers</td>
<td>HKACM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To organize careers talks and visits</td>
<td></td>
</tr>
<tr>
<td>1978-1990</td>
<td>The transitional period from vocational guidance to careers guidance</td>
<td>• To help students look for employment</td>
<td>ED(CGSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To help students make educational or vocational choice</td>
<td>LD(CAS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To give students both educational streaming and careers guidance in each secondary school year after secondary 3</td>
<td>HKACM GM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hok Yau Club</td>
</tr>
<tr>
<td>1991-present</td>
<td>The consolidation period of careers guidance</td>
<td>• To provide individual counselling and careers guidance</td>
<td>As above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To equip students with job related skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To help students understand their interests, abilities and needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To help students develop decision making skills,</td>
<td></td>
</tr>
</tbody>
</table>
interviewing skills, communication skills and social skills

Adapted from Zhang (1998:43)

Although Zhang describes a change in careers guidance practice over the years, the researcher has reservation whether careers teachers are actually performing the stage 2 roles for only a few of them assist school leavers to seek employment. In addition, Zhang’s observations reveal that despite ED’s recommendations for special support for pre S3 years little support is provided.

2.4 The Needs for Guidance in Hong Kong Secondary Schools

Objectives of Guidance Work

Since 1986, the ED has provided assistance with the implementation of student guidance services. In Hong Kong, such services are usually divided into two streams, namely careers guidance and general guidance. There are careers teachers and guidance teachers to provide the respective services. Guidance work in school is considered part of balanced and holistic education.

In 1986, the ED published the first official document on guidance services: Guidance Work in Secondary Schools — a Suggested Guide for Principals and Teachers (hereinafter called Suggested Guide). In it (ED, 1986: para.1.1) ED says: ‘if education has a long-term goal of preparing young people to enter the world as active participants in society and becoming responsible contributors, then, it must provide far more than the opportunity for academic pursuits.’

Its specific objectives are:

- to create a pleasurable and inviting learning environment in school;
- to help students develop a better understanding of themselves; their abilities, strengths and weaknesses;
- to raise students’ awareness of their feelings and develop their skills in handling emotions;
- to help students build up self-confidence and enhance self-esteem;
- to promote desirable learning and social behaviour;
• to facilitate students in life planning, goal setting, and career formulating;
• to identify problematic areas at an early stage; and
• to provide initial and front-line intervention in helping students cope with their problems (ED, 2001:9-10).

These objectives seem to be set exclusively for general guidance teachers, but general guidance can also include careers guidance. Although the Education Commission did not spell out the objectives of careers teachers, the ED did issue to schools separate duty lists for careers teachers (see pages 55-6) and guidance teachers respectively every academic year.

As Zhang observed the introduction of nine-year compulsory education in 1978, required schools to accommodate all children of 6 to 15 irrespective of their abilities, behaviours and backgrounds. As a result, problems in schools have become more obvious and complicated, making guidance services imperative. Not only are some students unmotivated and academically challenged, but there are also children who are unable to adjust to the school environment. Teachers are very concerned with the situation and recognize the need for guidance services.

Since the publication of the Education Commission Report No 1 (ECR1) in 1984, the reports have become the key policy formulation documents of the Hong Kong Government. The importance of guidance and counselling was expressed in the ECR4 (1990):

• all students, whatever their academic ability, should be provided with opportunities for guidance and counselling throughout their school career, and
• students with different interests, abilities and aptitudes should be offered education best suited to their needs and abilities (1990: para. 3.15).

The EC believed that any student, whatever their academic ability, might encounter learning, emotional or behavioural problems from time to time. The EC recognized the need for appropriate guidance and counselling to help them learn more effectively and overcome their emotional and behavioural problems.

The ECR4 (1990: para.3.2.6) also advocated a 'whole school approach' to guidance. The report stressed that guidance is the responsibility of all teachers. Teachers, it was argued,
play a significant role in identifying students in need of help, and in assisting them in the resolution of their developmental problems. The report also recommended the provision of school-based developmental programmes, aimed at supporting students in their personal development, social adaptation and adjustment in school.

Since the attitude of teachers as well as school policies are important factors in influencing students' behaviour, the ECR4 tried to address these concerns for quality school management. The EC held the view that unless every member in the school community recognizes the importance of establishing effective teaching technique, guidance skills and a strong commitment to quality education, the individual quality improvement measures will not be successful. As a means of achieving quality education, the whole school approach in secondary school is advocated. The EC (1990: para. 3.2.6) states: 'Teachers, however, require the leadership of the school heads and the full support of the management, to create a positive environment in the schools in which students' problems are responded to in a positive and constructive manner.'

The EC noted that some schools have already adopted the 'whole school approach' and that this approach is proving to be successful. They would like to encourage more schools to follow suit.

**Personality Characteristics of Careers Teachers**

Every year ED issues a circular memorandum, to principals of all secondary schools. It recommends that each school should have a designated Careers Master/Mistress (CM) and Guidance Master/Mistress (GM) and a team of teachers to assist the principal in formulating the school's guidance policy as coordinate careers education programmes and students guidance service within the school. Principals should provide 'every opportunity' for the CM and GM to carry out their roles with 'maximum efficiency.' They should be allocated 'additional non-teaching periods within the limits of the time table' and be 'encouraged to attend seminars, talks and visits in relation to their work.' They should also be provided with 'items as filing cabinets, desks and notice boards for the display of Careers and Guidance literature and information.'
So careers teachers should be receiving plenty of support within the school and have a role that involves managerial and curriculum planning and consequently high status in the school.

The circular also stipulated that the teachers selected by the heads to lead the teams should show ‘a genuine interest in the well-being of young people’ and should ‘preferably’ be in ‘frequent contact with students in the upper forms’ (HKED, 2000).

In 2001, the ED updated the first official document on guidance services: the Suggested Guide, and specified the personality characteristics of guidance team members as follow:

- be emotionally stable
- be open-minded and has a mature outlook of life
- be positive and optimistic
- be interested in working with young people
- be warm and friendly
- be patient towards students, understand and accept their needs, strengths and weaknesses
- be empathetic towards students by taking perception in their world
- be able to maintain good relationships with pupils and colleagues
- be willing to observe confidentiality (2001:14-15)

As the nature of general guidance and careers guidance are generally the same in that both need to be trusted by students, it is suggested that all members of the careers team should have similar qualities.

Professional Training for Careers Teachers

Careers teachers usually start their work without any training in the field. They learn from their colleagues. Gradually they gain experience and become more conversant with the work. Nevertheless, approved courses on careers guidance are available at the University of Hong Kong (HKU) and the City University of Hong Kong (City U). They are one-year part-time courses held on Saturdays. In fact, the EC attaches great importance to training for teachers. In the ECR2 (1986:para. VII 7) the EC aimed at expanding part-time in-service training for teachers and providing in-service training for teachers of children with special education needs.
In ECR4 (1990: para. 3.2.26) the EC suggested that there should be at least one teacher trained in counselling and guidance in every secondary school in Hong Kong. According to EMB statistics (2003), about 970 careers teachers had already been trained by the two universities (HKU and CityU) since 1983, and as there are only 475 secondary schools in Hong Kong, it is theoretically possible that every school has one trained teacher in counselling and guidance. This means that the target of providing each school with one trained teacher as set by ECR4 may realistically have been met.

In the ECR5 (1992: para. 5.21) EC recommended the development of a comprehensive policy on the professional training and development of teachers so as to ensure that the courses meet the needs of schools as fully and effectively as possible in all academic and non-academic areas of their work.

In the ECR7 (1997: para. 6.1-6.3) EC reiterated its commitment to raising professional standards of principals and teachers and declared that there was a strong demand from the teaching profession for a well planned, systematic, co-ordinated and comprehensive training and development strategy to help instil a quality culture and optimize training resources. The EC also suggested that the Education Department should re-examine the teacher education programmes provided by its different divisions to ensure better co-ordination and development of training resources. This would include careers guidance.

In 2000, the Curriculum Development Council (CDC) in a consultation document stressed again the essential quality of professional support to teachers and schools in all reforms: 'Multiple interactive development strategies are planned for 2000 to 2005.' The CDC undertook to provide a variety of professional development programmes as in-service training for teachers and schools' heads based on the needs of curriculum change, and the demand from schools (2000: para. 2.6).
2.5 Summary

This chapter has set the context for careers guidance in Hong Kong. It has highlighted the roles and functions of education for its five different stages which have different emphases. The overall aims of education for the 21st Century is to enable every person to attain all-round development and to build a life long learning society. Preferred personality characteristics of careers teachers and regular professional training for them are crucial to the enhancement of school careers guidance. The presence of unmotivated students, and children who are unable to adjust themselves to the school environment makes careers guidance imperative. Teachers are, of course, very much concerned with the situation.

Youth with low educational standards face many problems when seeking employment. The serious problem of youth unemployment remains serious and the problem is likely to worsen in the midst of economic restructuring. Indeed, the demand for guidance services is exceedingly great. Careers teachers therefore, should consider how the process of transition from school to work can be improved through the use of more effective careers guidance. That leads to the question of ‘how an effective and comprehensive careers guidance programme can be developed?’
Chapter 3  Literature Review

3.1 Introduction

This chapter presents a literature review of substantive issues of careers guidance. Only literature on the evolution and definition of careers guidance, theories of career development, career development programmes in secondary schools and school-to-work transition is reviewed. For the reasons given below, the review concentrates on British and American sources. All are then summarized for comparison with Hong Kong and literature on role theory is also briefly reviewed. Finally, the implications for the research design are highlighted.

3.2 Evolution of Careers Guidance

Hong Kong was under British rule for over one and a half centuries until 1997. Many of the systems and institutions introduced to Hong Kong during this period followed the British style. Careers guidance services, which started in the late 1950s, essentially copied the British model. The United States is also advanced in career development theories and is prolific in literature related to this area. Hence, this chapter reviews selected literature published in the UK and the US. In general, theory and practice in the two systems are similar.

In the UK, according to Watts and Kidd (2000:485), 'Careers guidance services were a creature of late industrialization.' They trace careers guidance services back to university appointments boards in 1892. By the mid-1950s, all universities had such services. In schools, the designation 'careers teacher' was identified from the late 1920s, and by the 1960s careers teachers were widely appointed to manage information and to provide facilities and support for the youth employment officers. In the 1960s and early 1970s, careers guidance services began to develop in a more rapid and extensive way, as more young people needed help to make educational and vocational choices. Subsequently, their role expanded to include the provision of guidance at appropriate stages during educational life (Watts and Kidd, 2000: 486).
Briefly, guidance has proceeded through a series of stages which reflect different views of careers. In the first stage, guidance was seen as making recommendations about initial job choices; in the second, it was viewed as a facilitative activity, promoting learning about self and situation; and most recently, it has become more concerned with helping individuals to develop the skills for life long career management. Watts and Kidd (2000:485-7) go on to discuss the emergence of the concept of careers education as part of the curriculum within schools, colleges and universities. In the late 1980s and 1990s the need for careers education and guidance become imperative, and careers education became a mandatory part of the school curriculum under the 1997 UK Education Act.

The rise of careers guidance services in Hong Kong occurred under circumstances similar to those of the United Kingdom. In the latter half of the 1940s, the victory of the Communists in the civil war in the Chinese mainland scared away many capitalists and industrialists. Some of these tycoons fled to Hong Kong with their financial resources and industrial expertise. They gradually industrialized Hong Kong. In the 1950s, Hong Kong became a city of light industries in addition to its role as an entrepot. It was in 1958 that the Government began to pay attention to vocational guidance.

As already noted, Hong Kong followed the British model in the development of careers guidance. In the early stages, vocational guidance flourished. In the 1980s, it became obvious that careers services needed to go hand in hand with guidance services. The ED renamed its careers section ‘Careers and Guidance Services Section’ in 1986. Although careers education has never become a mandatory part of the school curriculum in Hong Kong, the ED has provided the necessary resources for provision of careers guidance and general guidance services in all Government and aided secondary schools since 1986.

### 3.3 Definitions

**a. Career**

As indicated in Chapter 1, the word ‘career’ is defined as ‘an occupation undertaken for a significant period of a person’s life, usually with opportunities for progress’. To theorists and researchers, a career is much more than a job or occupation that someone does for a
long period of their life. Thus, Super (1976:4), adopting the frequently used concept of
career, defined it as

*the course of events which constitutes a life: the sequence of occupations and
other life roles which combine to express one's commitment to work in his or
her total pattern of self-development; the series of remunerated and non-
remunerated positions occupied by a person from adolescence through
retirement, of which occupation is only one; includes work-related roles such
as those of student, employee, and pensioner together with complementary
vocational, familial, and civic roles. Careers exist only as people pursue them;
they are person-centred. It is this last notion of careers, 'they exist only as
people pursue them,' which summarizes much of the rationale for career
guidance.*

McDaniels (1978:1) has also observed that a career is more than one's job or occupation. It
is a 'life-style' concept involving a lifetime sequence of work or leisure activities. Watts
(1998:3) provides a clear and succinct definition when he redefines career as *'the
individual's lifelong progression in learning and in work'.* This is perhaps the most useful
to the research at hand.

From these definitions, we see that career means much more than simply the work one
does to earn a living. Moreover, we can see that everyone's career is different. It is made
up of the jobs, education, life-style and family activities one chooses throughout a lifetime.
While one's career experiences always intertwine with the other experiences in life, life-
experiences most certainly impact and influence career development. We could say that
life itself is the career, and conversely that one's career is life.

b. Careers Guidance

According to Jayasinghe (2001:55), academics in vocational and counselling psychology
took up the task of theory building in vocational guidance, now referred to as careers
(plural) guidance in Britain and career (singular) guidance in the United States. Careers
guidance, as defined by McDaniels (1978:17) is *'an organized programme to assist
individuals to move toward deeper self-understanding, a broader knowledge of the work
society and attitudes within it, factors to be considered in career planning, the need to
include leisure in career planning'.* The organized programme will need to ensure that
information and skills are provided for the individual in order that they will continue to assess career.

As global awareness has increased and societal changes are ever-present and rapid, new definitions of careers guidance have necessarily evolved. Herr and Cramer (1996:1) have postulated that careers guidance is ‘a term that must continually change in response to economic, political, and social changes, and to changes in techniques and content’.

In the practice and implementation of careers guidance, various aspects of each of these definitions are useful. An awareness of global change in work patterns and careers will, for example, make it necessary to encourage individuals to examine the appropriateness of certain behaviours in the work place.

c. Careers Education

According to Hoyt (1972:1), careers education is

*the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to integrate those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.*

Hoyt’s definition is frequently quoted. The present researcher agrees with Hoyt and Shylo that careers education is to equip people with general employability / adaptability / promotability skills, and to help people in career awareness / exploring / decision making. It also aims at helping people better prepare themselves for work and life (Hoyt and Shylo, 1989:5-6).

d. Careers Counselling

Brown and Brooks (1991:5) defined career counselling as ‘*an interpersonal process designed to assist individuals with career development problems*’. It is a process which enables people to recognize and utilize their resources to make career decisions and manage career problems. Furthermore, it allows for the interpersonal relationship between the individual requiring guidance and the counsellor. Information is provided, but the role
of the counsellor is to encourage individuals to actively process the information and come to a decision.

To sum up, careers guidance, careers education and careers counselling are often defined differently by different theorists. In order to resolve these differences of emphasis, the present writer proposes to adopt the work of Herr and Cramer (1996:1) as working definitions: 'careers guidance, careers education, and careers counselling are important to children, youth, and adults in the anticipation of the planning for, preparation for, and implementation of work.' Herr and Cramer (1996:27) contend that

the term guidance tends to be used more broadly than counselling and is likely to embrace a larger range or series of activities than does the term counselling. Indeed, counselling is frequently seen as only one of the functions by which guidance objectives are met.

For the purposes of this study, Herr and Cramer offer the most satisfying working definitions. As this thesis is examining careers guidance, counselling and education in Hong Kong, a comprehensive set of definitions is needed. Herr and Cramer's work most closely reflects the approach taken here.

3.4 Theories of Career Development

The following section discusses selected theories of career development and how they decide the interaction between the client (student in the context of this study) and the counsellor. There are many theories of career development. Five of the most important have been selected for discussion in this study: Parsons (1909), Super (1953), Roe (1956) Holland (1959) and Krumboltz (1976).

Definitions of Career Development

Career development was defined by Brown and Brooks (1996:xi) as a 'life-long process of making choices and adjustments from the many occupations available in society'. Osipow and Fitzgerald (1996) explain that 'career development proceeds both continuously and
discontinuously, and requires certain critical choices at a predictable number of transition points (e.g., high school graduation).’ Hansen (1997) proposes the term ‘integrative life planning’ as a more inclusive framework for career development in the 21st century. The multiple work changes and transitions in people’s lives as well as the global societal changes reinforce the need for the new definitions. For the purpose of this study, Osipow’s definition best suits the actual Hong Kong situation and it is practical.

Why Use Theory?

Sharf (1997:3) points out that career development theory can serve as ‘a guide for careers counselling’, and has provided ‘a conceptual framework’ through which to view the types of career problems that emerge during a person’s lifetime. The theory attempts to explain behaviour that occurs over many years and is made up of reactions to thousands of experiences and situations. Isaacson and Brown, (1997) also point out that career counsellors frequently overlook that a professional can perform effectively only when he or she has mastered the knowledge and theory on which his or her profession is based.

The situation that exists in Hong Kong illustrates this. Careers teachers overlook the importance of career development theory. Without this frame of reference, careers counsellors operate in a hit-and-miss fashion regardless of their skill level. Career theories provide the foundation knowledge from which counsellors draw useful concepts to explain client behaviour (McDaniels and Gysbers, 1992). Since career choice and career development is a very complicated process, theories provide us with simplified representations of this process. They could be used, as expressed by Krumboltz (1994), as road maps guiding us through the career development process.

Important Career Development Theories

Since 1909 numerous careers development theories have emerged in the United States and other countries. Isaacson and Brown (1997:18) list eighteen critical theoretical statements. They are all attempts at developing theories of career choice and development.
Nevertheless, five of these theories appear to be more widely representative than the others. The five we will use for our purposes here are:

1909 Parsons' trait and factor (matching) theory
1953 Super's developmental self-concept of vocational behaviour
1956 Roe's personality-based theory
1959 Holland's career topology theory of vocational choice
1976 Krumboltz's social learning theory of career choice and development

Among these leading theorists, the work of Holland and Super is held in high regard. Their methods are adopted as the key concepts of the present study because they are comprehensive and clear, are based in broad research and have useful assessment instruments. They are useful for developing objectives and strategies for careers counselling and careers education programmes. The theories are discussed in some detail later in this section.

a. Parsons' Trait and Factor (Matching) Theory

The trait and factor approach is usually attributed to Parsons (1909:5) who identifies three basic variables in vocational guidance: the individual, the occupation and the relationship between the two. Parsons also suggests that in the wise choice of a vocation there are three broad factors:

1. a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes;
2. a knowledge of the requirement, conditions of success, advantages and disadvantages, compensation opportunities and prospects in different lines of work; and
3. true reasoning on the relationship between these two groups of facts.

Parsons' model of matching personality traits to job characteristics laid the foundation for the development of the trait and factor theory. He also was concerned about assisting young people in making the transition from school to work. There is no part of life where the need of guidance is more emphatic than in the transition from school to work. (Parsons, 1909:4).
Williamson (1950:99) revised and updated Parsons' model and assumes that careers guidance clients have one of four possible problems: no choice, uncertain choice, unwise choice, or a discrepancy between interests and aptitudes. He (1950:101) further suggested that vocational guidance involved six steps: analysis, synthesis, diagnosis, prognosis, counselling and follow-up. While analysis provides an understanding of the client, synthesis helps to reveal the client's assets and liabilities after summarising and organising the data collected from the analysis. In the diagnosis stage, the counsellor identifies the characteristics and causes of the problems, in order to predict the future development of the client's problem in the prognosis stage. The client and the counsellor would then take steps to bring about adjustment and readjustment in the counselling stage. Finally, the counsellor might have to follow-up with the client on any new problems.

Williamson's six steps of vocational guidance were an attempt to make Parsons' three factors, matching model more specific.

b. Super's Developmental Self-Concept of Vocational Behaviour

Super (1953), an eminent theorist on career development, proposed distinctive conceptualizations usually referred to as the life-span, life-space approach to career development. Super (1990:199) describes his approach as 'segmental, or a creative synthesis of developmental, differential, social and phenomenological psychology held together by self-concept of personal construct theory.' What Super seems to be suggesting is that as experiences become broader in relation to awareness of the world of work, a more sophisticated vocational self-concept is formed. In fact, self-concept theory is a very vital part of Super's approach to vocational behaviour.

Super was proud of the holistic, integrative nature of his theorizing about career development. He represented this as a life stages and sub-stages model, which suggests that people move through the stages of growth, exploration, establishment, maintenance, and decline, and encounter various developmental tasks along the way. The 'growth stage' (birth to age 14) is characterised by identification with key figures in family and school, and an increasing awareness of interests and abilities. During the 'exploration stage' (ages
15-24) there is an increase in the exploration of self in relation to work such as participating in part-time jobs. The 'establishment stage' (ages 25-44) is a phase in which individuals engage in work experience. During this stage, an individual begins to feel established in a particular field. The work position of an individual is consolidated during the 'maintenance stage' (age 45-64) while retirement or reduction of work role is witnessed in the 'stage of decline' (ages 65+) (Super and Bohn, 1971:136-7).

With the advancement of medical sciences, life expectancy has been considerably prolonged. Many people are still involved in their work after their retirement. Many of the tycoons in Hong Kong, such as Li Ka Shing, are over seventy, but they still work unremittingly. Such phenomena seem prevalent all over the world. Super therefore thinks that the retirement age of 65 is questionable.

These stages of vocational development provide the framework for vocational behaviour and attitudes, which are evidenced through five activities known as vocational developmental tasks: crystallization, specification, implementation, stabilization and consolidation. 'Crystallization', the primary career development task of adolescence, is characterized by high school students formulating ideas about work that might be appropriate for them. In this stage, choices are narrowed but not finalized. High school students begin to explore resources to help them in their decision making; in short they develop a realistic self-concept (Super, 1990). The other tasks usually are implemented after high school completion and during the early adulthood period. The extent to which one is ready to cope with these tasks is an indication of the individual's career maturity.

Super (1976) identified six factors in vocational maturity: namely awareness of the need to plan ahead, decision-making skills, knowledge and use of information resources, general careers information, general world of work information, and detailed information about occupations of preference. Although Super originally presented the stages and tasks in a sequential manner, he later (1990) added that they cycle and recycle throughout their life span as they adapt to changes in themselves as well as to the trends in the work place. Understanding these ages and related stages of career development helps the counsellor select appropriate responses and activities. As one moves through these stages, various
factors influence his or her ability to cope with developmental tasks. These are represented by a Segmental Model of Career Development in Figure 3.1.

Figure 3.1 A Segmental Model of Career Development

![Segmental Model of Career Development](image)

Source: Super (1990:200)

The right side of this arch indicates geographical factors that influence career development, including the community one comes from and lives in, schools attended, the family, peer groups, the economy, society, the labour market, social policy, and how all this interacts to affect employment practices.
The left side of the arch portrays biological matters that influence development. These consist of one’s needs, intelligence, values, attitudes, interests, and special aptitudes, all of which come together to represent personality and the resulting achievement of the individual.

The factors represented on both sides of the arch influence how one copes with developmental tasks at each stage of his or her development, and they affect self-concepts. All of this is brought together through decision making by the self, which is the keystone of the arch (Osborne, 1997).

Another example of Super’s attempts to integrate what is known about career development into a holistic perspective is the Life-Career Rainbow (Figure 3.2), a model which portrays the dimensions of one’s life career from birth until death.

**Figure 3.2 Super’s Life-Career Rainbow.**

Source: Super (1990:289)
The Rainbow suggests that as one moves through various stages of career development, copes with developmental tasks, and makes decisions influenced by geographical and biological factors, he or she engages in various life roles. These include child, student, leisurite, citizen, worker, spouse, homemaker, parents and pensioner. How much one participates in these roles, is committed to them, and expects to be involved with each in the future, affects the individual’s career development.

Career development like a rainbow, shows colours across the spectrum. The different roles at different stages of one’s lifetime are like a riot of colour. A person continuously changes his or her role. Hence, life-career bears an analogy to the rainbow. Also, in a society of keen competition, people must keep on broadening their knowledge and enhancing their abilities in practice. Thus they may have overlapped roles as a worker and a learner.

c. Roe’s Theory of Personality Development and Career Choice

The main focus of Roe’s (1956) work is early relations within the family and their subsequent effects on career direction. She asserts that early childhood experiences play an important role in finding satisfaction in one’s chosen field.

Roe (1990) finds Maslow’s (1954) concept of basic needs, arranged in a hierarchy of prepotency, to be a useful approach from personality theory since it offers the most effective way of discussing the relevance of the occupation to the satisfaction of basic needs. She claims that ‘the combinations of early parent-child relations, environmental experience, and genetic feature determine the development of a need structure’ (Roe, 1990:69).

Roe (1990:78) also postulates that there are three kinds of parental behaviour towards their children. Such classification is applicable to Hong Kong situation.

1. Emotional concentration on the child, which could be either overprotective or over demanding: Parents have very high expectations of their children.
2. Avoidance of the child, such as neglecting physical needs of the child unintentionally: This is a common problem for families where both parents have to work.

3. Acceptance of the child, either casually or lovingly: They are ideal parents who are not only concerned about their children, but also show solicitude for their children’s comfort and well-being in many respects.

Roe based her view on relationship between the parent and the child. She brought forth the idea of parental influence over child’s careers orientation. Nevertheless, she did not explain the reason why children from the same family or children of similar family background can have widely different behaviour towards careers choice. It might be due to different characteristics or different parental expectations for each child. Also within each family, the level of involvement can vary, offering both positive and negative influence.

d. Holland’s Career Typology Theory of Vocational Behaviour

Holland’s (1959, 1966, 1997) career typology theory predicts occupation choice from personality type. Holland (1997:12) points out that the theory is

structural or typological because it attempts to organize the vast sea of information about people and jobs. And it is interactive because it assumes that many career and social behaviours are the outcome of people and environments acting on one another. It is not a one-way street; jobs change people, and people change jobs.

Holland’s theory is fairly simple but requires some complex elaborations. Holland suggests that people seem to fit into one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). He then proposes that the environments in which people live and work have parallel characteristics to these personality types: RIASEC. He then suggests that pairing persons with environments leads to predictable outcomes including vocational choice, vocational stability and achievement, educational choice and achievement, personal competence, social behaviour, and susceptibility to influence (Holland, 1997:1).
Four working assumptions constitute the heart of Holland’s theory. First, he contends that most persons can be categorized as one of six types: RIASEC, and secondary that there are six corresponding environments: RIASEC. The third assumption is that people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles; and finally, a person’s behaviour is determined by an interaction between personality and the characteristics of the environment (Holland, 1997:2-4).

These four key assumptions are supplemented by several secondary assumptions that can be applied to both persons and environments: differentiation, identity, congruence, calculus and consistency. Differentiation shows resemblances to one type more than others. Identity refers to the clarity and stability of a person’s current and future goals, the possession of a clear and stable picture of type. Congruence reflects the degree of fitness between an individual’s personality and working environment. Calculus refers to Holland’s concept of using a hexagonal model to describe the relationships within and between personality type and environments (Holland, 1997:4-5). These concepts are included to increase the explanatory value of the two main concepts - personality type and environmental models.

When describing real people and work environments, which are never purely of one type, Holland uses a combination of three types. Counsellors, for example, are designated SEA, meaning that they most of all resemble people in social occupations, that they next most resemble people in enterprising occupations, and that they still less resemble people in artistic occupations (Herr and Cramer, 1996:157). The relationships among the six personality types are illustrated in Figure 3.3.
Consistency refers to the similarity or dissimilarity of types. Certain types have more in common with some types than with others. For example, as shown above, ‘Social’ and ‘Artistic’ types are similar and close together. On the other hand, ‘Social’ and ‘Realistic’ types are quite different from each other (Sharf, 1997:90-91).

Usually, an individual and an environment are described in order of importance within the six categories. When the three letters of the code describing the person and the environment match or approximate a match, then congruence results. Using Holland’s three-letter code, an SRA personality would be most congruent with an SRA environment and slightly less congruent with an SRC environment (Sharf, 1997:98-102).

Examination of the hexagon in Figure 3.4 provides additional insight into Holland’s topology theory (Reardon et al. 2000:31).
Holland (1997:7-11) points out that in developing the typology and the environmental models, a number of principles seemed plausible:

- The choice of a vocation is an expression of personality.
- Interest inventories are personality inventories.
- Vocational stereotypes have reliable and important psychological and sociological meanings.
- The members of a vocation have similar personalities and similar histories of personal development.
- Because people in a vocational group have similar personalities, they will respond to many situations and problems in similar ways, and they will create characteristic interpersonal environments.
- Vocational satisfaction, stability, and achievement depend on the congruence between one's personalities and the environment in which one works.
Holland's theory is likely to be used widely in the future (Sharf, 1997:111, Zunker, 1998,:38) because of its wide acceptance by counsellors and the abundance of supportive research. This model is most influential, probably because it is easy to apply. Also Holland's (1997:30) interest inventory, Self-Directed Search (SDS), a measure that helps individuals determine their three highest personality codes, is useful in identifying the personality types. Holland's contributions to careers guidance and counselling are significant. All of these are the reasons why the present researcher used his model for her study.

e. Krumboltz's Social Learning Theory

The SLTCMD assumes that there are four categories of factors which influence the career decision-making path for any individual:

1. Genetic endowments gender and appearance and special abilities such as musical and artistic ability
2. External environmental conditions and events such as training opportunities, and economic situation.
3. Previous learning experiences
4. New task approach skills

These influence the individual's self-image and affect his/her:

- assessment of his/her standard of performance
- prediction about future performance, and
- action to implement plans by applying for changing jobs

Krumboltz's SLTCMD model emphasizes a behavioural orientation, with some cognitive components. The behavioural counselling techniques that they suggest include
reinforcement, modelling, and simulation. Their cognitive strategies include challenging and correcting inaccurate thoughts or beliefs. These techniques are used at various points throughout career decision-making counselling. A seven-step approach to decision making was created. It is commonly known by its acronym DECIDES which means: Define the problem, Establish an action plan, Clarify values, Identify alternatives, Discover problem outcomes, Eliminate alternatives systematically, and Start action (Sharf, 1997:361).

Krumboltz's original model (SLTCM, 1976) provided a comprehensive description of why a person's career path happened after the fact. The path is a consequence of decisions made for reasons other than shaping a career. However, it does not explain what a career counsellor can do to help people shape their own career paths. In 1996, Krumboltz developed a Learning Theory of Careers Counselling (LTCC). This theory proposes that people choosing careers in modern society must cope with four fundamental trends and that careers counsellors need to be able to help individuals with these trends:

1. People need to expand their capabilities and interests, and not base decisions on existing characteristics only.
2. People need to prepare for changing work tasks, not assume that occupations will remain stable.
3. People need to be empowered to take action, not merely given a diagnosis.
4. Careers counsellors need to play a major role in dealing with all career problems, not just with occupational selection (Mitchell and Krumboltz, 1996:250-2).

To conclude, the purpose of Krumboltz's Social Learning theory is to explain how a person's learning experience influences his or her career decision and to suggest possible interventions. The goals of careers counselling in the post-modern era are to facilitate the learning of skills, interests, beliefs, values, work habits, and personal qualities that enables each client to create a satisfying life within a constantly changing work environment. Clients should be helped to explore new activities and interests and not just channelled into fields based upon past experiences. They need to learn a whole new range of skills and behaviours such as how to develop emotional support during work and life transitions.

**Why were the above career development theories selected?** These theories were examined because they have stood the test of time and are useful in practice. Theories provide counsellors and clients with possible explanations for behaviour not ordinarily available. They also provide direction and focus for counselling in the career development
process, assisting clients to reach their goals or resolve their problems. Careers teachers can use these five theories above offer a guideline for a better understanding of career development process and a basis for creation of career development programmes. Figure 3.5 summaries the strengths and weaknesses of selected career development theories:

**Figure 3.5 Strengths and Weaknesses of Career Development Theories**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
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</table>
| 1909 Parsons, Trait and factor| • Stimulated work in measurement  
• Large research base          | • Too cognitive and mechanistic  
• Valid instruments not always available for minority groups |
| 1953 Super, Self-concept components | • Comprehensive theory  
• Availability of assessment instruments, and  
• Provides explanation of the birth to death process of career development | • Assessments tools not modified to suit Hong Kong culture |
| 1956 Roe, Need                 | • Systems for classifying occupations  
• Parents-child relations     | • Difficult to research |
| 1959 Holland, Topological      | • Easily understood  
• Broad research base, and  
• Has useful assessment instruments | • Deals primarily with external factors |
| 1976 Krumboltz, Social learning| • Has developed materials, and  
• Integrates economic and social factors. | • More emphasis on choice than on adjustment |

Adapted from Drummond and Ryan (1995:30)

As with all theories, they are most useful when applied. In the course of the research for this project, it was Holland’s as well as Super’s work that formed the basis for the study. This writer, to certain extent, agrees that Holland’s personality types and environments can be used to analyse clients’ responses so that a direct connection with career information, arranged by Holland’s codes, can be made. In listening to clients describe their thoughts and feelings, counsellors may recognize Holland’s social personality and environment categories. The closer personality matches the job, the greater degree of satisfaction. Holland’s interest inventory, the Self-Directed Search (SDS) is useful in identifying the personality types. It was modified to fit the Hong Kong context and has been used by
labour officers of LD but is not commonly used in schools. Holland’s model is the most influential, probably because it is easy to apply.

Super’s theory evolved over a period of 50 years of research, constantly revised and updated the original version being ‘career development theory’ (1953) and in a later edition being ‘developmental self-concept theory’ (1990). It stands out as one of the most comprehensive vocational development models in careers guidance, and influences the mainstream of research for career development thereafter. It is useful for developing objectives and strategies for careers guidance and careers education programmes. Some key elements of his theories are that individuals have much potential and constantly adapt to changes in the environment and to changes in their own perceptions. Counsellors, educators and careers teachers could therefore influence clients’ development and guide them to make sensible career decisions, such as identifying their vocational interests.

Super and his colleagues also developed numerous assessment instrument for measuring developmental tasks over the life-span, such as career development assessment and counselling model (C-DAC). However, these good assessment tools are not currently used in Hong Kong, for they have not yet been modified to suit Hong Kong situation.

Krumboltz has been a major contributor to social learning influences on career development. Learning experiences involved in creating self-observation generalizations (e.g., interests) are the primary focus of Krumboltz’s theory which describes the processes, and outcomes of career development. This theory is practical to career development for it explains what a careers counsellor can help people to shape their own career paths.

Despite the difficult of researching the validity of Roe’s theory, it is helpful to keep in mind her view on relationship between family background and career development. The writer observed that some individuals could choose occupations for which their personality did not match the work environment, but they were successful and fulfilled in their work. Thus, Parsons work on trait matching was not always applicable. However, his model of matching personality trait to job characteristics laid the foundation for the career development theory and is a good guide for careers guidance.
3.5 Career Development Programmes in Secondary Schools

In order to be able to provide effective guidance to clients, careers teachers need to know the aims of guidance programmes and their contents as suggested by various theorists. This section deals with these aspects of careers guidance.

Aims of Guidance Programmes

Young people need education, training and guidance. It is important that young people's choices are guided in the right direction to meet the needs of employers. The careers service, therefore, has a vital role to play in giving the appropriate help that young people need to secure the next step in education, training or employment. Input from wider society in planning and delivering careers education and guidance jointly with schools and colleges will provide information on all the available options, changes in the labour market, and help in being flexible enough to respond to local needs. Another important aim of guidance is to enable individuals to understand themselves and their aspirations more fully, and meet their own goals. Students receive assistance in dealing with the question 'what do you want to do when you leave school?'

In general, guidance programmes aim at assisting young people to become aware of their own personal characteristics, their career opportunities and how to bring these together into a plan for action. The DOTS model (Law and Watts, 1977) elaborates these ideas of self-concept and opportunity structure. The model covers four aspects in careers education and guidance: Decision learning (what will I do?), Opportunity awareness (where am I?), Transition learning (how will I cope?), and Self-awareness (who am I?). A more recent but irreverent acronym is SODIT where the 'I' stands for Implementation of plans.

In the 'Decision learning aspect', students practise the skills of decision-making, and apply these skills to making decisions which they are responsible for and accept the likely consequences. 'Opportunity awareness' involves helping students to discover what is available in the working world and how they can gain access to these opportunities. They need to know what skills and qualifications are required for the work. 'Transition
'Learning' deals with helping students to practise the transition skills, such as self-presentation, communication, self-management, assertiveness and conflict resolution, and teaches them to use these skills during their transition from school to work. 'Self awareness' aims at helping students to know and understand their 'self' in career-relevant terms, such as to know what they can offer to work and to understand how and why a 'self' can change (Law, 1996a:218).

Suggestions for Guidance Programmes

Various theorists' suggestions of guidance programmes will be discussed in this section.

a. The National Occupational Information Coordinating Committee's (NOICC) Guidance Programmes

NOICC (1992) outlines three areas of careers guidance for students in secondary school: 'Self-knowledge and interpersonal skills', help students to understand the influence of positive self-concept and the impact of growth and development. They should have the skills to interact positively with others. 'Educational and occupational exploration' assists students to realize the relationship between educational achievement and career planning, and to be aware of the need for positive attitudes towards work and learning. Students should have the skills to locate, evaluate and interpret careers information and to be prepared to seek, maintain and change jobs. 'Life career planning' trains students to make decisions. No matter what programmes, students should be familiar with societal needs and functions that influence the nature and structure of work. They should understand the interrelationship of life roles and the continuous changes in male/female roles. All these programmes are consistent with the career development theories of Holland, Super and Krumboltz.

b. Zunker's Guidance Programmes

Zunker (1998:216) has suggestions similar to those of NOICC for career development programmes. He affirms that careers guidance in secondary school must include learning to relate acquired skills to educational occupational goals. As students of secondary schools have a strong need to appraise their own abilities, achievements, and interests
accurately. They should be given the opportunity to identify relationships between interests and total life experiences. Exposure to jobs and career fields are therefore imperative. Basic and concrete experiences provide a means of learning the skills utilized in work. At this stage, students are also very much in need of skills in planning, decision-making, and problem solving.

Indeed, it is the experience of this writer that young people benefit greatly from guidance programmes that include hands on experiences in the work world. Students are better able to match their own characteristics with those of the work place, and assess whether or not they might ‘fit in’ to a given career.

c. McCharen’s Guidance Programmes
McCharen (2000:53) emphasizes that careers guidance programmes should include the concept that all students are being prepared for both work and post-secondary education, and that an established careers guidance process should have very clear goals. She argues that the careers guidance programme is not a discrete activity but is a way of doing business in schools; a way of thinking and behaving toward students. She also stresses that careers guidance programmes should ensure that every young person has considered career and educational options and have provided the student with the knowledge, skills, and a support system to pursue any of these options.

According to McCharen, developing an effective school careers guidance programme is dependent on a clear vision of the knowledge and skills that students should have when they leave school. Besides, the school should find a guidance model that is comprehensive and can be adapted to meet the students’ needs.

d. Drummond and Ryan’s Guidance Programmes
Drummond and Ryan (1995:96) contend that the end of childhood and the beginning of adolescence is a crucial transition period for students who are moving from primary school to secondary school and are required to make decisions about what courses they have to take. Young people need assistance in developing decision making skills. Drummond and
Ryan suggest that students should develop a careers portfolio (as listed in Figure 3.6) to achieve the following objectives:

1. To gather information regarding their learning styles, personal competencies, present and future vocational interests, and their parents’ expectations;
2. To evaluate the data gathered and formulate choices through instruction on decision making, use of decision trees, and group discussions; and
3. To design and build an actual portfolio stating learning strengths and weaknesses, academic and vocational interests, social interests, and immediate and possible future goals (Drummond and Ryan, 1995:103).

**Figure 3.6 Competencies of a Careers Portfolio**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School activities: all clubs, offices held, honours and awards received</td>
</tr>
<tr>
<td>2.</td>
<td>Hobbies and leisure activities</td>
</tr>
<tr>
<td>3.</td>
<td>Abilities, skills and/or special talents (out of school). Profiles form and other tests</td>
</tr>
<tr>
<td>4.</td>
<td>Work experience: part-time jobs held during summer or out of school hours — paid or voluntary</td>
</tr>
<tr>
<td>5.</td>
<td>Activities log: record of the field trips taken, job observations, workshop attended, etc</td>
</tr>
<tr>
<td>6.</td>
<td>Educational courses completed</td>
</tr>
<tr>
<td>7.</td>
<td>Career plans and information received about vocational programmes at the high school level, business education, work-study programme, and so on</td>
</tr>
<tr>
<td>8.</td>
<td>Record of interviews held with the school counsellor and topics discussed</td>
</tr>
<tr>
<td>9.</td>
<td>Brochures, catalogues of postsecondary schools reviewed</td>
</tr>
<tr>
<td>10.</td>
<td>Completed resume</td>
</tr>
</tbody>
</table>

Drummond and Ryan (1995:118)

The above careers portfolio is a useful tool to help students to know more about themselves and plan for their future. Meanwhile, Drummond and Ryan (1995:119) suggest that a Careers Guidance Needs Assessment (as listed in Figure 3.7) be provided for secondary school students. The objectives can be organized under different headings: such as living skills, learning skills, and learning to make a living skills. They could also be classified under career planning and decision-making skills, interpersonal skills, vocational awareness, occupational and career awareness and knowledge, job-seeking skills, and attitudes toward work.
Figure 3.7 Careers Guidance Needs Assessment

Directions: Circle the number of the item you would like to know more about or have more experience in doing.

1. Learn how to function more effectively in small groups
2. Learn appropriate social skills needed for group activities
3. Improve my ability in self-control
4. Show respect for others
5. Learn to modify my value system based on feedback from interpersonal relationships
6. Learn to demonstrate knowledge and skills of societal interdependence
7. Locate and use available resources for reaching my potential
8. Learn how to improve my educational performance so that I will be able to attain my educational and career goals
9. Learn strategies on how to cope with success as well as failure
10. Acquire knowledge of steps required for entrance into postsecondary educational and training programmes
11. Evaluate personal assets and limitations for meeting requirements for postsecondary education and training programmes
12. Understand how education relates to entering the job market
13. Accept lifetime learning as a way of life
14. Attain skills to change and adapt to constantly changing requirements for occupations
15. Learn general skills that can apply to a variety of occupations
16. Study the positive contributions all occupations make to our society
17. Understand the relationship between occupational roles and life-styles
18. Learn how the requirements of entry-level occupations are related to my high school programme of study
19. Understand and make use of available handbooks and materials published by national, state, and local agencies and commercial publishers on jobs, careers, and so on
20. Learn the different clusters or systems of classifying jobs and know what jobs are included in each cluster
21. Design a workable guide for beginning the formulation of goals and plans that reflect the ability to locate, evaluate, and interpret information about career and vocational opportunities
22. Learn more effective time-management skills
23. Identify alternate courses of action in a given decision-making situation

Drummond and Ryan (1995:119)
Drummond and Ryan's Need Assessment is more reliable and informative if it is considered before sampling student needs. A questionnaire survey can systematically collect valuable information planning guidance programmes that can satisfy the needs of the students. This needs survey should be collected annually to ensure the reflection of current services. As we shall see, in the case study of School A (see page 142), the careers team carried out a similar survey annually to update the needs of students in careers guidance.

The implications of these models (NOICC, Zunker, McCharen, Drummond and Ryan) for careers guidance programmes in secondary school are numerous. The last section explored the career development theory and this looks at recommendations for practical programmes. Each theorist stresses different strands of the theory. NOICC draws on Super's image of self-concept, Holland's work on personality and environment and Krumboltz's emphasis on decision making. Zunker's suggestions have similar emphasis. McCharen follows Krumboltz in emphasizing knowledge and skills. Drummond and Ryan draw on all the theories but stress the importance of actively involving students in career development from an earlier age through developing a careers portfolio. Each of these models provides practical ideas which can usefully be developed in a careers guidance programme.

3.6 School-to-Work Transition

As mentioned in Chapter 2, in 2002 there are about 80,000 youths (aged 15-24) who are unemployed and unable to pursue further studies. Most of them come from families with lower household income. They are generally not aware of their own strengths and weaknesses. On the other hand, young people with the talent for high skill careers, such as information technology, financial services and professional services, are much needed. Careers teachers should, therefore, make an effort to encourage and prepare their students to pursue careers that are in high demand and give them the skills necessary for smooth transition. Careers teachers, although recognizing the importance of this aspect in theory, do not generally stress this in practice. They are overloaded and tend to give such skills training a lower priority. For this reason, it is important to highlight preparing students for school to work transition.
What is School-to-Work?

School-to-work actually means the process of transition from school to work. Schutt (1999:91) claims that 'school-to-work is a new approach to education in America that prepares students for life beyond the classroom. It combines traditional academic learning with practical experiences in today’s world of work.' According to Schutt, a large number of high school students in the United States entered the workforce in the early 1990s without adequate academic and entry-level occupational skills. Workplaces now face heightened international competition, increasing the demand for highly skilled labour. Yet Schutt points out that the United States lacks an education system that provides young people with the knowledge, skills, abilities, and information they need to make a successful transition from school to career-oriented work or to further education and training.

In the United States the School-to-Work Opportunities Act was enacted into federal legislation in 1994 as a result of these and other findings. The Act outlines 'a comprehensive education reform that offers opportunities for all students, including those from culturally, racially, and ethnically diverse backgrounds, disadvantaged youth and the disabled' (Schutt, 1999:91). The situation is similar in Hong Kong. In 2000, there was an education reform to respond to the needs of society and changes in the world of work. Recently, COY (2003) made a proposal to the Chief Executive about the continuing development and employment opportunities for youth.

The COY highlights the issues of non-employed youth as the 'tip of an iceberg of the larger issue of unemployment in Hong Kong.' It recommends radical three way attention: 'through family cohesiveness, education reform and economic restructuring'. This involves provision of: meaningful engagement opportunities, education and support for families and a 'strengthening of vocational education and counselling before students leave school' (COY, 2003:47-48).

Formal and vocational training are urged to refocus methods of assessment and accreditation to ensure achievement across a 'diversity of intelligences and skills' is recognized. Vocational training with opportunity for relevant on-job training should 'match the future labour market' (COY, 2003: 48).
The commission stresses the need for all education stakeholders: *Government, the private sectors, parents, educators, youth workers, and youth themselves* to act together so co-ordinated efforts can be made to provide effective continuing development and stimulate employment opportunities for non-engaged youth. It stresses the need for new and existing funding to provide the necessary hardware, software and human ware *'for an integrated, outcome-based framework'*. As well as providing on-job training, the private sector has a role in helping young talent access the creative industries and developing links and pilot projects with the Mainland, in partnership with the Government and non-government organizations (COY, 2003:47-8).

Parents are encouraged towards proactive cooperation with school authorities and youth, and to give support realistically based on the abilities and vocational aptitude of their young people. The report states clearly, the key role educators and youth workers have in giving *‘affirmation and guidance in their career development’* in order to help youth discover *‘their own strengths and vocational aptitudes’* (COY, 2003:49).

The Commission challenges youth workers to *‘reposition themselves’*. The potential waste of talent of non-engaged youths force demand their needs are given higher priority. The Social Welfare Department is preparing to run programmes to inform and skill youth workers for their challenges. It is intended that they be active in helping youth avoid risk behaviour, working on rehabilitation with youths directly and with at risk families, as well as providing vocational counselling and helping increase youth employability with pre-employment training, especially in areas of intra and inter-personal skills (COY, 2003:49-50).

The Commission states that although they need help breaking *‘barriers for learning and work’*, ultimate responsibility lies with the young people themselves who can equip themselves for a changing society through community service and volunteer work. In summary, the Commission exhort all stakeholders to tackle the underlying causes, for the benefit of non-engaged youths and the community (COY, 2003:47 & 50).
In addition, the report lists in detail a total of 27 programmes about pre-employment training, on-job training and employment opportunities for non-engaged youth (COY, 2003:10-14). The following are the major programmes:

**Youth Pre-employment Training Programme** which provides young school leavers aged between 15 and 19 with comprehensive pre-employment training, through which they can build up confidence, improve interpersonal skills, enhance computer knowledge, learn vocational skills and undergo workplace attachment, thus improving their employability; **Project Yi Jin** which provides S5 leavers and adult learners with New Articulation courses and an alternative route for education, thus increasing their opportunities for continuing education; and **Youth Work Experience and Training Scheme** which provides young people (aged 15 to 24) of below degree education attainment with opportunities for work experience, job skills and training.

In response to the education reform encouraging senior secondary education to concentrate on furnishing students with the abilities needed to explore aptitudes and strengths in preparation for further study or employment (see page 14), the EMB (2003:1-2) introduces the **'Career Oriented Diversified Curriculum'** which is designed for students with interests and inclination in areas other than those provided by the main stream curriculum. It aims at providing students with the opportunities to explore their orientation for lifelong learning and careers aspiration in specific areas (e.g. hair design, logistics fundamental, etc.). Its aim, therefore, is to help students better prepare for their future studies and working life. This also helps students make a smooth transit from school to work.

**What is Transition?**

According to Super (1990), the term transition was an outcome-oriented process involving a broad array of services that lead to employment. Schlossberg (1984:56) suggests that transition can be considered *as a process of continuing and changing reactions over time — for better or for worse — which are linked to the individual's continuous and changing appraisal of self-in-situation.* She explains that while in transition, clients pass through a series of identifiable phases, namely pervasive at first, then disbelief, betrayal, confusion,
and finally resolution. She also emphasizes the importance of understanding variables characterizing the transition, the client and the environment.

**Transition to Work**

According to OECD (1996:30), 'the key transitions do not only involve choice: they represent growth and development, and often a compulsory shift from one stage to another.' Successful transitions normally involve two elements — preparation and induction — and different education systems emphasize different aspects. It is generally agreed that young people need help adapting themselves to new environments. In Hong Kong many schools, colleges and universities publish guidance booklets for new students. Some hold a 'welcome day' or 'refresher week' or other types of induction designed to introduce new arrivals to the institution and help them to feel at home in the new setting and begin to identify with it.

OECD (1996:33) describes the school-to-work transition as 'the change in the major activities of young people from school-going to working/seeking work as they age. The transition period is the time interval during which a cohort of young people moves from near full enrolment in school to negligible enrolment and from negligible labour market activity to high levels of labour market activity.'

The problems of school to work transition are global issues. In 1996 the OECD began a series of country reviews focusing on institutional frameworks and policies affecting youth transition from initial education and training to employment. Fourteen countries were reviewed, including Switzerland which has exceptional performance. However, a review of the Hong Kong situation has yet to be done. Recommendations from the Commission on Youth (2003) in line with EC's education reforms (2000b: para.2.6-2.10), are practicable for preparing young people from school to work transition.

**Beyond School-to-Work Transition: Lifelong Learning**

At the turn of the century, the Hong Kong Special Administrative Region (HKSAR) Government also advocated life-long learning. EC (2000b: para. 5.2) points out that Hong
Kong must develop into a society that values lifelong learning. Everyone will have the aptitude and ability for life-long learning and willingness to advance further beyond their existing knowledge level, and continuously consolidate and upgrade their knowledge and ability. In addition, there should be diversified learning channels and opportunities to meet their learning needs.

The Government's commitment to life-long learning can be seen in the establishment of the Continuing Education Fund (CEF) in 2002. The fund aims at subsidizing adults aged 18 to 60 to learn and also inspiring them to pursue continuing education and training courses, subject to a maximum sum of HK$10,000, on completion of a reimbursable course or module(s) such as logistics, financial services, China business, tourism, language and design. In fact, as early as 1998, the Quality Education Fund (QEF) was established to create a new teaching culture, and in 2000 the Hong Kong Education City Website was set up to support teachers with education resources. Besides, provision was made to encourage PTAs to promote home school cooperation and to support students. These practical measures show the governments determination to help society and schools encourage lifelong learning.

3.7 Roles of Careers Teachers in Secondary Schools

In Hong Kong, all secondary schools provide careers guidance to their students. Persons who provide such services are commonly known as careers teachers or careers masters/mistresses if they coordinate all the work of the careers team in the school as it is described in Chapter 1. In other countries, such teachers may have other designations such as:

- careers adviser (Killeen & Kidd, 1996:163)
- careers associates, consultant, guidance counsellor (Corfield, 1995:20)
- careers coordinator (Edward & Barnes, 1997:93)
- careers counsellor (Isaacson & Brown, 1997:399)
- careers officer (Jayasinghe, 2001:50)
- careers provider (Zhang, 1998:85)
- careers staff, careers worker (Law, 1996b:305, 291)
No matter what the title, they all provide information and organize activities related to further study and job opportunities. Roles of careers teachers suggested by various theorists will be discussed below.

**a. Hong Kong Education Department - Duties of Careers Teachers**

In Hong Kong, the function of a careers teacher is spelt out in HKED (2000) Circular Memorandum issued to principals of all secondary schools. Duties of careers teachers and members of careers teams are broadly classified into three areas: administration, careers guidance, and visits, talks and programmes. The rest of the Circular Memorandum is as follows:

**Figure 3.8 The HKED's Suggested Duty List for Careers Masters/Mistresses and Their Teams**

1. **Administration**
   - Assist the Principal in formulating the school's careers guidance policy and coordinating careers education programmes within the school;
   - Collect, update and disseminate information on further education, vocational training opportunities, job opportunities and requirements of different jobs;
   - Organize careers programmes for students and recruit student volunteers to upkeep a careers corner/library as well as careers notice board(s);
   - Conduct surveys on careers of graduates, the needs and problems of students in connection with careers and further education and initiate careers programmes according to the survey findings;
   - Assist in preparing student records/transcripts and in streaming students into arts/science/commercial classes and write letters of recommendations; and
   - Liaise with the Careers and Guidance Services Section of the Education Department, the Hong Kong Association of Careers Masters and Guidance Masters, the Careers Advisory Service of the Labour Department, Vocational Training Council, community organizations, commercial and industrial organizations.
2. Careers Guidance

- Provide individual counselling and group guidance and assist students to understand their interests, abilities, needs and priorities in relation to further education, vocational training and job opportunities;
- Inculcate in students at an early stage a correct attitude towards work;
- Equip students with job related skills such as interviewing skills, communication skills decision making skills and social skills etc;
- Alert students of any possible traps and assist them when they apply for further studies and jobs; and
- Promote the awareness of safety at work for school leavers and students taking up temporary summer work.

3. Visits, Talks and Programmes

- Give careers talks and invite guest speakers to give talks on study opportunities and job opportunities;
- Organize visits to industrial/commercial/academic organizations and organize camps on careers and further education; and
- Organize programmes for students and their parents. This includes programmes on careers guidance and training programmes on job related skills and social skills

HKED (2000)

b. Rogers' Careers Teacher Roles

Rogers (1984:34-36) delineates the roles of careers teachers as follows:

1. Goal identification

- Identification of the needs of the pupils in relation to careers education and guidance: those needs that are common to them all and those that are particular needs of individuals. Needs may occur frequently or infrequently;
- Identification of the aims and objectives necessary to meet those needs;
- Deciding a list of priorities for immediate implementation.

2. Careers education

- Designing a curriculum relevant to the needs and abilities of all pupils;
- Deciding upon the necessary resources — time, space, people and materials — for implementing the curriculum;
- Choosing the appropriate methods;
- Evaluating the effectiveness of the careers education programme and changing it where necessary.

3. Careers guidance
- Identifying the guidance needs of pupils;
- Identifying the place of vocational guidance within the overall pattern of personal, academic and vocational guidance in the school;
- Designing a system of vocational guidance;
- Drawing up an annual guidance calendar;
- Deciding upon the necessary resources for implementing the guidance system;
- Evaluating the effectiveness of the guidance system and modifying it where necessary.

4. Management
- Planning, organization and co-ordination: deciding the mechanisms which determine who does what, when, how and with whom, and liaising with parents and employers
- Control of resources other than staff: bidding for departmental funds, time and rooms. Allocating those resources efficiently, supervising the maintenance and security of rooms and materials.
- Staff development: seeking to provide opportunities for training, professional development and work enrichment.
- Communication: ensuring that departmental channels of communication are effective and that information about the department, its aims, other areas of the curriculum and, destination of leavers etc, reaches the whole staff.
- Record keeping and evaluation: responsibility for the compilation of returns, keeping of records; setting up systems, criteria and methods of evaluating the efficiency of the department in meeting the goals set.
- Accountability: to the headmaster/headmistress.
c. Law’s Roles of Careers Teachers:

Law (1996b:291) enumerates, eleven tasks that careers teachers have to perform and the specific skills that they need:

**Figure 3.9 Law’s Roles of Careers Teachers**

<table>
<thead>
<tr>
<th>Task</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taking a general view</td>
<td>• Appreciate the range of possible careers education and guidance</td>
</tr>
<tr>
<td></td>
<td>practice</td>
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<td></td>
<td>• Understand careers-related social and community change</td>
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<td></td>
<td>• Keep up-to-date on developments in careers-related policy</td>
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<td></td>
<td>• Understand careers education and guidance needs and readiness in the</td>
</tr>
<tr>
<td></td>
<td>organisation</td>
</tr>
<tr>
<td></td>
<td>• Understand the career development needs and readiness of learners</td>
</tr>
<tr>
<td></td>
<td>• Understand careers education and guidance theory</td>
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<tr>
<td>2. Providing careers information</td>
<td>• Provide a resource or learning centre</td>
</tr>
<tr>
<td></td>
<td>• Make and use local information resources</td>
</tr>
<tr>
<td></td>
<td>• Enable learners to access and use information</td>
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<tr>
<td></td>
<td>• Use computers in this area of the work</td>
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<tr>
<td>3. Offering guidance to learners</td>
<td>• Use individual guidance skills</td>
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<td></td>
<td>• Provide support for learners in planning and implementing a course</td>
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<td></td>
<td>of action</td>
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<td></td>
<td>• Structure learning opportunities for individuals</td>
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<td></td>
<td>• Provide a structured counselling setting</td>
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<td></td>
<td>• Negotiate with learners</td>
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<tr>
<td></td>
<td>• Help learners to review achievement</td>
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<td></td>
<td>• Enable placements</td>
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<td></td>
<td>• Follow up learners</td>
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<tr>
<td>4. Working with information about learners</td>
<td>• Use standardised assessments, such as test results and computer</td>
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<td></td>
<td>printouts</td>
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<tr>
<td></td>
<td>• Enable recording achievement and its use by learners</td>
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<td></td>
<td>• Enable individual action planning by learners</td>
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<tr>
<td>5. Working with small groups</td>
<td>• Set up and conduct group work</td>
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<tr>
<td>6. Providing a programme of careers</td>
<td>• Develop careers education programmes</td>
</tr>
<tr>
<td>education</td>
<td>• Prepare materials for careers education</td>
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<td></td>
<td>• Teach careers education</td>
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<td></td>
<td>• Make the programme participative</td>
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<tr>
<td></td>
<td>• Make the programme experiential</td>
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<td></td>
<td>• Negotiate the careers education curriculum</td>
</tr>
<tr>
<td>7. Developing inter-departmental action</td>
<td>• Manage and co-ordinate a programme</td>
</tr>
<tr>
<td></td>
<td>• Nurture links with colleagues</td>
</tr>
<tr>
<td></td>
<td>• Form active working partnerships across departmental boundaries</td>
</tr>
<tr>
<td></td>
<td>• Negotiate specific inter-departmental actions</td>
</tr>
<tr>
<td></td>
<td>• Inform, support and train non-specific colleagues</td>
</tr>
</tbody>
</table>
8. Developing informal work
   • Enable informal careers-related activities

9. Working with other providers of help
   • Support informal guidance sources
   • Liaise with other providers
   • Liaise with employers
   • Establish community-based learning resources
   • Involve community contacts as partners in programme development
   • Operate referral procedures

10. Evaluating provision
    • Monitor practice
    • Evaluate practice
    • Assess own contribution

11. Managing and co-ordinating provision
    • Manage the whole careers programme
    • Build teams
    • Establish support system

d. Georgia State Department of Education's Major Roles of Counsellor

Georgia State Department of Education (1984) records counsellors in secondary schools as generally focusing their attention on the following major roles:

1. The guidance curriculum (classroom guidance, group guidance, and peer programmes);
2. Individual planning (individual advisement, placement, and appraisal);
3. Responsive services (group counselling, consultation, information giving and dissemination, and referral); and
4. System support (programme development and evaluation, staff development, parent education, testing programmes and community relations).

e. Gysbers and Henderson's Roles of Counsellor

Gysbers and Henderson (2000:62-63) list the six roles that a counsellor should competently and professionally carry out: programme management, guidance, counselling, consultation, coordination, and assessment.

They (2000:114) also quote the 15 competencies for Professional School counsellors:

Programme management role

1. Plan, implement, and evaluate a comprehensive programme of guidance, including counselling services.
2. Supervise activities of clerical, paraprofessional, and volunteer personnel.
Guidance role

3. Teach the school developmental guidance curriculum.
4. Assist teachers in the teaching of guidance curriculum.
5. Guide individuals and groups of students through the development of educational, career, and personal plans.

Counselling role

6. Counsel individual students with presenting concerns.
7. Counsel small groups of students with presenting concerns.
8. Use accepted theories and techniques appropriate to school counselling.

Consultation role

9. Consult with parents, teachers, administrators, and others to enhance their work with students.

Coordination role

10. Coordinate with school and community personnel to bring together resources for students.
11. Use an effective referral process for assisting students and others to use special programmes and services.

Assessment role

12. Participate in the planning and evaluation of the district/campus group standardized testing programme.
13. Interpret test and other appraisal results appropriately.
14. Use other sources of student data appropriately for assessment purposes.

Professionalism

15. Adhere to professional, ethical, and legal standards.

Each of the above theorists has its own characteristics for the roles of careers teachers. The major point is to provide an effective and comprehensive careers guidance programme for students. HKED's (2000) suggestions of careers teachers' duty list is regarded as a job description for careers teachers. In fact it is generally held up as model in Hong Kong secondary schools. However, in the recently reissued (HKED, 2002) of the suggested duty list, there are some significant modifications, although it remains basically the same as the previous one. The items in respect of preparing student records/transcripts, streaming
students into arts/science/commercial classes, and writing letter of recommendation have been deleted from the new list.

In summary, Rogers (1984) points out that careers teachers should draw up an annual guidance calendar, liaise with parents and employers, and seek opportunities for staff development, such as training. His suggestions have been simplified and issued as handouts for careers teachers placed in the CGSS Resources Centre, ED. Law’s (1996b) roles of careers teachers, emphasizes the importance of providing a programme of careers education, understanding career development theory, managing the whole school careers programmes, building teams, and establishing a support system. Georgia State Department of Education (1984) suggests that school counsellors focus on four major roles which are a good guide for implementing an effective guidance programme for the school-to-work transition of students. Details will be explored fully in the recommendation section of Chapter 7.

It is the work of Gysbers and Henderson (2000) that provides the most useful basis for the research of this writer. It is the most comprehensive in its detail, and therefore provides the researcher with the tools necessary for comparing the roles of careers teachers in Hong Kong schools. It is also broad enough to allow the researcher to develop her own ideas and conclusions about roles of careers teachers. Overall, the HKED’s suggested duty list and others theorists were helpful for the researcher drawing up the survey questionnaire.

In summary the various duties, tasks and skills quoted above, careers teachers play the following roles: administrator, careers adviser, careers educator, careers information officer, coordinator, careers consultant, careers counsellor, evaluator, referral officer, and others (communicator, facilitator, interpreter, placement officer, researcher etc).

Despite some overlaps, these designations may be categorized into five major roles, namely

1. Careers Consultant
2. Careers Counsellor
3. Careers Information Officer
4. Coordinator, and
5. Educator.
The present research is based on the assumption that careers teachers in Hong Kong secondary schools should perform these five major roles. Careers teachers should bear in mind that students need access to good quality up-to-date information about the whole range of options that could be available to them in education, employment and training, and that they will need help to develop the information processing skills necessary to make effective use of the data available. Students have an entitlement to an ongoing programme of careers education and guidance.

Most coordinators will aim to ensure that such a programme will enable students to develop and use career-related knowledge, skills and understanding in a progressive and coherent manner. This invariably means an important role for the coordinator in negotiating and planning with other internal colleagues and external agencies linked to the school. If students are to be given sufficient individual help to make sense of educational pathways, training and employment possibilities, and to prepare effectively for transition, they will need access to careers counsellor and careers consultant. Careers information officers need to be knowledgeable if they are to be a resource worth using.

3.8 Role Theory

Definitions of Role

All the world's a stage, and all the men and women merely players; they have their exits and their entrances; and one man in his time plays many parts, his acts being seven ages. At first the infant, ...then the whining school boy, ...and then the lover, ...then a soldier, ...and then the justice, ...the sixth age shifts, into the lean and slipper'd pantaloon, ...Last scene of all, that ends this strange eventful history, is second childishness and mere oblivion; ... (Shakespeare, As You Like it, Act II, Scene 7).

Through this classic analogy of Seven Ages, Shakespeare points out that everyone has a series of different roles to play at different stages throughout his or her lifetime. Careers teachers of course, have their own roles to play.
The word ‘role’ has an interesting history. Moreno (1960:80) has encapsulated it as follows:

‘Role’, originally a French word which penetrated into English is derived from the Latin rotula (the little wheel, or round log, the diminutive of rota-wheel) ... the word for an assemblage of such leaves into a scroll or book-like composite. This was used, subsequently, to mean any official volume of papers pertaining to law courts, ... with the emergence of the modern stage, the parts of the theatrical characters are read from ‘roles,’ paper fascicles. Whence each scenic ‘part’ becomes a role.

According to Biddle and Thomas (1966:6), there were three significant theorists of role concepts as early as in the 1930s. These are Mead, Moreno and Linton. Mead (1934) used the concept of ‘role taking’ along with the related ideas of the generalized ‘other’, the ‘self’, the ‘I’ and ‘me’.

Moreno’s (1960:84) conception of role playing is ‘as an experimental procedure, a method of learning to perform roles more adequately.’ He asserted that role-playing is an act, a spontaneous playing; role-taking is a finished product, a role conserve.

The eminent Linton (1936:113-114) classically defined the relationship between status (position) and role:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties... A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses or statuses without roles.

Biddle and Thomas (1966:29) observe that ‘the concept of role is the central idea in the language of most role analysts but, ironically, there is probably more disagreement concerning this concept than there is for any other in role theory.’ Out of the scores of words and ideas used in describing role, they found only a ‘dozen or so’ appearing again and again in role theory, such as actor, expectation and, role conflict...
Role theory enables us to begin to understand some of the behaviour of individuals as they function within teams. The message is clear. Roles are important in groups because they give out signals about the behaviour that is expected and required (Handy, 1999:92). This desire to place people in roles and stereotypes in order to make predictions about them dominates our initial and potentially our future professional relationships with people we encounter in our working and personal lives (Handy, 1999:81).

In summary, a role is a set of behaviours that is characteristic of a person in a specific situation. People develop their roles and behaviours based on their own expectations, the team’s expectations, or the school’s expectations. Roles may be formally assigned, such as careers teacher or they may be informal and based on the interests and skills of individuals such as a Stamp Club organizer (someone knowledgeable about stamps and keen to share their interest in philately).

**Role Set**

Handy (1999:60-69) offers definitions of role ambiguity, role incompatibility, role overload, role under load, and role stress. The most important one is role set. He defines it as the people with whom the focal person interacts: ‘**the role set should include all those with whom the individual has more than trivial interactions. There are usually more people involved in any role set than one initially expects**’ (Handy, 1999:61-2).

Hargreaves (1972:73) has similar views on role set. He argues that most roles are linked to a number of other position-roles within the role-set. The teacher’s complementary role partner is the pupil, but the teacher is linked to other role partners, such as the principal, colleagues, pupils’ parents, the chief education officer, the school governors, the education welfare officer. When the teacher interacts with such persons he does not cease to be performing his teacher role.

Based on the theories put forward by Handy (1999:62) and Hargreaves (1972:73), in this study the role set of a careers teacher is mainly the principal, students and parents.
Role Ambiguity and Role Conflict

According to Kahn et al (1964), organizational roles may be defined in two ways: 'expected role'-in terms of what other people at work expect of the individual, and 'enacted role'-in terms of how the individual in the role behaves. The expected role and the enacted role are not necessarily the same. The whole process of assuming an organizational role causes individuals stress at work. Szilagyi and Wallace (1990:279-280) add that besides expected and enacted roles, there is also a 'perceived role' (see Figure 3.10). The perceived role is the set of activities or behaviours in the group that an individual believes he or she should do. The perceived role in generally corresponds to the expected role. Differences between the expected, perceived, and enacted roles increase the probability of role ambiguity, conflict, and negative effects on group performance.

**Figure 3.10  Role Relationships**

![Diagram showing the relationships between expected role, perceived role, enacted role, role ambiguity, and role conflict.]

As organizations, schools function as diverse professional teams within which roles may or may not be overtly expressed. This ambiguity in regard to the role or the roles that individual leaders attempt to fulfil in schools can lead to considerable unease and uncertainty. This study is focused on perceptions and expectations of the role of careers teachers. Kahn et al and Szilagyi and Wallaces' theories have been useful.

Johns and Saks (2001:214) identify that role ambiguity exists when the goals of one’s job or the methods of performing it are unclear. Typical examples of ambiguity are:

1. confusion about how performance is evaluated;
2. how good performance can be achieved; and
3. what the limits of one’s authority and responsibility are.
People are concerned about how role behaviours are evaluated since there are multiple expectations of members of role set, especially when they take up a new role such as careers teachers.

Johns and Saks (2001:215) observe that role conflict exists when an individual is faced with incompatible role expectations. Conflict is different from ambiguity. For example, role expectations might be very clear but incompatible in the sense that they are mutually exclusive, cannot be fulfilled simultaneously, or do not suit the role occupant.

Hargreaves (1972:81) identifies eight basic forms of role conflict for heads of departments as well as team leaders. They are:

1. simultaneously occupying two positions whose roles are incompatible;
2. lack of consensus among the occupants of a position about the content of the role;
3. lack of consensus among the occupants of one of the complementary role positions;
4. conception of role which conflicts with the expectations of a role partner;
5. role partners having conflicting expectations;
6. a single role partner having incompatible expectation;
7. role expectations are unclear; and
8. lack of the qualities required for adequate role performance.

Johns and Saks' (2001) and Hargreaves' (1972) views are paralleled by Handy's (1999):

Role ambiguity results when there is some uncertainty in the minds, either of the focal person or of the members of his role set, as to precisely what his role is at any given time. ...If his or her conception of the role is unclear, or if their conception of the role differs from that of the others in the role set, there will be a degree of role ambiguity (Handy, 1999:63-4).

Role conflict results from the necessity for a person to carry out one or more roles in the same situation. The expectations of each role may be quite clear and the expectations be compatible for each role, but the roles themselves may be in conflict (Handy, 1999:65).

The consequences when role ambiguity exists from the point of view of members of the role set, can cause 'insecurity, lack of confidence, irritation, and even anger' (Handy, 1999:64). The consequences of role conflict are much the same as those of role ambiguity. Role ambiguity and role conflict can be reduced by having detailed job descriptions and
planned and targeted management training, which needs to be coupled with clear time for management tasks (Coleman and Bush, 1994). When careers teachers, for example, lack training, skills, or experience to accomplish the job, they feel stressed (Greenberg, 1999). With the evolution of school management styles from closed to more open and the crying need for quality education, the importance of the roles of the careers teachers has become more obvious. The literature on roles of counsellors, careers consultants or careers teachers in secondary schools, as quoted above: HKED(2000), Rogers (1984), Law (1996b), Georgia State Department of Education (1984) and Gysbers and Henderson (2000), indicates that these roles are multi-faceted, ambiguous and stressful, but of crucial importance in the success of the school as a whole. However, they are generally expected to undertake too much in too little time.

3.9 Summary

Hong Kong has mainly followed the British model in the development of careers guidance, though US theories are also taken into consideration. The function of careers guidance is to help individuals to assess their career development needs at various points in their lives, and understand the process of effective choice of a career. Another important aim of guidance is to enable individuals to understand themselves and their aspirations more fully, and meet their own goals in order to help students to deal with the question 'what do you want to do when you leave school?' This study explores the question of 'how can the process of transition from school to work be improved through the use of more effective careers guidance?' and 'how can an effective and comprehensive careers guidance programme be developed?'

Throughout the last six decades, a number of significant career development theories flourished were put forward by theorists such as Super (1953), Holland (1959) and Krumboltz (1976). These theories help counsellors summarize and generalize a body of information on career development and decision making. They provide 'road maps guiding us through the career development process' (Krumboltz, 1994).
The useful ideas of role theory are those of role concepts in organization including role ambiguity, role conflict and role set etc. Role theory enables us to begin to understand some of the behaviour of individuals as they function within teams and it creates expectations about behaviour.

The role of careers teachers is multifaceted. According to various theorists, they play the role of careers information officer, educator, careers counsellor, careers consultant and coordinator. Above all, they should be able to do administrative work as well. In order to be able to fulfil these roles, careers teachers must have proper training. Careers teachers can perform more effectively in professional position if they have mastered the knowledge and theory on which that profession is based. Knowledge of theory, research, and practice lead to proficiency.

In summary, theory shows that a comprehensive guidance programme in secondary schools would involve a systematically implemented programme for guidance activities with enough facilities to allow the individual development of students' needs. An aim of this research to provide useful information for further improvements in existing Hong Kong programmes, and to contribute to the body of literature on the subject.
Chapter 4  Research Design and Methodology

4.1 Introduction

Research is a process of identifying something unknown by collecting relevant data to make it known. Thus this study involves collecting data to investigate the roles of careers teachers in Hong Kong secondary schools. The methods of research adopted were informed by the aims of the research and the research questions being asked.

The aims of the study are:

1. To study the roles of careers teachers by examining:
   a. expectations and perceptions of careers teachers themselves, and
   b. expectations and perceptions of the principal, parents and students of the school.

2. To scrutinize the various duties undertaken by careers teachers with a view to:
   a. weighing the relative importance of each item of these duties, and
   b. comparing the duties that careers teachers actually carry out with those they think should be carried out by them.

3. To review the main factors which help and hinder careers teachers in providing effective careers advice and support.

4. To examine a proposed ‘Model of Careers Teachers’ Roles’ for the Hong Kong context derived from the academic literature.

5. To consider the implications for future research and practice and specifically to recommend a comprehensive counselling and guidance programme to enhance the performance of certain roles of careers teachers in the Hong Kong context.

The above aims of the study are of crucial importance for careers teachers forming future policy to develop careers counselling. Effective careers guidance will facilitate the process of guiding students in their transition from school to work.
The research questions that emanate from the aims of the research are:

1. What are the expectations and perceptions of the roles of careers teachers themselves and members of their role set?
2. What are the main duties undertaken by careers teachers within their roles?
3. What are the factors which help and hinder careers teachers from providing effective guidance and support?
4. How can the process of transition from school to work be improved through the use of more effective careers guidance?
5. How can an effective and comprehensive careers guidance programme be developed?

In this Chapter, various aspects of research design and methodology are dealt with, detailed later in the following sequences:

- Theoretical framework
- Quantitative and qualitative research paradigms
- Research design and methods
- The Survey
- Case studies
- Access and ethical issues in research
- Triangulation
- Reliability and validity of educational research
- Chronology of the research

Every step of the research design and methods was recorded and listed in the chronology of the research.
4.2 Theoretical Framework

In the light of the literature review in Chapter 3, the present study adopts a ‘Model of Careers Teachers’ Roles’ (see Figure 4.1) that covers a comprehensive range of roles performed by careers teachers and also serves as a framework on which all the roles of careers teachers are examined. In fact, it has provided the structure for the major research tool of this study – the questionnaire.

Figure 4.1 Model of Careers Teachers’ Roles
The 'Model of Careers Teachers’ Roles’ consists of five aspects, namely:

1. Role as a careers information officer: to collect, update and disseminate all kinds of information about vocations and further education.
2. Role as an educator: to initiate comprehensive and up-to-date careers programmes for students and to organize staff development sessions on delivering careers guidance services for non-careers teachers.
3. Role as a careers counsellor: to counsel students individually and in groups, identifying their problems and needs in relation to their career development.
4. Role as a careers consultant: to advise students to explore the world of work and suggest to them a correct attitude towards work.
5. Role as a coordinator: to liaise with parents, teachers, administrators, and other individuals and organizations concerned with enhancing careers guidance.

This model is based on the roles suggested by various theorists reviewed in Chapter 3 (pages 54-62), in particular the theory of Gysbers and Henderson, the writer’s own experience, suggestions by her colleagues, and the practical situation in Hong Kong schools. All five roles are interrelated and complement one another. Moreover, no matter in which role, careers teachers are required to do administrative work.

4.3 Quantitative and Qualitative Research Paradigms

Traditionally, researchers have chosen methods that best suit their philosophical beliefs. They may choose a quantitative approach such as survey to aggregate the findings, or a qualitative approach such as case studies to investigate the meanings of behaviour and events. Both quantitative and qualitative approaches are used in the present study.

Gall et al (1996:30) elaborate the distinguishing characteristics of quantitative and qualitative research as shown in Figure 4.2.
Figure 4.2 Differences Between Quantitative and Qualitative Research

<table>
<thead>
<tr>
<th>Quantitative Researchers</th>
<th>Qualitative Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assume an objective social reality.</td>
<td>• Assume that social reality is constructed by the participants in it.</td>
</tr>
<tr>
<td>• Take an objective, detached stance toward research participants and their setting.</td>
<td>• Become personally involved with research participants, to the point of sharing perspectives.</td>
</tr>
<tr>
<td>• Study populations or samples that represent populations.</td>
<td>• Study cases.</td>
</tr>
<tr>
<td>• Study behaviour and other observable phenomena.</td>
<td>• Study the meanings that individuals create and other internal phenomena.</td>
</tr>
<tr>
<td>• Analyse social reality into variables.</td>
<td>• Make holistic observations of the total context within which social action occurs.</td>
</tr>
<tr>
<td>• Generate numerical data to represent the social environment.</td>
<td>• Generate verbal and pictorial data to represent the social environment.</td>
</tr>
<tr>
<td>• Use statistical methods to analyse data.</td>
<td>• Use analytic induction to analyse data.</td>
</tr>
</tbody>
</table>

Adapted from Gall et al (1996:30)

Quantitative methods, informed by normative, positivist or objectivist approaches, are in contrast to qualitative methods, informed by interpretive, relativist or subjectivist approaches. Both types of approaches make important contribution to educational research and complement each other.

Cohen et al (2000:8) develop two differing concepts of social reality, the objectivist and subjectivist approach. They state that

*Each of these two perspectives on the study of human behaviour has profound implications for research in classrooms and schools. The choice of problem, the formulation of questions to be answered, the characterization of pupils and teachers, methodological concerns, the kinds of data sought and their mode of treatment—all will be influenced or determined by the viewpoint held.*

In addition, Cohen et al (2000:35) produce a list of the other two contrasting conceptions of social reality, normative and interpretive approach as shown in Figure 4.3.
Researchers may adopt a flexible approach to the gathering of data, supplementing questionnaires with a more in-depth qualitative approach, as in this research design. The combination of a questionnaire with detailed interviews was the two main research methods adopted here. This provided the opportunity to obtain a large amount of quantitative data, as well as rich qualitative data.

As pointed out by Cohen and Manion (1994:40) 'abandon the spurious choice between qualitative and quantitative data: they are concerned rather with that combination of both which makes use of the most valuable features of each.' Their combination in a specific investigation has considerable virtue.

In summary, both quantitative and qualitative research can make important contributions to the improvement of educational practice. Neither approach is better than the other. Some quantitative studies are better designed and more important than others. The same is true of qualitative research. The answers to the second research question are explored through quantitative methods while the other research questions are more suited to a qualitative methodology.
4.4 Research Design and Methods

Research Strategy
After due consideration of the literature reviewed in the previous chapters and the suggestions put forward by practising careers teachers, the researcher decided to adopt a two-stage strategy as follows:

a. Stage One – Quantitative:
The researcher drew up a questionnaire consisting of four parts. The first two parts are background information about the school and the respondent. The third part is about the duties and roles of careers teachers. Respondents are requested to respond to the 4-point ordinal scale, indicating the extent of their agreement or disagreement with each statement. Finally, respondents are requested to suggest any aspect which should be included. The findings are discussed in the next chapter.

The questionnaire was issued to 100 careers masters/mistresses in 100 different schools which were selected by quota sampling from the ED and the HKACMGM Post-Secondary 5 Courses Handbook (2000-2001). The Handbook lists the names, types, addresses and telephone numbers of about 400 secondary schools in Hong Kong.

The criteria for the selection of 100 sample schools for the survey were set to include all types of schools situated at different locations in the territory as follows:

- School type:  
  a. Government, aided or private  
  b. Girls, boys or Co-educational, and  
  c. Chinese medium or English medium
- Location: Hong Kong Island, Kowloon or New Territories

b. Stage Two- Qualitative:
While developing the research strategy, the writer decided to carry out the case study stage primarily using semi-structured interviews with careers masters/mistresses and members of their role set. Based on the role theory discussed in the previous chapter (see page 64), the researcher interviewed principal, students and parents as members of the role set of careers
teachers. Heads of schools are undoubtedly key persons who perform management roles in education. Students are the main target group for careers teachers to provide guidance services. Many parents always work closely with the school. In fact, there are PTAs in most schools in Hong Kong. They are key members of the role set of careers teachers. Based on role concepts in organization, the following areas were brought up during the interview.

1. Expectations and perceptions of the roles of careers teachers,
2. Students’ needs for careers guidance,
3. Factors that help and hinder provision of careers guidance, and
4. Effective careers guidance programmes

Case studies of three schools were carried out. The criteria for selecting these 3 schools were similar to those for selecting sample schools for the questionnaire and consideration was also given to schools with distinctive characteristics and ethos.

Efforts were made to ensure that the schools selected for case studies were as representative as possible. It is hoped that they reflect nearly all sorts of schools. Nevertheless, practical considerations, like accessibility, were also of crucial importance. Documentary analysis and observation were used in addition to interviews. Details of these research methods and tools are presented below.

**Research Methods**

In spite of any classification, research methods may overlap. Researchers need to use their own judgement and understanding to obtain the truth through different methods. In fact, a ‘combination of methods’, which is known as ‘triangulation’ or ‘multi-method approach’, is often adopted by educational researchers. Inevitably every research method has its strengths and weaknesses. Researchers must, therefore, exercise their discretion to select the most effective method. For the present study, survey and case study approaches were selected as research methods.
a. Survey

Surveys are generally regarded as effective ways of collecting data from a large number of sources in a short time, and the results can be analyzed quickly. In fact, they are very commonly used by contemporary researchers. The source of quantitative data in many counselling studies is the survey questionnaire. However, owing to the standardized approach, surveys do not give opportunities for respondents and researchers to go into the matter deeper. In this study, the survey is followed by interviews to clarify any doubts or to explore the topic in depth.


Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events.

Many surveys use methods of data collection other than questionnaires, including structured or semi-structured interviews. If the survey is properly conducted, the results are reliable and representative of a much wider population than that directly investigated. It provides a kind of truth or reality at a single point in time.

b. Case Study

Case study is a popular approach to research. Johnson (1994:22) emphasizes that ‘A single case study can provide descriptive data, address problems of meaning, examine the record of past events and relate it to present activity.’ Nisbet and Watt (1984:72) also say, ‘A case study approach is particularly appropriate for an individual researcher, because it gives an opportunity for one aspect of a problem to be studied in depth within a limited timescale.’ Thus this approach is suitable for the author, as she is the sole researcher.

It involves the use of many different sources of evidence to investigate a social phenomenon. Data sources that may be used in a case study approach are: interviews of
various people who are involved in the phenomena of study; documents such as school annual reports, minutes of meetings, newspaper accounts; and observation of the phenomena in action. All these tools are applicable for the present study, especially interviews. Yin (1994:13) also points out that the essence of the case study is that it 'relies on multiple sources of evidence, with data needing to converge in a triangulating fashion.' In brief, the great strength of the case study method is that it allows the researcher to concentrate on a specific instance and to identify.

The application of case study to complement the survey approach to investigate the roles of careers teachers in Hong Kong secondary schools incorporates more sophisticated techniques to support the present research.

To conclude, survey and case study can be used to complement each other. Any survey can be followed by case studies, to test out conclusions by examination of specific instances.

Research Tools: Questionnaire, Interview, Documentary Analysis and Observation

The most common ways of obtaining information are through questionnaires, interviews, documentary analysis and observation. All four tools are applicable to the present study, though this research is mainly confined to a questionnaire and semi-structured interviews. Johnson (1994:37) says, 'Research tools are the means by which different approaches to research are operationalised.' In this section the above four main tools for social research will be examined.

a. Questionnaire

The aim of this study is to identify the various duties carried out by careers team leaders and to determine the perceived order of relative importance of each of such duties. The questionnaire was designed in line with Munn and Drevers' (1990:33) ideas:

*The aim is to get standardized information by offering everyone the same stimulus: the same questions presented in the same way, so that any variety in*
the answers is a true reflection of variety of views and circumstances among the respondents.

Davidson (1970:43) also says,

An ideal questionnaire possesses the same properties as a good law: It is clear, unambiguous and uniformly workable...Since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest.

This researcher fully subscribes to these remarks and agrees that the structure of the questionnaire should be of a simple straightforward type, and each of the questions should be designed to seek respondents' views on or attitudes towards a particular aspect of the study. The respondent should be required to write as little as possible, and every question should be clearly worded and easy to understand. The possible answer should be clear-cut. The questionnaire should not be too long. It should take less than 20 minutes to complete.

The ideas suggested by the following researchers support the choice of a self-completion questionnaire survey for the present study:

- Postal questionnaires are particularly suitable for surveying scattered, specialist populations (for example, careers teachers). (Johnson, 1994:42-3)
- They may be adapted to collect generalizable information from almost any human population and allow anonymity, which can encourage frankness when sensitive areas are involved. (Robson, 1999:128-9)
- They give time and space for respondents to consider their answers in privacy and at their leisure. (Coleman 1999:142)

If the questionnaire has been well constructed, the time needed to code and analyse responses can also be short, particularly if computer coding analysis is available. In summary the approach of questionnaire provide a large amount of descriptive and analytical information for pattern extraction and comparisons to be made.

b. Interviewing

Interviews are good tools to gather data or to sample respondents' opinions. They are also important in gaining a perspective on how others understand and interpret their reality.
Interviewing assumes a skill in listening and a tactful manner in asking questions. Any interview is a social encounter between two people. It has a particular focus and purpose (Johnson, 1994:43). It is a method of obtaining data that normally involves face-to-face communication between the researcher and the respondent (Verma and Mallick, 1999:199).

There are various types of interview. Their characteristics are shown in Figure 4.4. According to Patton (1990), Johnson (1994), Anderson et al (1994) and Hitchcock and Hughes (1995), they can be broadly classified into two groups:

- **Standardized interview**: structured interview or survey interview, semi-structured interview, and interview guide approach

- **Non-standardized interview**: informal conversational interview and ethnographic interview (unstructured)

### Figure 4.4 The Characteristics of Various Types of Interview

<table>
<thead>
<tr>
<th>Type of Interview</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td><strong>Standardized Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Structured interview</td>
<td>• Social interaction is kept to a minimum&lt;br&gt;• Used in large-scale survey&lt;br&gt;• Uses an interview schedule with pre-determined questions</td>
</tr>
<tr>
<td>Semi-structured interview</td>
<td>• More flexible style is used&lt;br&gt;• Adapted to the personality and circumstances of person being interviewed&lt;br&gt;• To be followed in small scale research&lt;br&gt;• Aims at encouraging the respondent to reply without ‘leading’ them in a particular direction</td>
</tr>
<tr>
<td>Interview guide approach</td>
<td>• Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and wording of questions in the course of the interview</td>
</tr>
<tr>
<td><strong>Non-standardized Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Informal conversational interview</td>
<td>• Questions emerge from the immediate context and are asked in the natural course of things&lt;br&gt;• There is no predetermination of question, topics or wording</td>
</tr>
<tr>
<td>Ethnographic interview (unstructured)</td>
<td>• Gathers data for an ethnography&lt;br&gt;• Concerns with the meaning of actions and events to the people we seek to understand&lt;br&gt;• Develops descriptive open-ended questions</td>
</tr>
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</table>

A semi-structured interview allows respondents to express themselves at some length, but prevents aimless rambling. Clearly, individual in depth interviews are expensive, time-consuming and difficult to arrange. Some researchers prefer, therefore, to conduct sessions with groups of respondents (Oppenheim 1992:79).

In the present study, the researcher mainly adopts the semi-structured interview as she wants to accommodate unexpected data and keep the collection process systematic. Nevertheless, other appropriate types of interview were also employed, such as group interviews and informal conversational interview chosen whenever applicable. In brief, the prime aim of any interview is to get equivalent information from a number of interviewees. It is a flexible and adaptable way of finding things out.

In summary, questionnaires are a convenient means of collecting standardized data. Unlike questionnaires, interviews provide a chance for the interviewer to follow up ideas, clarify ambiguity, probe responses and even investigate and sense the feelings of the interviewees.

c. Documentary Analysis

In school, there is a large quantity of documents to be studied. These documents are ideal material for research, providing information about the trend of development, planning, implementation and review of various aspects of school administration and school functions. The information that a researcher can glean from the documents will help him / her to prepare his / her own plan for direct information collecting as part of his / her case study. According to Tuckman (1994:378):

_The first step in conducting a qualitative study is to obtain copies of all available documents describing the event or its background and study them carefully. This is the best and most objective way to orient yourself to the situation that you are about to study._

In brief, interviewing veteran teachers can reveal what happened in the past, but written evidence seems more reliable because it is normally recorded immediately after the event.
School magazines, for example, provide a general picture of the school chronologically while school annual reports reveal what have been done during the school year. They both reflect the culture of the school.

The researcher made use of the available documents of the case study schools to meet her research need. She read the following documents: (1) School Annual Reports (1999-2002) to get information about school background, such as class structure and intake of students, (2) Programme Plans of Careers Guidance (1999-2002) to get information about careers services provided by the team, (3) the school magazines, and (4) other relevant documents. In this study, documentary analysis was employed in the three case studies as a tactic to verify the information collected and for triangulation.

d. Observation
Observation is generally used to record behaviour as a primary method of data collection to provide an accurate description of a situation.

Whenever the researcher visited a school, she certainly saw a number of things of interest and relevant to her research. Denscombe (1998:140) indicates that ‘observation can be formal or informal, structured or unstructured’. This researcher has decided to use an informal and unstructured approach to carry out her observations because the presence of the observer may possibly affect the behaviour observed. In fact, in the present study, observation is comparatively less important than the other research instruments, namely the questionnaire, and interviews. In spite of this, observation is still a useful means of research.

For good observation, Anderson et al (1994:129) suggest the following basic rules:

- Observe the entire event or incident
- Set clear goals, limitations, and guidelines for the observation
- Record observations completely and carefully in a field note-book in an exact manner
- Try to be as objective as possible. In other words, strive to be clear and unbiased, and try to recognize when this is not possible
Site observation was carried out while the writer toured round the school building and grounds, attending a concert, a Cantonese opera, an Old Students’ Reunion Night, and a Speech Day Ceremony, and having a cup of tea with staff and parents after the events. First hand data were collected during these activities. Such information was useful to cross-check data collected through interviews for the case studies.

A summary of their strengths and weaknesses of survey, case study, questionnaire, interview, documentary analysis and observation are shown in Figure 4.5.

**Figure 4.5 Strengths and Weaknesses of Research Approaches in Educational Management**

<table>
<thead>
<tr>
<th>Type</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>• Breadth of coverage</td>
<td>• Shallow coverage</td>
</tr>
<tr>
<td></td>
<td>• Generalizability</td>
<td>• Unsuitable for sensitive issues</td>
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<td></td>
<td>• Comparability</td>
<td>• Scope for sample bias</td>
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<tr>
<td></td>
<td>• Descriptive power</td>
<td>Reliance on respondent for veracity and accuracy and honesty</td>
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<td></td>
<td>• Lengthy time-scale</td>
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<tr>
<td></td>
<td>• Empirical data</td>
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<tr>
<td></td>
<td>• Quantitative data</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>• Copes with complexity</td>
<td>• Lack of scientific rigour</td>
</tr>
<tr>
<td></td>
<td>• Intelligible, non-technical findings</td>
<td>• Possible uniqueness of the material</td>
</tr>
<tr>
<td></td>
<td>• Can provide interpretations of other similar cases</td>
<td>• Possibility of uneven access to all aspects of the phenomenon studied</td>
</tr>
<tr>
<td></td>
<td>• Multiple sources</td>
<td>• Relies on time, ready access and familiarity with a range of research skills</td>
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<tr>
<td></td>
<td>• Natural setting</td>
<td></td>
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<tr>
<td></td>
<td>• Strong on reality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Depth of study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Holistic view</td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td>• Easiest way</td>
<td>• Low response rate</td>
</tr>
<tr>
<td></td>
<td>• Low cost</td>
<td>• Ambiguities not clarified</td>
</tr>
<tr>
<td></td>
<td>• Effective</td>
<td>• Not seriously responding</td>
</tr>
<tr>
<td></td>
<td>• Quantitative data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anonymity encourages frankness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Standardized answers</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>• Depth of information</td>
<td>• Interviewer bias</td>
</tr>
<tr>
<td></td>
<td>• Valuable insight</td>
<td>• Time consuming</td>
</tr>
<tr>
<td></td>
<td>• Serious involvement</td>
<td>• Non-standardized response</td>
</tr>
<tr>
<td></td>
<td>• Informants’ priorities</td>
<td>• An adverse effect on reliability</td>
</tr>
<tr>
<td></td>
<td>• High response rate</td>
<td>• Interviewer effect: identity of interviewee</td>
</tr>
<tr>
<td></td>
<td>• Therapeutic</td>
<td>• Inhibitions – Tape recorder can inhibit the informant</td>
</tr>
<tr>
<td></td>
<td>• Flexibility</td>
<td>• Inversion of privacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• High cost</td>
</tr>
</tbody>
</table>
### Documentary Analysis

- Low cost
- Enable enquiry into past events and issues
- Unobtrusive
- Can be a useful supplement to other sources of data
- Increase knowledge by bringing to light material
- Permanence of data

### Observation

- Directness
- Getting at 'real life' in the 'real world'
- Prolong and often repetitive contextual relevance

### Survey Sampling

According to Cohen et al (2000:99) there are two main methods of sampling: a probability (also known as a random sample) or a non-probability sample (also known as a purposive sample). They further elaborate their difference:

> A probability sample, because it draws randomly from the wider population, will be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population... A non-probability sample deliberately avoids representing the wider population; it seeks only to represent a particular group, a particular named section of the wider population, e.g. a group of teachers.

Thus, non-probability sampling is adopted for the questionnaire survey in this study. The findings, therefore, only represent the views of careers masters/mistresses in Hong Kong secondary schools.

Cohen et al (2000:99-104) also point out that there are various methods of probability sample, namely simple random sampling, systematic sampling, stratified sampling, cluster...
sampling and stage sampling, and there are also different methods of non-probability sampling, namely convenience sampling, quota sampling, purposive sampling, dimensional sampling and snowball sampling. Cohen et al (2000:104) also advise that

The selection of a sampling strategy must be mindful of the purposes of the research, the time scales and constraints on the research, the methods of data collection, and the methodology of the research. The sampling chosen must be appropriate for all of these factors if validity is to be served.

Quota Sampling
Johnson (1994:16) argues that although probability sampling provides 'generalisable' information, for small scale surveys, 'judgement' samples are often employed: 'Quota sampling is the most common form of judgement sample.' Cohen et al (2000:103) describe quota sampling as the 'non-probability equivalent of stratified sampling' as it strives to represent significant characteristics (strata) of the wider population. Kerlinger (1992:119-120) also appreciates the benefits of quota sampling where 'knowledge of strata of the population—sex, region, and so on—is used to select sample members that are representative, typical, and suitable for certain research purpose.'

After due consideration of the above advice given by Cohen et al (2000) and Kerlinger (1992), the researcher believes that quota sampling of non-probability sampling is more suitable for the present study. The reasons are:

1. The survey is of a small scale, not a national one.
2. Sample members are confined to careers masters/mistresses only.
3. Their schools are evenly distributed all over the territory.

The criteria for selection of the 100 sample schools for the survey are to include all types of schools situated at different location in the territory as mentioned in Section 4.4.

Sampling Frame
Every survey needs a suitable sampling frame which is described by Denscombe (1998:17), as

An objective list of 'the population' from which the researcher can make his or her selections. A sampling frame should ideally contain a complete, up-to-date list of all those that comprise the population for research. As far as
In this study, the ED and the HKACMGM Post-Secondary 5 Courses Handbook (2000-2001) was used for the survey. The Handbook lists the names, types, addresses and telephone numbers of about 400 secondary schools in Hong Kong and 100 schools were selected by quota sampling.

Construction of the Questionnaire
In order to ensure that the questionnaire was suitable for Hong Kong situation, a meeting with two careers team leaders was held in mid March 2001 to seek their opinions and suggestions. They are experienced careers teachers and familiar with the writer. The meeting was fruitful. As mentioned earlier in Section 4.4, the questionnaire was drawn up after careful deliberation and included a request for suggestions of more aspects to be considered.

Piloting the Questionnaire
A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire. As Cohen et al (2000:260-1) say, the pilot serves many purposes, such as:

- to check the clarity of the questionnaire items, instructions layout and the time taken to complete the questionnaire;
- to gain feedback on the validity of the questionnaire items, the type of question, its format and the layout;
- to eliminate ambiguities or difficulties in wording; and
- to identify commonly misunderstanding or non-completed items.

To ensure that the questionnaire and the interview guide were valid, a pilot study was conducted. In April 2001, the researcher attended the monthly committee meeting of the HKACMGM. She took the opportunity to discuss the questionnaire and the interview guide with a number of experienced careers teachers serving on the committee. She also requested two of them answer the questionnaire and comment on it. The purpose was to
minimize any ambiguity of meaning in the questions, to build a proper sequence of questions to foster a smooth flow of answering without leading to biased response, and to search for the best questions to ask in order to collect more relevant information. In general, they agreed that the structure was clear and could be followed without difficulties. The researcher also discussed the interview guide with them and sought their perceptions of careers guidance.

**Distribution and Collection of Questionnaires**

All one hundred questionnaires were sent out by post to careers masters/mistresses in late April 2001. Each questionnaire was accompanied by a stamped, self-addressed envelope and a covering letter explaining the context and purpose of the study and providing an assurance of confidentiality (see Appendix A). Although they were to be analysed anonymously, the questionnaires (see Appendix B) were numbered to allow follow-up questionnaires to be distributed to initial non-respondents.

Respondents were requested to return the completed questionnaire within three weeks. Two weeks after the questionnaire were posted, 38 completed questionnaires were returned. The researcher made an effort to ring up potential respondents whose questionnaires had not yet been received, urging them to return the completed questionnaire in time. Altogether over 55 calls were made. The researcher took this opportunity to elicit information by delving into the past and present experience of the participants in order to find out their feelings, perceptions and thoughts about their duties and roles as a careers team leader. 82%, valid questionnaires were returned by 30 June, 2001. Two others were either incomplete or did not answer at all, claiming that there were no careers teams in schools. The 82 valid were coded for computation, and data analysis was done using Excel 5.0.

Explanations for the high response rate (82%) are:

1. The effectiveness of the telephone calls. The researcher rang up as many potential respondents as possible, urging them to return the completed questionnaires at their earliest convenience.
2. Survey members were confined to careers masters/mistresses who are mostly
• responsible and enthusiastic workers,
• supportive of improving guidance work, and
• familiar with the writer (who has served on the Committee of the HKACM GM for over 15 years.)

3. The questionnaires were sent out at the right time, in late April, when most of the careers masters/mistresses had more free periods for their secondary 5 and Secondary 7 students had left school to prepare and sit for public examinations.

4.6 Case Studies

Primarily semi-structured interviews with careers masters/mistresses and members of their role set were used to create the case study.

Schedules of Semi-Structured Interview

Regardless of the type of interview, the researcher was aware that certain tasks must be accomplished before beginning the interview, to ensure a successful product. Anderson et al (1994:116-118) have the following suggestions:

• The interviewer should contact the potential participant and discuss the possibility of interviewing him or her.
• In recent years, researchers and the interviewees have developed certain courtesies to protect each party. The consent form is one of these
• Prepare your questions. Try to make them expository questions rather than yes or no questions. Start out with a question that is easy to answer.
• Check your equipment before starting the interview.
• Chat with the participant while setting up equipment.
• Make sure that the room for the interview is as quiet as possible.
• As you end the interview, ask the participant if he or she would like to add something to what he or she has said.
• Label the tapes before or as soon as possible after the interview.
• Interviews done on the run in informal settings usually are not tapes; the researcher must jot down the main points as soon as possible after the interaction. It is amazing how quickly one forgets.

The researcher carried out her interviews in line with the suggestions given by Anderson et al whenever it was appropriate. However, interviews were generally recorded with the consent of the interviewees.

Sometimes, the use of tape recorder was avoided and instead, notes were taken directly during the interview. The reasons were:

• Interviewees especially parents and civil servants (restricted by terms of employment) may express some discomfort with the present of a tape recorder;
• The tape recordings resulted in a considerable amount of repetition and data not directly relevant to the study.
• Interviews take place in informal settings.

As Stake (1995:66) says:

*Keeping the record of an interview is part of the artistry. Within the interview, the researcher should prepare a written facsimile, with key ideas and episodes captured. For many researchers, the tape recorder is of little value unless ultimately an audio presentation is intended.*

**Stages of Conducting An Interview**

Kvale (1996:88) suggests seven stages of an interview investigation that can be used to plan interview-based research:

Stage 1: Thematizing: Formulate the purpose of an investigation and describe the concept of the topic to be investigated before the interviews start.

Stage 2: Designing: Plan the design of the study, taking into consideration all seven stages of the investigation, before the interviewing starts.

Stage 3: Interviewing: Conduct the interview based on an interview guide.

Stage 4: Transcribing: Prepare the interview material for analysis, which commonly includes a transcription from oral speech to written text.
Stage 5: Analyzing: Decide, on the basis of the purpose and topic of the investigation, and on the nature of the interview material, which methods of analysis are appropriate for the interviews.

Stage 6: Verifying: Ascertain the generalizability, reliability, and validity of the interview findings.

Stage 7: Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration and that results in a readable product.

Kvale adds (1996:237) that validation must take place at all these stages of the interview-based investigation.

Following all these guidelines, the researcher made an effort to arrange all interviews as mentioned in Section 4.4. Their interviews were conducted between May to July 2001. All interviews were carried out in confidence. An interview guide was used, a copy of which is attached as Appendices D to G.

While carrying out the interviews, the researcher made an effort to follow Robson's (1999:23) recommendations to:

- Listen more than you speak
- Put questions in a straightforward, clear and non-threatening way
- Eliminate cues which lead interviewees to respond in a particular way
- Enjoy it (or at least look as though you do)
- Take a full record of the interview

She also followed Robson's (1999:232-233) advice to avoid:

- Long questions
- Double-barrelled (or multiple-barrelled) questions
- Questions involving jargon
- Leading questions
- Biased questions
The researcher kept in mind that during the interviews that active listening shows you are paying attention and are interested. It encourages responses from the participants. At the same time, building a relationship of trust and rapport with informants is essential for the success of interviews (Daymond and Holloway 2002).

**Telephone Interviews**

In addition to semi-structured interviews, telephone interviews played a significant part in collecting data for the present study. The rationale was as follows:

1. **In respect of the case studies**
   - It is impractical to invite parents to the school for a 30-minute interview. Instead, telephone interviews are more practical. Parents are usually amenable to being interviewed through the telephone.
   - While consolidating and setting data in order, the researcher, on several occasions, needed clarification. She made use of the telephone to obtain the information needed from the careers masters/mistresses concerned.
   - Clarifying ambiguity and seeking supplementary information from two of the principals.

2. **In respect of the questionnaire survey**
   - Urging survey participants to return their completed questionnaires, because the validity of a survey depends very much on a high response rate.
   - Clarifying ambiguity and seeking supplementary information about the answers given by the respondents. At the same time it is an opportunity to check the validity of the information collected through the survey by questionnaire. Furthermore, the researcher took the opportunity to seek the respondents' conceptions of their work as a careers master/mistress.

Lewis (1980:11) claims that telephone methods have advantages that are ‘verbally fast, permits questions and answers, convenient, two-way flow and immediate feedback.’ Robson (1999:241) emphasizes that telephone interviews ‘share many of the advantages of face-to-face interviewing: a high response rate; correction of obvious misunderstandings; possible use of probes, etc.’ The researcher agrees with Wiersma (2000:189) who believes:
The telephone is more effective in locating hard-to-reach respondents. Quite often, professional respondents such as school personnel (teachers, principals, superintendents) are more accessible by telephone than by personal visits.

In brief, interview is the main road to assessing multiple realities. Hence much useful information was collected in the 55 follow up calls.

4.7 Access and Ethical Issues in Research

The biggest problem in qualitative research is to gain access to informants, settings, and materials for research in an ethical manner. It is usually the first obstacle that a researcher has to overcome.

Access

Access, as defined by Daymon and Holloway (2002:73) 'means gaining permission to enter the setting, set up and obtain samples, interview or observe participants, and read formal documents relevant to research.' They (2002:73) also advise researchers to ensure the following points when seeking to gain access:

- Participation is voluntary.
- People in the setting (such as an organization) are not harmed or inconvenienced.
- Applicable resources that researchers use are freely committed, such as confidential company documents or personal diaries.

In this study, all interviewees for the case studies were approached either personally or by telephone. This was followed by a letter, explaining the context and purpose of the study and providing an assurance of confidentiality. An interview guide was included. It was made clear that the interview would be in-depth and that they should allocate about one hour for it. The time and date of the interview were decided by mutual agreement. The convenience of the interviewees was the key factor. It was impractical to invite parents to the school for an interview, thus all parental interviews were held on special occasions of the schools, such as a concert and a Cantonese opera. Apart from the parents and students,
the researcher is familiar with most of the interviewees; therefore, practically all interviews were carried out smoothly.

**Ethical Issues**

Ethical issues are important in research methods. Langenback et al (1994:286) say that ‘each stage of the research process has attendant ethical dilemmas, some of which are addressed by written standards, but many of which are not. In the end, much depends on the individual integrity of the researcher.’ Daymon and Holloway (2002:80) suggest the following basic principles which provide guidelines for conducting research ethically and include:

- The right of free and informal choice.
- Protection from harm to individuals and equipment.
- Privacy, involving guarantees of anonymity and confidentiality.
- Autonomy, involving informed consent and debriefing opportunities.
- Honesty, concerning issues of omission, interpretation, and plagiarism, as well as problems in covert research and issues of ownership and public access.

Meanwhile they (2002:80) elaborate that anonymity is maintained through:

- The use of pseudonyms.
- A change of the names of location and organization.
- A change of minor details in the description of participants, if necessary.
- A change of demographic factors that are unimportant to the study.
- The protection of data by applying labels with letters or numbers, not names.
- Secure storage of tapes, lists, scripts, transcripts, etc.

The writer subscribes to these remarks and carried out the survey with cautions against divulging the identity of the respondents. For example, the questionnaire is anonymous, interviews were held in confidence; all names of interviewees, case study schools and organizations and their locations are pseudonyms. This anonymity contributed to better response and higher reliability.
4.8 Triangulation

With regard to significance of triangulation, Daymon and Holloway (2002:98) state ‘A combination of more than one perspective is often used to corroborate the data because, traditionally, it is claimed that this strategy provides a more “complete” picture.’ Cohen and Manion (1994:233) agree that triangulation involves as ‘the use of two or more methods of data collection in the study of some aspects of human behaviour.’ Denzin (1989:236) claims that triangulation comes in different forms which he also defines as: ‘The use of multiple methods in the study of the same object.’ Methodological triangulation which uses two or more methods in the same study, such as questionnaires, interviews, documents and observation is adopted to the present study.

The questionnaire was so designed so that sometimes two or more items were asking for similar information about of the roles or duties of careers teachers. The findings of those items in the questionnaire were then checked against one another to see if they were contradictory. In case of doubt, it can be crosschecked through interviews or verified by relevant documents.

4.9 Reliability and Validity of Educational Research

In considering the value of applying reliability and validity benchmarks to research, Daymond and Holloway (2002:89) argue that these offer the most effective means of evaluating the quality of research. Thus researchers must assess all measures in planning any research.

Reliability of Educational Research

Daymon and Holloway (2002:90) define that ‘Reliability in quantitative research is the extent to which a research instrument such as a questionnaire, when used more than one, will reproduce the same results or answer.’ They further state that quantitative research instruments are more likely to be reliable than qualitative instruments, which rely on the researchers’ interpretations, might be influenced by their characteristics and background.
Wiersma (2000:90) agrees that reliability of research concerns the replicability and consistency of the methods, conditions, and results.

The survey in the present study which is on the roles of careers teachers, is more reliable because it involves a series of closed questions, requiring answers in pre-determined categories. This allows respondents to use their judgement to choose the right option. The high response rate (82%) is an indication that respondents could easily pick out the answer they considered most appropriate.

Validity of Educational Research

Daymon and Holloway (2002:90) say that 'validity in quantitative research has to do with whether the methods, approaches and techniques actually relate to, or measure, the issues you wish to explore.' They further explain that 'In qualitative research, the concept of validity is more salient than that of reliability. Wiersma (2000:4) claims

Validity involves two concepts simultaneously, internal validity and external validity. Internal validity is the extent to which results can be interpreted accurately, and external validity is the extent to which results can be generalized to populations, situations, and conditions.

Wiersma (ibid.:4) further declares that 'Reliability is a necessary characteristic for validity; that is, a study cannot be valid and lack reliability.'

To enhance validity, Yin (1994:90-8) suggests three principals of data collection:

- Using multiple sources of evidence
- Creating a case study data base, and
- Maintaining a chain of evidence

This researcher is in agreement with Yin. For the case studies of the present research, she employs semi-structured interviews which are potentially valid, because clarification was sought, and all possible avenues were explored. Also in this study, the findings of the questionnaire survey were checked against the information collected through telephone interviews to see whether they were consistent. In brief, reliability and validity establish
Credibility of research. Reliability focuses on replicability and validity focuses on the accuracy and generalizability of the findings.

### 4.10 Chronology of the Research

It is most important for any researcher to consider a topic for research and the methodologies to be employed (Bell, 1999). Through the internet, the present writer searched for a possible topic within the scope of her interest – careers guidance. She also consulted relevant literature and discussed with her supervisor, fellow students and colleagues before she decided to carry out a study on ‘The Role of Careers Teachers in Hong Kong Secondary Schools’ and to adopt a two-stage strategy, namely quantitative questionnaire survey and qualitative case studies. Every step of both processes was recorded. In addition, the researcher kept an eye on any issues related to the research topic, involving the newly published literature, e.g. Report of the Commission on Youth 2003, and any events held by the case study schools, e.g. the annual speech day, for updating relevant information and triangulation of the data collected.

| Sept – Dec 2000 | • Through internet the researcher searched for any possible topic about careers guidance for the thesis.  
• Discussed with supervisor, fellow students and colleagues. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Jan 2001</td>
<td>• The researcher had a preliminary idea to study the role of careers teachers in Hong Kong secondary schools.</td>
</tr>
</tbody>
</table>
| March 2001      | • Deciding the research design – to adopt a two-stage strategy as follows:  
1. Stage one – Quantitative. A questionnaire was sent to careers masters/mistresses.  
2. Stage two – Qualitative. Case Studies of sample schools were carried out. In each school, the principal, the careers team leader and a sample of students and parents were interviewed. |
| March 2001 – Oct 2002 | **Survey**  
| March 2001      | • Preparing a pilot questionnaire.  
• Discussing with two experienced careers teachers and designing the pilot questionnaire.  
• Finalizing the format of the questionnaire. |
| April 2001      | • Discussing with a number of experienced careers teachers who were committee members of HKACMGM and two of them were asked to complete the pilot questionnaire and were interviewed by the researcher.  
• Analysing the completed pilot questionnaire and modifying it as necessary.  
• Deciding to post 100 questionnaires to careers masters/mistresses |
selected by quota sampling from the ED and the HKACMGM Post-Secondary 5 Courses Handbook (2000-2001). The Handbook lists the names, types, addresses and telephone numbers of about 400 secondary schools in Hong Kong.

| May – June 2001 | • Collecting completed questionnaires from the respondents and computerizing the data collected.  
|                | • Interviewing careers teachers to obtain additional information through the telephone. |
| July 2001 – Oct 2002 | • Analysing the information collected through questionnaire, telephone interviews and literature review.  
|                | • Writing up the report. |
| April 2001 – Dec 2002 | **Case Studies** |
| April 2001 | • Preparing the interview guide.  
|           | • Conducting a pilot study by a semi-structured interview with an experienced careers master.  
|           | • Finalizing the contents of the interview guide. |
| May 2001 | • Consent was obtained from the principals of the object schools through the telephone.  
|           | • Sending letters to principals and personnel involved, explaining the purposes of the interview with an interview guide which mainly concerned the following areas:  
|           | 1. Expectations and perceptions of the roles of careers teachers.  
|           | 2. Students’ needs for careers guidance.  
|           | 3. Factors which help and hinder provision of careers guidance.  
|           | 4. Effective careers guidance programmes  
|           | • The researcher visited the SMI Section of ED to read the documents provided by SMI schools especially those sample schools. She read the School Annual Report (1998 – 2002), Programme Plan of Careers Guidance (1998 – 2002), PTA circulars, Students’ Handbook etc. Photocopies of some portions of these documents were made. |
| May 2001 – Dec 2002 | • The researcher visited all sample schools and interviewed members of personnel involved of Schools A, B and C.  
|           | • The researcher kept an eye on the activities of the sample schools for case study through various channels, such as internet and newspapers, to collect more information about these schools for triangulation.  
<p>|           | • Consolidating interview notes and transcribing them. |
| Dec 2002 | • Writing up the report. |
| May 2001 – Dec 2002 | <strong>Case Study 1 - School A</strong> |
| 22 May 2001 | • The researcher obtained information about the school through internet. |
| 29 May 2001 (2:00 – 4:30p.m.) | • The researcher paid a half day visit to the school. The principal and the careers mistress were interviewed. |
| 6 June 2001 (3:00 – 3:30p.m.) | • The researcher visited the school. Four S6 students were arranged by careers mistress to be interviewed. |
| 15 June 2001 (2:30 – 4:00p.m.) | The researcher visited the school. The same four students were interviewed again in order to seek in depth information about the topic. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 June 2001 (2:30 - 4:45p.m.)</td>
<td>The researcher attended a concert held at the school hall and met many parents. Informal conversations about the school were held with 6 parents. Four of them agreed to discuss about the roles of careers teachers through the telephone the following week.</td>
</tr>
<tr>
<td>1 June 2002 (6:00 - 8:30p.m.)</td>
<td>The researcher attended an Old Students and Staff Reunion Night at which guests were invited to tour round the school.</td>
</tr>
<tr>
<td>6 Dec 2002 (2:30 - 4:45p.m.)</td>
<td>The researcher paid a half day visit to the school and attended the Prize-giving Day ceremony of the school. The school was beautifully decorated with festoons. Annual Report (2001-2002) and programmes of ceremony were distributed to guests. Informal conversations with parents were held during the reception after the ceremony in order to collect information for triangulation and confirmation.</td>
</tr>
<tr>
<td>May 2001 – Dec 2002 Case Study 2 - School B</td>
<td>3 June 2001 The researcher obtained information about the school through internet.</td>
</tr>
<tr>
<td>11 June 2001 (12:15 - 1:15p.m.)</td>
<td>The researcher visited the school and the principal was interviewed during lunch break.</td>
</tr>
<tr>
<td>14 July 2001 (10:00 - 11:15p.m.)</td>
<td>The researcher revisited the school and the careers master was interviewed.</td>
</tr>
<tr>
<td>15 July 2001 (9:30a.m. - 2:30p.m.)</td>
<td>The researcher paid a whole day visit to the school and attended the Cantonese opera held at the school hall. Four students and four parents were interviewed.</td>
</tr>
<tr>
<td>19 Dec 2002 (2:30 – 5:15p.m.)</td>
<td>The researcher paid a half day visit to the school and attended the Speech Day ceremony of the school. The school was gaily decorated, and the atmosphere was jubilant. Annual Report (2001-2002) and programmes of ceremony were distributed to guests. At the conclusion of the ceremony, the researcher chatted with a number of parents during the tea reception in order to obtain further information for triangulation and confirmation.</td>
</tr>
<tr>
<td>May 2001 – Dec 2002 Case Study 3 School C</td>
<td>15 June 2001 The researcher gained information about the school through internet.</td>
</tr>
<tr>
<td>21 June 2001 (2:15 – 4:30p.m.)</td>
<td>The researcher paid a half day visit to the school. The principal was interviewed. Informal conversations with students and parents were held.</td>
</tr>
<tr>
<td>9 July 2001 (2:30 – 4:30p.m.)</td>
<td>The researcher paid a half day visit to the school. The careers mistress was interviewed. Informal conversations with students and parents were held.</td>
</tr>
<tr>
<td>2 Nov 2002 (10:30 – 12:45p.m.)</td>
<td>The researcher attended a lecture delivered by the principal about 'whole school approach'. After the talk the researcher discussed with her to seek further information about careers work in her school.</td>
</tr>
</tbody>
</table>
4.11 Summary

This chapter describes the development of appropriate methodological tools. In this study the breadth of evidence is provided by the questionnaire survey and the depth of the grounds derives from three case studies comprising of interviews, documentary analysis and observation. The meaningful comparison made with the literature consequently furnishes evidence for triangulation which enhances the reliability and validity of the study. Finally, ethical issues, triangulation, reliability and validity of the research are considered.
Chapter 5  The Survey

5.1 Introduction

This chapter presents the survey with results, analysis and discussion. It was decided that 100 careers masters/mistresses be selected by quota sampling. Out of the 100 questionnaires sent to 100 different schools, 82 valid returns were received. In addition, follow-up telephone interviews were carried out. Altogether over 55 calls were made. The researcher also took the opportunity to elicit information by delving into the past and present experience of the participants in order to find out their feelings, perceptions and thoughts about their duties and roles as a careers teacher. All the statistical figures and analysis in this chapter are based on the data collected through these questionnaires, including comments written in the open-ended questions space and remarks made during follow-up telephone interviews.

5.2 Results and Findings

Sample Schools

Table 5.1 Background Information on 82 Sample Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Option</th>
<th>Frequency</th>
<th>Percentage(%)</th>
<th>Cumulative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Type</td>
<td>Government</td>
<td>8</td>
<td>9.8</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td>Aided</td>
<td>69</td>
<td>84.1</td>
<td>93.9</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>5</td>
<td>6.1</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>English Medium</td>
<td>28</td>
<td>34.1</td>
<td>34.0</td>
</tr>
<tr>
<td></td>
<td>Chinese Medium</td>
<td>54</td>
<td>65.9</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>5</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>11</td>
<td>13.4</td>
<td>19.5</td>
</tr>
<tr>
<td></td>
<td>Co-educational</td>
<td>66</td>
<td>80.5</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Number of Class</td>
<td>Below 24</td>
<td>10</td>
<td>12.2</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td>24-30</td>
<td>55</td>
<td>67.1</td>
<td>79.3</td>
</tr>
<tr>
<td></td>
<td>Over 30</td>
<td>17</td>
<td>20.7</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Location</td>
<td>Hong Kong Island</td>
<td>11</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td></td>
<td>Kowloon</td>
<td>25</td>
<td>30.5</td>
<td>43.9</td>
</tr>
<tr>
<td></td>
<td>New Territories</td>
<td>46</td>
<td>56.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in Table 5.1 the majority of the secondary schools in Hong Kong are aided, Chinese medium and co-educational. In fact more than 80% of them are aided. Such schools are under the management of a sponsoring body but the Government pays teachers’ salaries and all the essential expenses.

As mentioned in Chapter 2, only 114 schools out of 471 were selected to remain Anglo-Chinese in 1998, and all the others were required to adopt Chinese as medium of instruction. This means that about three quarters of the schools were Chinese medium at the time of the questionnaire survey in 2001, and almost two thirds of the respondents were from these schools. Finally, the co-educational system is a global trend and Hong Kong is of no exception. The vast majority of the schools in Hong Kong are co-educational.

Further, the size of the school varied. A quarter of Hong Kong schools have more than 30 classes, and about 67% have 24 to 30 classes, each class having 40 students. It is estimated that each careers team has to provide services to around 900-1200 students. Their workload is heavy.

Geographically, the schools were evenly distributed. Over half of the schools are in the new towns in the New Territories (NT), probably because NT has more space to accommodate the overflowing population of the urban areas during the latter half of last century. Consequently there are more young couples whose children are of school age. Slightly less than a third of the schools are in the Kowloon Peninsula and the remaining one sixth are on Hong Kong Island.

The above information about schools helps us to understand how the medium of instruction, location, etc., contribute to the characteristics of a school. Careers teachers have to formulate suitable careers guidance programmes to meet students’ needs.
The results show about 70% are female. Generally, there were more females on the teaching staff in most schools. According to statistics (EMB, 2003) there were 25,560 teachers in Hong Kong Secondary Schools in September 2002. The ratio of male to female is 1 to 1.2.

Maturity is regarded as an essential quality for counsellors. They must be fully developed in their personality and emotional behaviour. Careers teachers themselves should have a wide knowledge of and a varied experience of life in order to provide effective and convincing advice. Hence, it is not unexpected that the majority of them are over 35. In fact, only 3.7% have not yet reached the age of 30. On the other hand, 25.5% are 45 or

### Table 5.2 Background Information on Careers Masters/Mistresses in 82 Sample Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Option</th>
<th>Frequency</th>
<th>Percentage(%)</th>
<th>Cumulative%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex</td>
<td>Male</td>
<td>25</td>
<td>30.5</td>
<td>30.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>57</td>
<td>69.5</td>
<td>100.0</td>
</tr>
<tr>
<td>2. Age Group</td>
<td>Below 30</td>
<td>3</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>30-34</td>
<td>14</td>
<td>17.1</td>
<td>20.8</td>
</tr>
<tr>
<td></td>
<td>35-39</td>
<td>21</td>
<td>25.6</td>
<td>46.4</td>
</tr>
<tr>
<td></td>
<td>40-44</td>
<td>23</td>
<td>28.0</td>
<td>74.4</td>
</tr>
<tr>
<td></td>
<td>45 and above</td>
<td>21</td>
<td>25.6</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Experience in Careers Guidance</td>
<td>1-4 years</td>
<td>27</td>
<td>32.9</td>
<td>32.9</td>
</tr>
<tr>
<td></td>
<td>5-9 years</td>
<td>36</td>
<td>43.9</td>
<td>76.8</td>
</tr>
<tr>
<td></td>
<td>10-14 years</td>
<td>14</td>
<td>17.1</td>
<td>93.9</td>
</tr>
<tr>
<td></td>
<td>&gt; 14 years</td>
<td>5</td>
<td>6.1</td>
<td>100.0</td>
</tr>
<tr>
<td>4. Number of Members in the Careers Team</td>
<td>1-2</td>
<td>9</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>43</td>
<td>52.4</td>
<td>63.4</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>25</td>
<td>30.5</td>
<td>93.9</td>
</tr>
<tr>
<td></td>
<td>Over 6</td>
<td>5</td>
<td>6.1</td>
<td>100.0</td>
</tr>
<tr>
<td>5. Careers Teachers’ Training Courses</td>
<td>HKU Course</td>
<td>46</td>
<td>56.1</td>
<td>56.1</td>
</tr>
<tr>
<td>Attended/Attending</td>
<td>City U Course</td>
<td>31</td>
<td>37.8</td>
<td>93.9</td>
</tr>
<tr>
<td></td>
<td>Other counselling courses</td>
<td>5</td>
<td>6.1</td>
<td>100.0</td>
</tr>
<tr>
<td>6. Adequacy of Training as Asserted by Respondents</td>
<td>Yes</td>
<td>34</td>
<td>41.5</td>
<td>41.5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>48</td>
<td>58.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
over. These figures indicate that maturity is an attribute that principals expect of their careers teachers.

The data also shows that most of the careers masters/mistresses in Hong Kong schools are experienced. At the time of the survey in 2001, more than 60% of respondents had five or more years of experience in careers guidance. It also indicated that about one third (32.9%) of the respondents had only 1 to 4 years of experience in careers guidance. In other words, one third of experienced careers masters/mistresses left their post during 1997 to 2001 for reasons of promotion, transfer to other post, emigration overseas or retirement.

The survey indicates that all, but five who attended other relevant counselling courses, attended recognized careers teachers’ training courses at either HKU or City U. As nearly all careers team leaders have been trained, their team members, without doubt, have better chances of receiving professional training. However, more than half (57.3%) indicate that their training was inadequate. This may reflect an eagerness to improve themselves and to do their job more effectively and efficiently. Examination of careers training programmes revealed that only a small part provided training in counselling. Feedback suggested the counselling element was insufficient.

The survey also shows most careers teams have 3 to 4 members (52.4%) to provide services to around 900-1200 students.
Roles of Careers Teachers

To what extent do Hong Kong careers teachers agree about the duties they ‘actually do’ or ‘should do’? 45 duties identified for analytic purposes are arranged within the 5 major roles of careers teachers namely: careers information officer, educator, careers counsellor, careers consultant, and coordinator. The survey sought to find out the extent of agreement or disagreement with the duties and roles of the careers teachers, using a 4-point ordinal scale as follows:

- 4 Strongly agree
- 3 Agree
- 2 Disagree
- 1 Strongly disagree

The decision not to include a middle neutral or undecided choice forced the respondent to decide whether they leaned more towards the agree or disagree end of the scale for each item. The results are shown in Table 5.3.

Table 5.3 Survey of Roles of Careers Teachers

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Score</th>
<th>Rank Order</th>
<th>Difference of Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Role as Careers Information Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Collect information related to careers guidance.</td>
<td>3.48</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. Disseminate careers information through various means.</td>
<td>3.40</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3. Keep a record of all careers activities.</td>
<td>3.56</td>
<td>2</td>
<td>+2</td>
</tr>
<tr>
<td>4. Keep a list of careers related web-sites.</td>
<td>2.87</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>5. Use computer system in careers work.</td>
<td>2.56</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>6. Search for the changing world of work in information age.</td>
<td>2.64</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>7. Maintain a careers information corner.</td>
<td>3.57</td>
<td>1</td>
<td>+1</td>
</tr>
<tr>
<td>8. Prepare students transcripts.</td>
<td>3.02</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>9. Stream students into to arts/science/commercial classes.</td>
<td>2.82</td>
<td>29</td>
<td>44</td>
</tr>
<tr>
<td>10. Draft letters of recommendation for students.</td>
<td>3.12</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>11. Help students to complete a careers portfolio.</td>
<td>2.57</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>B Role as Educator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Establish and implement goals for careers guidance.</td>
<td>3.16</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>13. Seek to integrate academic and careers skills into school curriculum.</td>
<td>2.60</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>14. Seek to integrate careers concepts into academic lesson plans.</td>
<td>2.41</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>15. Initiate a comprehensive and up-to-date careers programme.</td>
<td>2.98</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>16.0</td>
<td>3.49</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>16.</td>
<td>Ensure that careers programmes are delivered in a systematic fashion to students.</td>
<td>2.98</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Instil awareness of careers education into your colleagues.</td>
<td>2.59</td>
<td>3.34</td>
</tr>
<tr>
<td>18.</td>
<td>Initiate staff development for delivering guidance services.</td>
<td>2.32</td>
<td>3.15</td>
</tr>
<tr>
<td>19.</td>
<td>Initiate implementation of whole school approach to careers guidance.</td>
<td>2.45</td>
<td>3.25</td>
</tr>
<tr>
<td>20.</td>
<td>Conduct a career development needs assessment for Students.</td>
<td>2.49</td>
<td>3.31</td>
</tr>
</tbody>
</table>

**C Role as Careers Counsellor**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>16.0</th>
<th>3.49</th>
<th>17.0</th>
<th>17.0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Provide individual guidance related to career development.</td>
<td>3.21</td>
<td>3.65</td>
<td>7.0</td>
<td>6.0</td>
<td>1.0</td>
</tr>
<tr>
<td>22.</td>
<td>Provide group guidance related to career development.</td>
<td>3.00</td>
<td>3.55</td>
<td>16.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>23.</td>
<td>Help students to identify their strengths and weaknesses.</td>
<td>2.96</td>
<td>3.56</td>
<td>19.0</td>
<td>7.0</td>
<td>12.0</td>
</tr>
<tr>
<td>24.</td>
<td>Help students to identify their problems and work out possible solutions.</td>
<td>2.96</td>
<td>3.52</td>
<td>19.0</td>
<td>11.0</td>
<td>8.0</td>
</tr>
<tr>
<td>25.</td>
<td>Help students to apply for admission to institutes of higher learning.</td>
<td>3.51</td>
<td>3.66</td>
<td>3.0</td>
<td>4.0</td>
<td>+1.0</td>
</tr>
<tr>
<td>26.</td>
<td>Identify the needs of students in relation to career development.</td>
<td>2.93</td>
<td>3.51</td>
<td>26.0</td>
<td>15.0</td>
<td>11.0</td>
</tr>
<tr>
<td>27.</td>
<td>Provide follow-up services to students after leaving school.</td>
<td>2.46</td>
<td>3.07</td>
<td>40.0</td>
<td>40.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**D Role as Careers Consultant**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>16.0</th>
<th>3.49</th>
<th>17.0</th>
<th>17.0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Help students to apply for a job.</td>
<td>2.26</td>
<td>2.89</td>
<td>44.0</td>
<td>43.0</td>
<td>1.0</td>
</tr>
<tr>
<td>29.</td>
<td>Help students to explore the world of work.</td>
<td>2.94</td>
<td>3.43</td>
<td>25.0</td>
<td>21.0</td>
<td>4.0</td>
</tr>
<tr>
<td>30.</td>
<td>Alert students to any possible traps when applying for a job.</td>
<td>2.96</td>
<td>3.40</td>
<td>19.0</td>
<td>23.0</td>
<td>+4.0</td>
</tr>
<tr>
<td>31.</td>
<td>Promote awareness of safety at work.</td>
<td>2.81</td>
<td>3.35</td>
<td>30.0</td>
<td>25.0</td>
<td>5.0</td>
</tr>
<tr>
<td>32.</td>
<td>Inculcate in students a correct attitude towards work.</td>
<td>2.96</td>
<td>3.48</td>
<td>19.0</td>
<td>18.0</td>
<td>1.0</td>
</tr>
<tr>
<td>33.</td>
<td>Conduct mock interviews for students.</td>
<td>2.53</td>
<td>3.29</td>
<td>38.0</td>
<td>32.0</td>
<td>6.0</td>
</tr>
<tr>
<td>34.</td>
<td>Conduct surveys on matters related to careers guidance.</td>
<td>2.88</td>
<td>3.35</td>
<td>27.0</td>
<td>25.0</td>
<td>2.0</td>
</tr>
<tr>
<td>35.</td>
<td>Organize programmes related to careers guidance.</td>
<td>3.15</td>
<td>3.48</td>
<td>11.0</td>
<td>18.0</td>
<td>+7.0</td>
</tr>
</tbody>
</table>

**E Role as Coordinator**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>16.0</th>
<th>3.49</th>
<th>17.0</th>
<th>17.0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td>Liaise with parents.</td>
<td>2.70</td>
<td>3.17</td>
<td>32.0</td>
<td>35.0</td>
<td>+3.0</td>
</tr>
<tr>
<td>37.</td>
<td>Liaise with employers.</td>
<td>2.05</td>
<td>2.88</td>
<td>45.0</td>
<td>44.0</td>
<td>1.0</td>
</tr>
<tr>
<td>38.</td>
<td>Liaise with other related careers services members.</td>
<td>2.95</td>
<td>3.32</td>
<td>23.0</td>
<td>30.0</td>
<td>+7.0</td>
</tr>
<tr>
<td>39.</td>
<td>Liaise with related organizations, e.g. HKACMGM</td>
<td>3.06</td>
<td>3.43</td>
<td>14.0</td>
<td>21.0</td>
<td>+7.0</td>
</tr>
<tr>
<td>40.</td>
<td>Liaise with institutes of higher learning.</td>
<td>3.13</td>
<td>3.52</td>
<td>12.0</td>
<td>11.0</td>
<td>1.0</td>
</tr>
<tr>
<td>41.</td>
<td>Secure the cooperation of your colleagues.</td>
<td>2.95</td>
<td>3.34</td>
<td>23.0</td>
<td>28.0</td>
<td>+5.0</td>
</tr>
<tr>
<td>42.</td>
<td>Seek substantial support from the Principal.</td>
<td>3.17</td>
<td>3.46</td>
<td>9.0</td>
<td>20.0</td>
<td>+11.0</td>
</tr>
<tr>
<td>43.</td>
<td>Recruit student volunteers for careers programmes.</td>
<td>3.22</td>
<td>3.53</td>
<td>6.0</td>
<td>10.0</td>
<td>+4.0</td>
</tr>
<tr>
<td>44.</td>
<td>Make good use of resources allocated for careers guidance.</td>
<td>3.18</td>
<td>3.52</td>
<td>8.0</td>
<td>11.0</td>
<td>+3.0</td>
</tr>
<tr>
<td>45.</td>
<td>Prepare the team for internal and external evaluation.</td>
<td>2.74</td>
<td>3.27</td>
<td>31.0</td>
<td>33.0</td>
<td>+2.0</td>
</tr>
</tbody>
</table>

*Ranking higher in ‘actually do’ than in ‘should do’*
Table 5.3 shows the mean score and rank order of all 45 items of roles of careers teachers. On the 4-point ordinal scale, 1 (Strongly disagree) and 2 (Disagree) represented negative and 3 (Agree) and 4 (Strongly agree) positive, so, mean score above 2 are positive. The mean score rating from 2.05 to 3.57 in the ‘actually do’ column and those from 2.88 to 3.77 in ‘should do’ column are all positive. The fact that the mean scores of ‘should do’ are generally higher than ‘actually do’ may be construed as respondents’ positive attitude towards their work and as their inspirations to extend the domain of careers services. It may, of course, represent their frustrations with the constraints preventing them carrying out their job fully.

Among the 45 items of careers teachers’ duties, the one that gains the highest mean score ranks 1st and the lowest 45th. Details of the rankings will be discussed based on Tables 5.3 to 5.11.

5.3 Analysis

An analysis of the survey results given in Tables 5.4 to 5.8 is followed by an item by item analysis of top ten and bottom five of careers teachers’ duties, taking into consideration of supplementary feedback given in the open-ended questions space and telephone interviews. Then, follows a discussion on the four main groups of helping/hindering issues, namely: manpower and resources, expertise, support and appreciation, and role conflict. In addition, comparison of rank orders of careers teachers’ role between ‘actually do’ and ‘should do’ based on Tables 5.9 to 5.11 is discussed.
Table 5.4 Survey of Careers Teachers’ Role as Careers Information Officer

|------|---------------------------------------------------|----------------------------------------------------|----------------------------------------|-----------------------------------------|----------------------------------------|-------------------------------------------------|----------------------------------------|-------------------------------------------|-----------------------------------------------|------------------------------------------------|

(a) Mean Score and Rank Order of Response

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Score</th>
<th>Rank Order</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actually Do</td>
<td>Should Do</td>
<td>Actually Do</td>
<td>Should Do</td>
</tr>
<tr>
<td>1</td>
<td>3.48</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3.40</td>
<td>3.67</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>3.56</td>
<td>3.66</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2.87</td>
<td>3.52</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>2.56</td>
<td>3.17</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>2.64</td>
<td>3.39</td>
<td>33</td>
</tr>
<tr>
<td>7</td>
<td>3.57</td>
<td>3.68</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3.02</td>
<td>3.05</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>2.82</td>
<td>2.88</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>3.12</td>
<td>3.06</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>2.57</td>
<td>3.09</td>
<td>36</td>
</tr>
</tbody>
</table>

+ Ranking higher in ‘actually do’ than in ‘should do’

(b) Frequency and Percentage (%) of Response (Actually do/Should do)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41 (50.00)</td>
<td>39 (47.56)</td>
<td>2 (2.44)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>2</td>
<td>39 (47.56)</td>
<td>55 (67.07)</td>
<td>6 (7.32)</td>
<td>0 (0.00)</td>
</tr>
<tr>
<td>3</td>
<td>51 (62.20)</td>
<td>55 (67.07)</td>
<td>5 (6.10)</td>
<td>1 (1.22)</td>
</tr>
<tr>
<td>4</td>
<td>23 (28.05)</td>
<td>44 (53.66)</td>
<td>26 (31.71)</td>
<td>2 (2.44)</td>
</tr>
<tr>
<td>5</td>
<td>7 (8.54)</td>
<td>19 (23.17)</td>
<td>33 (40.24)</td>
<td>5 (6.10)</td>
</tr>
<tr>
<td>6</td>
<td>12 (14.63)</td>
<td>35 (42.68)</td>
<td>28 (34.15)</td>
<td>6 (7.32)</td>
</tr>
<tr>
<td>7</td>
<td>48 (58.54)</td>
<td>58 (70.73)</td>
<td>33 (40.24)</td>
<td>2 (2.44)</td>
</tr>
<tr>
<td>8</td>
<td>31 (37.80)</td>
<td>29 (35.37)</td>
<td>28 (34.15)</td>
<td>32 (39.02)</td>
</tr>
<tr>
<td>9</td>
<td>27 (32.93)</td>
<td>20 (24.39)</td>
<td>39 (47.56)</td>
<td>14 (17.07)</td>
</tr>
<tr>
<td>10</td>
<td>35 (42.68)</td>
<td>29 (35.37)</td>
<td>36 (43.90)</td>
<td>11 (13.41)</td>
</tr>
<tr>
<td>11</td>
<td>12 (14.63)</td>
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<td>12 (14.63)</td>
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Percentage % in ( )

107
Careers Teachers’ Role as Careers Information Officer

a. Analysis of the Survey Results

As shown in Table 5.4 (a) the following items of careers teachers’ duties are among the top five in both ‘actually do’ and should do’:

Item 1: Collect information related to careers guidance.
Item 2: Disseminate careers information through various means.
Item 3: Keep a record of all careers activities.
Item 7: Maintain a careers information corner.

This suggests that respondents are virtually unanimous that these four duties are crucial to their role as careers teachers. In fact, according to Table 5.4(b) over 93% and 97% of respondents indicated that they ‘actually’ and ‘should’ carry out these duties respectively.

By contrast, the following items of careers teachers’ duties are among the bottom five in the ‘should do’ column:

Item 8: Prepare students transcript.
Item 9: Stream students into arts/science/commercial classes.
Item 10: Draft letters of recommendation for students.

They rank 42nd, 44th and 41st respectively in ‘should do’, but rank much higher in ‘actually do’ that is 15th, 29th and 13th respectively. More than 50% of the respondents agreed that these items are within the scope of their duties.

b. Analysis of Careers Teachers’ Duties

Items 1 and 2

According to the survey and 55 telephone interviews it was obvious that the careers teachers, regarded collecting, updating and disseminating information on careers guidance as their most important duties. In fact, these duties are time consuming tasks. Careers teachers must be enthusiastic and always on the alert for information about further education and job opportunities. Theoretically, all such information should be supplied by the resource organizations like HKACMGM, the ED, the LD, education institutions and
commercial enterprises, but a dutiful and dynamic careers teacher would take the initiative to seek it through internet. 'Incompetence to use the computer is a drawback in collecting information,' said a respondent.

**Item 3:** Keep a record of all careers activities.
Respondents said that services provided and activities organized by them should reveal whether the services and activities do fulfil students' needs. 'A programme appropriate for individual needs will enhance students' ability to make the right decision about their future,' said a telephone respondent.

By recording the number of participants of careers activities and analysing students' feedback, careers teachers could seek to improve their services. Respondents recognized the need to keep a record of all careers activities for future reference in order to adapt and develop their programmes.

**Item 7:** Maintain a careers information corner.
It is very obvious that a careers corner in the school is very useful to students. Many schools collect careers books, pamphlets, brochures and other related material and keep them at a corner in the library for students' easy reference. Careers teachers also agreed that a careers notice-board was an effective means of disseminating careers information. Actually this item ranks 1st and 2nd in 'actually do' and 'should do' respectively among the 45 questions asked in the questionnaire.

**Item 8:** Prepare students transcript.
Preparing student transcripts can be dull and time-consuming. This is the message that the researcher often got from the supplementary telephone interviews.

**Item 9:** Stream students into arts/science/commercial classes.
The science stream is much more popular among the students. It is a general phenomenon that S3 students have to compete with their peers for admission to S4 science stream. The usual practice of streaming is in fact a selection of students who have scored higher marks
in S3 on science subjects and mathematics. Little room is left for careers teachers to bring their views into play.

**Item 10: Draft letters of recommendation for students.**

Writing letters of recommendation requires a good command of a language which is usually English. As a result this is often assigned to teachers of English. A number of careers teachers regarded it as an administrative duty that should be carried out by administrators.

As mentioned in Chapter 3, items 8 to 10 have been deleted from the new duty list (HKED 2002). This is an indication that the findings of this study correspond to the official views.

In summary, respondents regarded the role of careers teachers as careers information officer as their primary role. Actually, to collect, update and disseminate careers information are duties of careers teachers as suggested by HKED (2000) (see page 55). Law (1996 b) points out that careers teachers have to provide a resource centre and enable learners to access and use information. Teachers clearly agreed. As one respondent said ‘The careers information centre is the “heart” of careers services.’
Table 5.5 Survey of Careers Teachers' Role as Educator

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<th>Rank Order Difference</th>
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<td>17. Instil awareness of careers education into your colleagues.</td>
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<td>18. Initiate staff development for delivering guidance services.</td>
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<td>19. Initiate implementation of whole school approach to careers guidance.</td>
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(a) Mean Score and Rank Order of Response

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(b) Frequency and Percentage (%) of Response (Actually do/Should do)

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Percentage in ( )

111
Careers Teachers’ Role as Educator

a. Analysis of the Survey Results
As shown in Table 5.5 (a) Item 12: Establish and implement goals for careers guidance was among the top ten of the 45 items in both the ‘actually do’ and ‘should do’

On the other hand, the following items are among the bottom five in ‘actually do’:

- Item 14: Seek to integrate careers concepts into academic lesson plans.
- Item 18: Initial staff development for delivering guidance services.
- Item 19: Initiate implementation of whole school approach to careers guidance.

They rank 42nd, 43rd and 41st respectively, but higher in ‘should do’, that is 38th, 37th and 34th.

According to Table 5.5(b) only about 40% (42.7%, 37.8% and 41.6% respectively) confirmed (agree and strongly agree) that they actually carry out these duties. On the contrary more than 85% of respondents agreed or strongly agreed that they should carry out all the nine items of roles as educator (items 12 to 20).

b. Analysis of Careers Teachers’ Duties
Generally respondents agreed on the importance of identifying the needs of students in relation to careers education and guidance. They also agreed necessity of identifying the aims and objectives necessary to meet those needs. As Rogers (1984) states one of the roles of careers teachers is goal identification (see page 56).

Items 14, 18, 19
Careers teachers agreed they should integrate careers concepts into curriculum and initiate staff development and a whole school approach. Nevertheless they were hesitant to undertake such responsibilities, as they probably thought that these important duties should be more appropriately discharged at a higher level. It is common in Hong Kong that curriculum and educational goals are often the responsibility of school management. In order to integrate careers concepts into the curriculum and to teach students various skills such as goal identification, all teachers of the school should be involved. This is unpopular because it implies increase of workload on all teachers.
Careers teachers claimed they did not have prominent status in the school, and this prevented them from playing fully the role of educator. As a result, the role of careers teachers as educator is not rated as important. Regrettably, none of the additional remarks given in the questionnaire indicated that respondents were knowledgeable about their role as educator.

Rogers (1984) emphasises the importance of careers education in designing a curriculum relevant to the needs and ability of all students. EC (2000b) includes implementing means to support frontline educators as one of the elements of the education reform (see page 15). To be an effective educator, a careers teacher must receive proper professional training.
Table 5.6 Survey of Careers Teachers’ Role as Careers Counsellor

**Item**

21. Provide individual guidance related to career development.
22. Provide group guidance related to career development.
23. Help students to identify their strengths and weaknesses.
24. Help students to identify their problems and work out possible solutions.
25. Help students to apply for admission to institutes of higher learning.
26. Identify the needs of students in relation to career development.
27. Provide follow-up services to students after leaving school.

(a) Mean Score and Rank Order of Response

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+ Ranking higher in ‘actually do’ than in ‘should do’

(b) Frequency and Percentage (%) of Response (Actually do/Should do)

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N=82

Percentage in ( )
Careers Teachers' Role as Careers Counsellor

a. Analysis of the Survey Results
As shown in Table 5.6 (a) the following duties appear among the top ten of the 45 items in both the 'actually do' and 'should do' columns:

Item 21: Provide individual guidance related to career development.

Item 25: Help students to apply for admission to institutes of higher learning.

Respectively they rank 7th and 3rd in 'actually do' and 4th and 6th in 'should do'.

Hence, Item 27 (provide follow-up services to students after leaving school) ranks 40th both in 'actually do' and in 'should do'.

According to Table 5.6 (b) although only 46.3% of the respondents confirmed (agree or strongly agree) that they actually carry out this duty, 81.7% of them agree that they should provide follow up services.

b. Analysis of Careers Teachers' Duties

Item 21: Provide individual guidance related to career development.

This item is one of the duties of careers teachers suggested by HKED (2000). The survey indicates 85.4% of respondents confirm that they actually do, while nearly all respondents agree that they should carry out this duty.

Item 25: Help students to apply for admission to institutes of higher learning.

Respondents regarded this item as one of their most important duties. In fact HKACMGM annually organizes a seminar on Joint University Programmes Admission System (JUPAS) in conjunction with local universities for careers teachers. They do a lot of work related to JUPAS, such as explaining to students how to select universities or faculties, major subjects and complete the application form.
**Item 27**: Provide follow-up services to students after leaving school.

One of the main tasks of the careers teachers is helping students to proceed from school to work. Respondents agreed that they should provide follow-up services to students after leaving school, but due to time constraints, only 46.3% of them confirmed that they actually did. Again issues of staffing resources, skills and training were raised.

Respondents pointed out the difficulties in performing the role of a careers counsellor. Nevertheless, they generally agreed that careers teachers did actually perform this role. In order to provide effective careers counselling, careers teachers should be familiar with the theories of career development and their implications. Authorities in the field outline skills necessary for careers teachers. There are various theories, such as: Super (1953) Holland (1959) and Krumboltz (1976).

On the subject of training this researcher is in agreement with Dryden and Thorne (1994:15) that careers teachers’ training should include the following four main areas: self-exploration, supervised work with clients, the acquisition of counselling skills, and counselling theory and relevant academic material.
Table 5.7 Survey of Careers Teachers’ Role as Careers Consultant

| Item | 28. Help students to apply for a job. | 29. Help students to explore the world of work. | 30. Alert students to any possible traps when applying for a job. | 31. Promote awareness of safety at work. | 32. Inculcate in students a correct attitude towards work. | 33. Conduct mock interviews for students. | 34. Conduct surveys on matters related to careers guidance. | 35. Organize programmes related to careers guidance. |

(a) Mean Score and Rank Order of Response

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+ Ranking higher in 'actually do' than in 'should do'

(b) Frequency and Percentage (%) of Response (Actually do/Should do)

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Percentage % in ( )
Careers Teachers' Role as Careers Consultant

a. Analysis of the Survey Results

Table 5.7(a) shows that none of the items in this category reached the top ten in both the ‘actually do’ and ‘should do’.

On the other hand, item 28 (help students to apply for a job) is among the bottom five in both ‘actually do’ and ‘should do’. It ranks 44th and 43rd in ‘actually do’ and ‘should do’ respectively. According to Table 5.7(b) only 36.6% of respondents confirmed that they actually carry out this duty, but 76.8% thought they should do so.

b. Analysis of Careers Teachers’ Duties

‘Helping students to apply for a job’ is rated almost the least important of the 45 aspects of careers teachers’ roles. Teachers’ comments revealed they perceived their students as ‘not interested in looking into their future career and do not have a strong sense of planning their career.’ Students aimed to go on for further study, therefore, did not seek help in applying for jobs. Many teachers gave ‘lack of demand’ as the key reason for the low priority given to Item 28.

In summary, respondents considered there to be little demand for them to act as careers consultants and did not accord the role high priority. They were not enterprising in promoting their role as careers consultant. In spite of this, they agreed that an effective careers consultant must be well-equipped with the theories and skills of career development mentioned in the previous section.
Table 5.8 Survey of Careers Teachers’ Role as Coordinator

Item
36. Liaise with parents.
37. Liaise with employers.
38. Liaise with other related careers services members.
39. Liaise with related organizations, e.g. HKACMGM
40. Liaise with institutes of higher learning.
41. Secure the cooperation of your colleagues.
42. Seek substantial support from the Principal.
43. Recruit students volunteer for careers programmes.
44. Make good use of resources allocated for careers guidance.
45. Prepare the team for internal and external evaluation.

(a) Mean Score and Rank Order of Response

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<th>Item</th>
<th>Mean Score</th>
<th>Rank Order</th>
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<td>45</td>
<td>2.74</td>
<td>3.27</td>
<td>31</td>
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</table>

+Ranking higher in ‘actually do’ than in ‘should do’

(b) Frequency and Percentage (%) of Response (Actually do/Should do)

N=82

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>45</td>
<td>12 (14.63)</td>
<td>32</td>
<td>25</td>
<td>4 (4.88)</td>
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</tbody>
</table>

Percentage % in ( )

119
Careers Teachers’ Role as Coordinator

a. Analysis of the Survey Results

Table 5.8(a) shows the following items of careers teachers’ duties are among the top ten in the ‘actually do’ column:

- Item 42: Seek substantial support from the principal.
- Item 43: Recruit student volunteers for careers programmes.
- Item 44: Make good use of resources allocated for careers guidance.

They rank 9th, 6th and 8th respectively, but lower in ‘should do’, that is 20th, 10th and 11th respectively. Only item 43 is among the top ten in the ‘should do’ category.

On the other hand, the following item ranks last among the 45 aspects of roles of careers teachers in both ‘actually do’ and ‘should do’ columns:

- Item 37: Liaise with employers.

According to Table 5.8(b), only 24.4% of respondents confirmed (agree or strongly agree) that they actually liaised with employers, but as many as 72% of them agreed that they should do so.

b. Analysis of Careers Teachers’ Duties

Items 42 and 44

Respondents hoped that the principal in his or her managerial and administrative role, would support their careers programmes by ensuring the provision of adequate resources, such as time for planning, professional development, space for interviewing students and budget for equipment and stationery etc. Since they sought substantial support from the principal, they knew they must make good use of resources allocated to them for careers programmes.

Item 43

Many careers teachers asserted that they had a heavy workload and their tasks were time-consuming. Hence, they usually recruited student volunteers to help them with organizing
careers programmes. Some of them arranged such recruitment in conjunction with the school social worker.

Item 37: Liaise with employers.
Liaising with employers is rated of least importance of all the aspects of careers teachers’ roles in both the ‘actually do’ and ‘should do’ columns. As mentioned in the previous section, not many students actually seek jobs while they are still in secondary schools. Hence, liaising with employers receives lowest ranking. Perhaps careers teachers should focus more on students who will drop out of school. They very much need help as they will be looking for jobs by themselves.

In summary, respondents clearly regarded the role of careers teachers as coordinator as important. They emphasize that an important role of coordinator is to negotiate and to plan for provision of careers services in conjunction with internal colleagues and external agencies. In fact, quite a number of respondents confirmed that they had positively sought the support of the principal, colleagues and external agencies as necessary. However, the value of external organizations such as ED, LD and HKACMGM was raised by only a few of respondents that as worthwhile to keep in contact with. Perhaps careers teachers are not making full use of the resources agencies offer.

Helping and Hindering Factors
Respondents were enthusiastic to voice their opinions about aspects of the role of careers teachers in the open-ended questions space and at the telephone interviews. Nearly all of their remarks have negative overtones in the following four main groups:

a. Manpower and resources
   • There is no time. Limited resources, crowded school campus.
   • Time constraint is the main factor.
   • Students’ timetable is already too tight.
   • A systematic keeping of all careers information requires a lot of ‘time’ and ‘space’.
   • Whole school approach to guidance needs lots of time and effort.
   • Lack of manpower.
• Most of the careers work is done by myself. Clerical support is available for transcript processing only.
• Teaching load should be substantially reduced for members of the careers team.
• Teaching load is too heavy for me to counsel my students.
• Individual counselling and follow-up services are impossible due to time constraint.
• Follow-up services are time-consuming. More resources should be spent on current students.
• A special room should be assigned to the careers team for interview.

b. Expertise.
• Inadequacy of IT skills is a big problem.
• Insufficient knowledge on the latest trends in IT.
• More short courses on special topics for careers teachers.
• Lack of skills and the necessary knowledge about counselling, e.g. the kind of aptitude tests best suited for identifying the strengths and weaknesses of students.
• Specific seminars on the theory and practice of giving careers advice are urgently needed.
• Team members are not trained and quite in experienced in careers education.
• It should be made a prerequisite for any careers teachers to take the certificate course in careers guidance before launching on the work.
• Refresher courses should be available for careers teachers who have completed the certificate course in careers guidance. Workshop on counselling skills should also be available.

c. Support and Appreciation
• Lack of cooperation and support from staff member.
• Lack of experienced team members and assistance from them.
• Both the principal and colleagues do not have a strong awareness of careers education. Most of them believe that it is the duty of careers teachers to develop careers education.
Experience tells me that it is difficult to adopt whole school approach in guidance and curriculum integration as it implies increase of workload on all teachers. Most of them will object.

d. Role Conflict

- Heavy workload in careers guidance and other school duties put great stress on our work.
- Not enough time allocated for careers education. It often clashes with other school activities.
- Heavy teaching load hinders careers teachers for providing more and better services.
- Time constraint and role conflict: heavy teaching and marking load hinder us from liaising with outside agencies and employers
- Limitation of time and resources coupled with heavy workload is the main culprit of the problem
- Careers teachers have too many things to attend to. It would be impracticable to ask them to liaise with employers even though it is within their province of work.
- In general, the heavy workload and lack of resources have to a certain extent, hindered our work. Since the scope of our work is so wide, as seen in this questionnaire, it is impossible for careers teachers to deal with everything in depth. We may have to put less emphasis on those items which are less urgent/important.
- No more aspects of the roles of careers teachers can be added because there are already plenty.
- If all the goals listed in the questionnaire are to be achieved, the post of careers teacher should ideally be a full-time one.
- Careers teacher in charge should be made a full-time post in secondary schools.
- Writing letters of recommendation as an administrative duty should be carried out by administrators.
- Integrate careers concepts into curriculum and initiate staff development should be more appropriately discharged at a higher level.
• I am under the impression that my performance will be assessed mainly according to public examinations results of my students rather than non-teaching duties. I would therefore concentrate on teaching duties.

Most, if not all, of the remarks from the respondents have a negative implication. On the other hand, a few of their responses are positive:

• **Student volunteers are helpful in organizing careers programmes.**

• **Support from the principal and senior management is of paramount importance.**

• **Availability of a guidance room for interviews.**

• **Careers corner for displaying information and literature for students.**

• **We have dealt with matters about students' transition from school to work indirectly through activities such as careers talks, visits to institutes and Careers Expo, Mock interviews and recommended students to participate in the Summer Work Experience Scheme (SWES) jointly organized by the ED and HKACMGM.**

Some of these remarks coincided with the comments given by the interviewees in the case study. Further discussion will be in Chapter 7.

**Comparison of Rank Orders of Careers Teachers' Roles between ‘Actually Do’ and ‘Should Do’**

The following tables (Tables 5.9 to 5.11) display the aspects of careers teachers' roles according to their rank orders as assessed by respondents:

- **Table 6.9 :** Survey of rank orders of careers teachers’ roles – “Actually Do”
- **Table 6.10 :** Survey of rank orders of careers teachers’ roles – “Should Do”
- **Table 6.11 :** Survey of rank orders of careers teachers’ roles – Comparison between ‘actually do’ and ‘should do’

Comparison of rank orders of careers teachers’ role between ‘actually do’ and ‘should do’ is based on the above tables.
<table>
<thead>
<tr>
<th>Actualy Do</th>
<th>Rank</th>
<th>Mean Score</th>
<th>Aspect of Role</th>
<th>Should Do</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3.57</td>
<td>Maintain a careers information corner.</td>
<td>2</td>
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<td></td>
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<td>Keep a record of all careers activities.</td>
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<td>3</td>
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<td>Help students to apply for admission to institutes of higher learning.</td>
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<td>3.48</td>
<td>Collect information related to careers guidance.</td>
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<td>Disseminate careers information through various means.</td>
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<td>Recruit student volunteers for careers programmes.</td>
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<td>21 3.43 Liaise with related organizations, e.g. HKACMGM</td>
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<td>24 3.39 Search for the changing world of work in information age</td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 3.35 Conduct surveys on matters related to careers guidance.</td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 3.35 Seek to integrate academic and careers skills into school curriculum.</td>
<td></td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 3.35 Promote awareness of safety at work.</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 3.34 Secure the cooperation of your colleagues.</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 3.34 Instil awareness of careers education into your colleagues.</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 3.32 Liaise with other related careers services members.</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 3.31 Conduct a career development needs assessment for Students.</td>
<td></td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 3.29 Conduct mock interviews for students.</td>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 3.27 Prepare the team for internal and external evaluation.</td>
<td></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 3.25 Initiate implementation of whole school approach to careers guidance.</td>
<td></td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 3.17 Liaise with parents.</td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 3.17 Use computer system in careers work.</td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 3.15 Initiate staff development for delivering guidance services.</td>
<td></td>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 3.13 Seek to integrate careers concepts into academic lesson plans.</td>
<td></td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39 3.09 Help students to complete a careers portfolio.</td>
<td></td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 3.07 Provide follow-up services to students after leaving school.</td>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 3.06 Draft letters of recommendation for students.</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 3.05 Prepare students transcripts.</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 2.89 Help students to apply for a job.</td>
<td></td>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 2.88 Stream students into arts/science/commercial classes.</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 2.88 Liaise with employers.</td>
<td></td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.11 Survey of Rank Orders of Careers Teachers’ Roles – Comparison between ‘Actually Do’ and ‘Should Do’

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Actually Do</th>
<th>Should Do</th>
<th>Difference of Rank Order</th>
<th>Aspect of Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>17</td>
<td>17</td>
<td>0</td>
<td>Ensure that careers programmes are delivered in a systematic fashion to students. (16)</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>Provide follow-up services to students after leaving school. (27)</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>+1</td>
<td>Maintain a careers information corner. (7)</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>6</td>
<td>+1</td>
<td>Provide individual guidance related to career development. (21)</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
<td>+1</td>
<td>Help students to apply for admission to institutes of higher learning. (25)</td>
</tr>
<tr>
<td>44</td>
<td>43</td>
<td>43</td>
<td>1</td>
<td>Help students to apply for a job. (28)</td>
</tr>
<tr>
<td>19</td>
<td>18</td>
<td>18</td>
<td>1</td>
<td>Inculcate in students a correct attitude towards work. (32)</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>Liaise with institutes of higher learning. (40)</td>
</tr>
<tr>
<td>45</td>
<td>44</td>
<td>44</td>
<td>1</td>
<td>Liaise with employers. (37)</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>Disseminate careers information through various means. (2)</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
<td>+2</td>
<td>Keep a record of all careers activities. (3)</td>
</tr>
<tr>
<td>37</td>
<td>35</td>
<td>35</td>
<td>2</td>
<td>Use computer system in careers work. (5)</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>Establish and implement goals for careers guidance. (12)</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>15</td>
<td>2</td>
<td>Initiate a comprehensive and up-to-date careers programme. (15)</td>
</tr>
<tr>
<td>27</td>
<td>25</td>
<td>25</td>
<td>2</td>
<td>Conduct surveys on matters related to careers guidance. (34)</td>
</tr>
<tr>
<td>31</td>
<td>33</td>
<td>33</td>
<td>+2</td>
<td>Prepare the team for internal and external evaluation. (45)</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Collect information related to careers guidance. (1)</td>
</tr>
<tr>
<td>36</td>
<td>39</td>
<td>39</td>
<td>+3</td>
<td>Help students to complete a careers portfolio. (11)</td>
</tr>
<tr>
<td>32</td>
<td>35</td>
<td>35</td>
<td>+3</td>
<td>Liaise with parents. (36)</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>11</td>
<td>+3</td>
<td>Make good use of resources allocated for careers guidance. (44)</td>
</tr>
<tr>
<td>42</td>
<td>38</td>
<td>38</td>
<td>4</td>
<td>Seek to integrate academic and careers skills into school curriculum. (14)</td>
</tr>
<tr>
<td>25</td>
<td>21</td>
<td>21</td>
<td>+4</td>
<td>Help students to explore the world of work. (29)</td>
</tr>
<tr>
<td>19</td>
<td>23</td>
<td>23</td>
<td>+4</td>
<td>Alert students to any possible traps when applying for a job. (30)</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>10</td>
<td>+4</td>
<td>Recruit students volunteers for careers programmes. (43)</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
<td>25</td>
<td>5</td>
<td>Promote awareness of safety at work. (31)</td>
</tr>
<tr>
<td>23</td>
<td>28</td>
<td>28</td>
<td>+5</td>
<td>Secure the cooperation of your colleagues. (41)</td>
</tr>
<tr>
<td>43</td>
<td>37</td>
<td>37</td>
<td>6</td>
<td>Initiate staff development for delivering guidance services. (18)</td>
</tr>
<tr>
<td>38</td>
<td>32</td>
<td>32</td>
<td>6</td>
<td>Conduct mock interviews for students. (33)</td>
</tr>
<tr>
<td>35</td>
<td>28</td>
<td>28</td>
<td>7</td>
<td>Instil awareness of careers education into your colleagues. (17)</td>
</tr>
<tr>
<td>41</td>
<td>34</td>
<td>34</td>
<td>7</td>
<td>Initiate implementation of whole school approach to careers guidance. (19)</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
<td>18</td>
<td>+7</td>
<td>Organize programmes related to careers guidance. (35)</td>
</tr>
<tr>
<td>23</td>
<td>30</td>
<td>30</td>
<td>+7</td>
<td>Liaise with other related careers services members. (38)</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td>21</td>
<td>+7</td>
<td>Liaise with related organizations, e.g. HKACMGM (39)</td>
</tr>
<tr>
<td>39</td>
<td>31</td>
<td>31</td>
<td>8</td>
<td>Conduct a career development needs assessment for Students. (20)</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>Provide group guidance related to career development. (22)</td>
</tr>
<tr>
<td>19</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>Help students to identify their problems and work out possible solutions. (24)</td>
</tr>
<tr>
<td>33</td>
<td>24</td>
<td>24</td>
<td>9</td>
<td>Search for the changing world of work in information age (6)</td>
</tr>
<tr>
<td>34</td>
<td>25</td>
<td>25</td>
<td>9</td>
<td>Seek to integrate careers concepts into academic lesson plans. (13)</td>
</tr>
<tr>
<td>26</td>
<td>15</td>
<td>15</td>
<td>11</td>
<td>Identify the needs of students in relation to career development. (26)</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>20</td>
<td>+11</td>
<td>Seek substantial support from the Principal. (42)</td>
</tr>
<tr>
<td>19</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>Help students to identify their strengths and weaknesses. (23)</td>
</tr>
<tr>
<td>29</td>
<td>44</td>
<td>44</td>
<td>+15</td>
<td>Stream students into to arts/science/commercial classes. (9)</td>
</tr>
<tr>
<td>28</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td>Keep a list of careers related web-sites. (4)</td>
</tr>
<tr>
<td>15</td>
<td>42</td>
<td>42</td>
<td>+27</td>
<td>Prepare students transcripts. (8)</td>
</tr>
<tr>
<td>13</td>
<td>41</td>
<td>41</td>
<td>+28</td>
<td>Draft letters of recommendation for students. (10)</td>
</tr>
</tbody>
</table>

*Ranking higher in ‘actually do’ than in ‘should do’, No. of item in ( )
a. Comparison of Top Ten and Bottom Five of Careers Teachers’ Duties

Comparing the top ten items in Table 5.9 and Table 5.10, it can be seen that eight items of careers teachers’ duties among the top ten in both tables though their rankings are different. These eight duties are therefore considered by the majority of careers teachers to be central to their roles. In fact, all duties in the top ten are of crucial importance.

By contrast, ‘help students to apply for a job’ and ‘liaise with employers’ are items among the bottom five in both ‘actually do’ and ‘should do’ columns. This was explained by the respondents that not many students actually sought jobs while they were still in secondary schools. Hence, liaising with employers was of the lowest ranking.

It is obvious that respondents regard the role of careers teachers as careers information officer as of foremost importance. Actually, to collect, update and disseminate careers information are duties of careers teachers suggested by HKED (2000).

The role of careers teachers as educator was not so important, even though EC (2000b) includes implementing means to support frontline educators as one of the elements of the education reform (see page 15). To be an effective educator, a careers teacher must receive proper professional training.

As to the role of a careers counsellor, most of the remarks made by respondents have a negative implication. They pointed out the difficulties in performing the roles of careers counsellor. Nevertheless, respondents confirmed that careers teachers generally did perform their role as a counsellor.

Respondents also regarded that careers teachers’ role as a consultant as lower priority. Most of the remarks indicate that respondents did not feeling appropriate enough to upgrade their role to careers consultant. In spite of this, they agreed that an effective careers consultant must be well-equipped with the theories and skills of career development.
Respondents looked upon the role of careers teachers as coordinator was quite important. In fact, quite a number of respondents confirmed that they had positively sought the support of the principal, colleagues and external agencies.

b. The Difference of Rank Orders between ‘Actually do’ and ‘Should do’

According to Tables 5.9 to 5.11 the difference of rank order between ‘actually do’ and ‘should do’ are as follows:

Table 5.12 Difference of Rank Orders of Careers Teachers’ Roles between ‘Actually Do’ and ‘Should do’

<table>
<thead>
<tr>
<th>Discrepancy of Rank Order</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>9</td>
</tr>
<tr>
<td>2-3</td>
<td>11</td>
</tr>
<tr>
<td>4-5</td>
<td>6</td>
</tr>
<tr>
<td>6-7</td>
<td>7</td>
</tr>
<tr>
<td>8-9</td>
<td>5</td>
</tr>
<tr>
<td>Over 9</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Among the 45 aspects of roles of careers teachers, 20 items (44.44%) have little or no difference (differences of 0-3) in their rankings between ‘actually do’ and ‘should do’. Six items have moderate difference (4 or 5), twelve items have considerable discrepancy (6-9) and seven items have glaring discrepancy (over 9). According to Table 5.11 to examine the significance of these results, the 45 items are classified into the following three categories:

A. Items have little or no difference in rankings between ‘actually do’ and ‘should do’, (0-3),

B. Items have high rankings in ‘actually do’ but low rankings in ‘should do’, (4-28)

C. Items have low rankings in ‘actually do’ but high rankings in ‘should do’. (4-17)
Category A: Items having little or no difference in ranking between ‘actually do’ and ‘should do’:

There are twenty items in this category, suggesting that the respondents are clearly in agreement about the performance of 44.44% of the 45 items of duties.

High ranking items:
- Keep a record of all careers activities (Item 3)
- Maintain a careers information corner (Item 7)
- Help students to apply for admission to institutes of higher learning (Item 25)

Low ranking items:
- Provide follow-up services to students after leaving school. (Item 27)
- Help students to apply for a job (Item 28)
- Liaise with employers (Item 37)

The rationale for such views is given in earlier paragraphs on relevant items and comments provided by respondents in the open-ended questions space and at the telephone interviews.

Category B: Items having high rankings in ‘actually do’ but low rankings in ‘should do’:

Ten items fall into this category, suggesting that quite a number of respondents are of the opinion that they are actually carrying out some duties that they should not do. Typical examples are:
- Prepare students transcripts (Item 8)
- Stream students into arts/science/commercial classes (Item 9)
- Draft letters of recommendation for students (Item 10)

Such a result suggests an undertone of discontent. The reasons for their resentment are given in earlier paragraphs on relevant items.
Category C: Items having low ranking in ‘actually do’ but high ranking in ‘should do’:

Fifteen items are in this category, suggesting that many of the respondents are motivated and have the aspirations to provide more and better careers guidance services to students. Typical examples are:

- Keep a list of careers related web-sites (Item 4)
- Help students to identify their strengths and weaknesses (Item 23)
- Identify the needs of students in relation to careers (Item 26)

Careers teachers were keen to do their job well, even though they viewed the demands on them to be unrealistic. Making the post full time would be one solution. With more time, resources, training and support they would be more capable of completing the different roles of careers teachers.

5.4 Summary

This Chapter reports the results and findings of the questionnaire survey. The roles of careers teachers in Hong Kong secondary schools were analysed and the ratings of various aspects of their roles are identified. The findings of the survey have been tabulated. Relevant remarks given by respondents both in the open-ended questions space and at the telephone interviews are included. Factors that help or hinder providers of careers guidance were also examined. These findings are discussed further in Chapter 7.
Chapter 6  Case Studies

6.1 Introduction

Case studies were conducted in three different schools in which the careers master/mistress, the principal, and a sample of students and parents were interviewed. Data from the wider survey conducted by the researcher on Hong Kong secondary schools' careers guidance provision were also used. In addition, documentary analysis and observation were also employed to verify qualitative data.

Most of the interviews were held between May and July 2001. Before carrying out the interviews, the researcher obtained the consent of the principals to visit their schools. Letters explaining the purpose of the interviews and members of personnel involved, with the interview guides attached, were sent to each of the principals (See Appendix C). Meanwhile, a pilot study with a semi-structured interview was carried out on 17 April 2001, involving interviewing an experienced careers master on the role of careers teachers. The purpose of this pilot interview was to validate the wordings of the questions and the length of time for the interview, and to collect comments.

Unstructured observations of facilities for providing careers services were made while the researcher was in the school. Documents analysed included, where available, school reports, school profiles, careers programme plans, school magazines and the Parent-Teacher Association (PTA) newsletters. These were carried out before and after the researcher visited the school. These documents were either obtained directly from the school or through the School Management Initiative (SMI) Section of the ED, Resource Centre of the ED, the Central Library of Hong Kong, the library of HKU and through the internet. In fact, the researcher always kept an eye on any information about the case study schools during the time she was doing the case studies. Such additional information was useful for triangulation purposes.
6.2 Selection of Case Study Schools

The case studies in this research were of three different schools which were selected on the following criteria:

- School type
- Location of the school
- History of the school
- Characteristics and ethos of the school
- Accessibility to the researcher

Efforts were made to assure that the schools selected for case studies were as representative as possible so that they reflect the diversity of schools found in Hong Kong. Nevertheless, accessibility was of crucial importance. Generally, it is difficult to gain access to a school in Hong Kong for research purposes. The reason, as claimed by principals and teachers, is that they are very busy due to heavy teaching load, additional administrative duties, and to attend to matters related to education reforms. They maintain that all research surveys inevitably interrupt their normal schedule of work. There have been too many requests from various institutes of higher learning other than the Education and Manpower Bureau (EMB) and other government departments, so they have to put a limit to such requests. Moreover, they do not like strangers round the school for it poses security risks to the school. Fortunately, the researcher managed to obtain the consent of principals of three schools by assuring them that their identities will not be revealed. These schools are therefore named School A, School B, and School C respectively to conceal their identities.

Background Information on Case Study Schools A, B and C

School A
School A, located in Hong Kong Island, is one of the most prestigious single sex schools with a century long history. Most of the students are drawn from the middle class, some from affluent families while others are from the working class. The school is staffed by
well-qualified teachers and students are highly intelligent, hardworking and of high academic ability, and these are few disciplinary problems in the school.

Through the internet, it was found that the examination results of HKCE and HKAL of 2002 are remarkably high. The pass rate in many subjects in both the HKCE and HKAL examinations is 100%, while that of the other subjects is about 98% and 90% respectively. In 2000, the ED published a list of 'Value-added' schools. School A was on this list, and its students' academic achievements were evaluated as having obvious 'value-added' improvement. It was awarded the title of 'Value-added School' as well as classification as 'Outstanding School' for academic achievements by the Quality Education Fund. The principal medium of instruction is English. In fact it is one of only 114 elite schools that were allowed to continue to use English after the 1998 changes.

**School B**

School B, located in Kowloon, is a reputable school with a history of over 40 years. Traditionally it has aspirations to carry forward the cultural heritage of China. The key feature of the school is that Chinese has been used as the medium of instruction for all subjects other than English language ever since its foundation. Hence, the 1998 enforcement of using Chinese as medium of instruction has had no impact on it. Nevertheless, the school places an emphasis on the 'two written and three spoken languages,' that is English (written and spoken) and Chinese (written as well as spoken Cantonese and Mandarin). The mission of the school is 'to promote holistic education and develop individual potentials.' It aims not only at improving the academic knowledge of the students, but also their moral character. The school holds many different kinds of extra-curricular activities, and it also provides 'Growth and Development Education'. It encourages students to participate in some community services so as to make them more independent and to know how to help people.

The vast majority of the students are from the middle classes and of above average academic abilities. Generally, the students are active in sports, and enthusiastic about community services. It was the first school in Hong Kong that has ever been awarded the
title of 'Inviting School' by the International Alliance of Invitation Education (IAIE) in 2000.

School C
School C, located in the New Territories, is a comparatively new school which has a history of about decade according to the internet website of the school. It is still in the process of establishing its reputation and attracting students of high calibre. The school is of interest to the researcher because it is one of the few schools that adopted the 'whole school approach' (WSA) put forward by the ED. The school has made much effort in this respect. The principal and the staff are highly motivated and ambitious about turning the school into an Elite School. A series of attempts involving all staff members are being made to raise students’ language abilities and academic standard. Supplementary lessons are given outside normal school hours. As a feature of the 'WSA', the school aims at achieving effective management by establishing an administrative committee, an academic board, a panel of students’ affairs and many other working groups. The whole staff share the work and help one another. Currently, the school is blending studies, moral education and guidance.

To sum up, the information in respect to these three schools is as shown in Figure 6.1.

Figure 6.1 Information on Case Study Schools

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Options</th>
<th>Number of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Government</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Aided</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>English Medium</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Chinese Medium</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Single Sex</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Coeducational</td>
<td>2</td>
</tr>
<tr>
<td>Location</td>
<td>Hong Kong Island</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Kowloon</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>New Territories</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>61-120 years</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>11-60 years</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1-10 years</td>
<td>1</td>
</tr>
<tr>
<td>Characteristics and Ethos</td>
<td>Elite School</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Inviting School</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Whole School Approach (WSA)</td>
<td>1</td>
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Case studies of three schools were carried out. In each school, the careers mistress/master the principal, a sample of four students and four parents were interviewed. They are key members of the role set of careers teachers. This sample of interviewees was chosen based on the ‘role set’ put forward by Handy (1999:62) and Hargreaves (1972:73). The following areas were brought up during the interview:

- Expectations and perceptions of the roles of careers teachers,
- Students’ needs for careers guidance,
- Factors that help and hinder provision of careers guidance, and.
- Effective careers guidance programmes.
6.3 Case Study 1: School A

The case study of School A was carried out on 29 May, 6, 15, 18 June 2001, 1 June and 6 December 2002. The researcher had an interview with the principal on 29 May and another interview with the careers mistress on the same day. With the approval of the principal, the careers mistress arranged four students for the researcher to interview. The researcher had a group interview with the four students on 6 and 15 June. On the 18 June, 2001, Music Day at the school, parents were invited to attend a concert and the researcher was also welcome on this occasion. She took the opportunity to have a brief discussion with six parents, five were mothers and the other one was a father during the tea reception after the concert. Four of them agreed to discuss the role of careers teachers with the researcher by the telephone in the following weeks. On 1 June and 6 December 2002, there were Old Students and Staff Reunion Day and Prize-giving Ceremony respectively. The researcher was invited to attend on these occasions, so she had the opportunity to tour the school.

School A is well established with a century of traditions. It advocates self-discipline and initiative, and promotes combination of discipline enforcement with guidance service. Both general guidance and careers guidance services are provided by professionally trained and experienced teachers. The school works in close cooperation with the Parent-Teacher Association (PTA) and Old Students’ Association. Recently (2001), the school was awarded four hundred thousand dollars from the Quality Education Fund (QEF) for the following purposes: 'To raise the standard of music; to promote students' awareness of environment protection and voluntary work; and to enhance quality of education.'

Interviews

Interview with the Careers Mistress of School A

The careers mistress is very experienced in careers guidance for she has been on the job for nearly 20 years. She is well trained and has attended many relevant seminars to update her knowledge in her field. As team leader, she co-ordinates all careers programme plans, co-
operates with other units within the school, and liaises with parents, old students, ED officials, etc. outside the school. She is kindhearted and well aware of the needs of students.

**Expectations and Perceptions of the Roles of Careers Teachers**

The careers mistress said:

*Our team aims at assisting students to have a better understanding of their own interests, abilities and needs. We organize seminars, talks, visits, audio-visual shows and exhibitions, and provide individual and group guidance to help our students, especially those of S3, S5 and S7.*

*Our ultimate goal is to help students understand, discover and develop their potential through their own efforts. Emphasis is placed on establishing a proper sense of value and cultivating a positive behaviour, so as to enhance the students all round development. In the meantime, we furnish our students with information about the nature of various vocations so as to enable them to make sensible choices.*

During the visit to School A, the careers mistress introduced members of her team to the researcher. Each of them had responsibility for one or two specific aspects of the work. It is obvious that together they play the roles of information providers, organizers, co-ordinators, consultants and advisers. They have division of work as well as co-operation.

**Students' Needs of Careers Guidance**

The careers mistress asserted,

*Students' needs for careers guidance are of a great variety. No doubt, assisting S6 and S7 students to apply for admission to universities is of enormous importance.*

*Under the JUPAS scheme, we can help students to apply for places in the eight local tertiary institutions in one application. Our careers programmes are planned in such a way that S6 students are provided with a lot of information on which they can base to form their preliminary careers decision. This is to enable them to make the wisest choices during JUPAS application the following year.*

*Besides, we also help S5 students, whose HKCE results do not merit a S6 place in our school. Attention is also directed to assist S3 students in selection of subjects.*
The careers mistress also pointed out that

*Every year many students requested letters of recommendation and transcripts. To meet such need, it is necessary to keep a portfolio for each of the students recording their academic performance and involvement in activities. The portfolio includes examination results, scholarships and prizes awarded, official positions (e.g. prefect, monitor) held, participation in extracurricular activities, and in external competition, contribution to community services, and proposed future career.*

**Effective Careers Guidance Programmes**

In response to an inquiry about careers guidance programmes, the careers mistress said, *'in order to achieve our goals, well organized plans are implemented through different channels including activities for parents to enhance better home-school cooperation.*

Some of their services, involved individual guidance and group counselling, organizing talks and visits for students and surveying of students’ needs. She went on to give some examples:

*First of all, we prepare a proposed careers calendar at the beginning of the school year. We arrange talks and films/slides/video shows on further education and different careers, during lunch break or after school.*

*We also liaise with ED, LD, commercial corporations and industrial enterprises etc. Every year we recommend students to participate in the Summer Work Experience Scheme jointly run by the ED and HKACMGM. Above all, we survey on what school leavers do and the problems they have encountered after leaving school.*

**Factors that Help and Hinder Provision of Careers Guidance**

The careers mistress told the interviewer:

*I enjoyed my work as the leader of careers team. All members of my team are trained and experienced. They are co-operative, helpful and enthusiastic. Sometimes they organize careers activities for students on Saturdays.*

*The school has a counselling room for interviewing students, receiving parents and keeping records of all careers programmes. There are also many prospectuses of various universities, both local and overseas. Another favourable factor is that the school enjoys high prestige. Many commercial corporations and big enterprises are willing to send their staff to the school to give talks to the students and even welcome students to visit them.*
Moreover, many past students are very successful in various professions and have their own businesses. They are more than willing to offer assistance to present students such as offering our students short term internships in their corporations during holidays (e.g. Christmas and Easter Holidays). Senior students are generally keen on careers activities. Every year, our team recruit a number of S6 students to be careers helpers. Twice a week they are on duty in turn during recess, lunch break and after school to help fellow students to search for careers information.

With regard to hindering factors, the careers mistress said:

*The main hindering factor that is the constraints of time and manpower. We have to serve up to 1200 students and are unable to provide in-depth guidance to individual students.*

**Interview with the Principal of School A**

The principal of School A is a veteran educator who commands the respect of both the staff and students. Her vigour and powerful leadership are apparent. She has been in the school for a quarter of a century, first as a teacher, then assistant principal, and now as the principal. She regards the school as her second home and is the first to arrive at the school every day. Indeed, she has dedicated herself wholeheartedly to the school. As principal, she spares no effort in maintaining the prestige of the school and its academic excellence. The school is proud of being awarded the title of ‘Value-added School.’

**Expectations and Perceptions of the Roles of Careers Teachers**

In response to the question about the role set of careers teachers, the principal said,

*The success of the implementation of guidance work in a school depends on the joint effort of all the school personnel. Every staff in the school has an important role to play in helping to achieve the objectives of school guidance work. I myself should be one of the members of the role set, others should include assistant principals, guidance team leader, extra-curricular activities co-ordinator, class teachers, school social worker and even parents.*

*As to the roles of members of the role set, in my capacity as principal, I coordinate all the work in the school, allocate resources to different departments and units, and extend my hearty support to them.*

With regard to the roles of the key personnel, the principal was in agreement with the *Suggested Guide* (ED, 1986). She stressed that
The roles of careers teachers are to provide guidance and counselling to assist students to understand their interests, abilities, needs and priorities in relation to further education, vocational training and job opportunities.

Students' Needs for Careers Guidance

The Principal said:

I am very much concerned for the growth and development of the students and keen on understanding students' individual character and needs. I encourage new S1 students to let me know about anything, such as new life in the school, adaptation to the school environment, problems about learning, etc. Every week, I receive many letters from S1 and S2 students. I read every one of the letters and answer their questions.

Obviously, she believes that early years in secondary school are crucial to healthy growth of her students. Practically, all students in her school aim for admission to local and overseas universities. The careers team must gear up for such need. Nevertheless, the principal also thought highly of extracurricular activities. She stressed:

Activities that enhance self-understanding of the students and support the development of their inter-personal and life skills are essential. The careers team should, therefore, encourage their students to make their educational and careers choices that are congruent with their personal qualities, such as talents, interests and abilities.

Effective Careers Guidance Programmes

The principal revealed that the careers guidance programmes of her school were reviewed annually to keep abreast with the current situation. She said: 'Our staff have initiative and are susceptible to innovations. They are keen on attending relevant workshops and seminars, and often made constructive suggestions.'

The principal added:

To achieve effective careers guidance, careers teachers should provide information of accurate and current findings on both educational and occupational trends bearing on the kinds of career options available to today's youth. Moreover, they should help students to set realistic goals and become responsible adolescents and to understand and accept their capabilities and limitations. Theoretically, they are responsible for developing programmes that promote and enhance students' learning, and let them believe that their education should be relevant and important to their future.
Factors that Help and Hinder Provision of Career Guidance

The principal said:

As the principal, I have to make fair distribution of resources to all departments and units of the school and seek co-operation of all members of the staff in achieving the common goals.

She pointed out that the advantageous conditions that her careers team had were:

- All team members were well trained, experienced and hardworking. They were kind and solicitous of their students.
- The team had a counselling room to carry out their duties, such as interviewing, group discussion and experience sharing.
- Their work was supported by the senior management, PTA and Old Students Association.

The principal added:

On the other hand, the main impediment to careers teachers’ work is that they have a full teaching load as other teachers. Besides, information technology develops at a tremendous pace, and equipment becomes obsolete very soon. Nowadays, students are bright and demanding, and it is not easy to cope with their needs.

Every year the careers guidance programme of the school is evaluated and reviewed, according to the principal, to ensure that they match up with the needs of students as revealed in an annual questionnaire and expectations of the parents communicated through the PTA newsletter or comments made directly to teachers on open days and similar events.

Interview with Students of School A

Four S6 students who were careers helpers were interviewed on 6 June, the day they were on duty at the counselling room after school. The interview lasted for less than 20 minutes because they were on duty. They agreed to continue the interview on 15 June. As careers helpers, they were thoroughly aware of the work of the careers team. They assisted in updating careers information, classifying reference material into various categories. They were also responsible for keeping a record of reference material on loan to their fellow students.
Expectations and Perceptions of the Roles of Careers Teachers

One student said,

As a student, I expect the careers teacher to act as a medium for me to know more about current labour market in Hong Kong and even in other major cities, so that we can choose a vocation that is much needed. I think they should also help us to identify our strengths and weaknesses and to find out our aptitudes and abilities.

Another student said: 'I hope the careers teacher can invite some recent school leavers to come back to the school to talk about their experience in making JUPAS application and the results they got.'

A third student indicated that: 'The most important assignment of the careers teacher is to help us to gain admission to a degree course most suitable to us or to get a job most beneficial to us.'

The fourth student echoed: 'I am in entire agreement with what has been said. I think careers teachers should have all the relevant information at their fingertips and serve as an adviser on any matter related to further study and finding a job.'

The students were then asked, 'what do you expect of yourself?' They had the following responses:

My parents wish me to be professional, so I hope I can study medicine at the University.

I am not sure whether I would like to study for a BBA degree.

I hope I can go overseas for university education.

I am still undecided.

Students' Needs for Careers Guidance

One of the students said:

There is a Chinese proverb which says, 'Know the enemy and know yourself, and you can fight a hundred battles without defeat.' Similarly, knowing the demand of the market and knowing our abilities, we can surely find a suitable position. As I have just mentioned, we must know the labour market and know
what kinds of knowledge and skills are needed in order to find a job; we need help from careers teachers to identify our aptitudes and attributes and then match them with the requirements of various jobs.

These remarks struck a sympathetic chord from the other three students. They echoed with one voice:

We want to know exactly what the market will be like in three to five years time, so that we can be ready for it. Besides, we would like to have aptitude test to help us to find out our intelligent abilities and vocational inclinations.

Another student said:

I consider careers education extremely important. We can defer taking a job by pursuing further study, but the time will eventually come that we must join the workforce. This means that no matter how much further study we have achieved, the ultimate goal is to work some day. I think all of us must be aware of this and be prepared for it. Hence, the importance of careers guidance.

This view was also subscribed to by the others. Other comments from the students are as follows:

We need to know full well of ourselves through scientific analysis, and hope that careers teachers can help us.

Update information about expertise and skills needed in the market should be readily accessible to students at all times.

We hope careers teachers can help us to find summer jobs and arrange short term apprenticeship for us.

We need skills to demonstrate our abilities, careers teachers should arrange more mock interviews for us.

The following remarks were given by one of the students who participated in the Summer Work Experience Scheme:

I was posted to a school as a teaching assistant, but my work was multifaceted, ranging from cataloguing new books in the library to designing a web page for the school. I felt honoured to be trusted with important tasks. I, therefore, spared no effect to make it a success.
Interview of Parents of School A

The researcher had a brief discussion with six parents on 18 June 2001, four of them agreed to have further discussion through the telephone. They were all very pleased that their children could study in School A. All these students conducted themselves very well and achieved good examination results. They also actively participated in extra-curricular activities and took part in community services. In fact, their parents were very proud of them.

Expectations and Perceptions of the Roles of Careers Teachers

Parents were fully aware that the work of careers teachers was multifarious and made the following remarks:

*Through my daughter I know the work of the careers team well.*

*I have visited the school on quite a number of occasions and am fairly familiar with the operation of the school. I am also aware of the activities of the careers team. They arrange talks and visits for the students.*

*I have discussed with the careers teacher about further study of my child. She furnished me with a lot of useful information.*

*It is useful that they help our children to apply for admission to universities. I know that it is very difficult for post-secondary students to change subjects or courses. It often involves wasting time and money.*

*Providing high quality careers guidance for our children is probably the most valuable service that careers teachers can offer.*

Judging from what parents have said, the researcher is of the opinion that the service provided by the careers team is helpful and necessary for students in respect of seeking further education and jobs.

Students’ Needs for Careers Guidance

Parents reiterate that careers teachers should assist students in identifying their disposition and attributes, so that they can make the right choice of subjects and eventually take up a vocation well suited to them. The following needs were mentioned:
Train up students to be able to gather and analyse information themselves, to make wise choice of subjects, and eventually to take up a rewarding position.

Provide guidance to students for achieving self-knowledge.

Assist students in developing their personal potential to a full extent.

Provide more information about various trades and the domain of work.

Train up students to be able to demonstrate their best at interviews.

It appeared that parents generally approved of the ethos of the school – holistic education and academic excellence. Students of this school were self-disciplined, had initiative and could act on their own. This may be a result of effective blending of close cooperation of careers team and discipline team. Many parents wanted their children to go overseas for further study in order to broaden their horizons. They wanted their children to be able to analyse any problems on their own.

Documentary Analysis

Documents were accessible to the researcher either directly from the case study school or through the SMI Section of ED, Central Library of HK, HKU library or the internet. These documents confirm what the principals, careers masters/mistresses, students and parents have said. No discrepancies were found between the two accounts.

The following were records of some important guidance events:

School Profile (2001-2002)

1. Secondary 1 Orientation

For S1 students: An orientation day was held towards the end of August. The programme included: an introduction to the school, school rules, touring round the school and games.

For parents of S1 students: A Parent Day was held early in September. It was very well attended. Many parents asked questions about the school.
School Magazine (1999)

2. Counselling Room

The school social worker and a student made the following remarks about the new Counselling Room:

The new counselling room is light and spacious. It makes people feel comfortable and cosy. It is an ideal place for interviewing clients and many other activities. In fact, very few schools can afford to have such first-rate facilities (Social worker)

I especially appreciate is the counselling room. It is not only a place for us to cry but also a place for us to laugh and play! To my surprise, there are books and toys inside the room. It provides us with recreation and relief from pressure in school (Student)

3. A Letter from Parent Members of the PTA to students reflecting high opinions about the School

Dear Students,

Joining School A is a dream come true to most families in Hong Kong, including ours. Needless to say, we feel greatly honoured to be a part of the School A family.

As parents, we have high, sometimes unrealistic, expectations of you. ....Deep inside, our objectives are very simple. We want you to be happy and we want you to give your very best to make the world a better place to live in. We would like to take this chance to share with you some of our thoughts on how you may be able to achieve these objectives.

- Take advantage of the opportunity to make as many friends as you can in school. Learn from their strengths and be willing to offer assistance to those who may need your help....
- Always take a positive attitude in dealing with problems...Be open-minded in tackling these problems and try to learn something from them....
- Be voracious in learning and generous in sharing. Learning is a life-long process....
- Love not only your family members and friends, but also your country and fellow countrymen....

Have fun and enjoy your school life! Share with us your joy and problems!

4. Academic Results

Principal’s report at the Prize-giving Day records:

The school enjoyed a successful and rewarding year as a result of the dedicated effort of the staff and good relationship among the parents, teachers and students. ... The students’ performance in the 2002 HKAL and HKCE examination was very good. This was the outcome of the hard work of both the teachers and the students.

5. Extra-curricular Activities

According to the Principal’s report at the Prize-Giving Day:

To provide opportunities for life-long learning, the formal curriculum is complemented by a rich variety of extra-curricular activities and cross-curricular programmes. Two local and three overseas exchange programmes were organized this year. On Student Development Day, students conducted a study tour of the Zhujiang area in Guangdong province.

At Easter, about 123 students attended the Military Academy at Huangpu in China. Also in July 70 students from S1 to S3 went to England to attend a 3-week Summer English Immersion Programme. In the school, there are over 40 clubs, varying from academic to recreational, and from cultural to religious.

Through the Internet


Through the internet, it was found that the programmes for careers guidance in School A were listed in detail. Thus everyone can have a clear idea about what the careers team is doing, and students can obtain up-to-date information whenever they need. They can also contact careers teachers through the internet.

Observation

On 1 June and 6 December 2002, the researcher attended the Old Students and Staff Reunion Day and the Prize-giving Ceremony respectively. On 1 June, all guests were guided by teachers and students on a tour round the school and the new annex which provides more space for special purposes. The IT facilities, the gymnasium and the multimedia room were all very impressive.
In particular, the researcher was fascinated by the new counselling room. It was spacious and well equipped. There were book shelves round the room with all sorts of books about further study and a number of computers for students to search for the information they needed. On the walls, there were posters and notices about up-to-date careers information, such as further study at local and overseas universities and about job opportunities.

6 December was the Prize-giving Day, and more than 150 parents attended the ceremony. It was the first time that the researcher had ever seen such a big crowd of parents at such an occasion. This indicated that the parents were concerned about the school life of their children. In fact, some of them had taken leave from their work to attend this function. In this way, they showed their support to the school as well. At a reception after the ceremony, the researcher noticed that parents, students and teachers were all in a jubilant mood over the success that the students had achieved.

Commentary
School A is one of the most prestigious schools in Hong Kong. It aims at

- academic excellence by providing a lively and stimulating learning environment where students' opportunity to learn will be developed and enhanced through balanced and self-motivated learning,

- providing 'all-round education' with intellectual, physical, social, moral and emotional development, as well as an appreciation of arts,

- nurturing students to be sensitive to social issues and to become responsible and public-spirited citizens, and

- recognizing the importance of helping students to establish their values in life. Hence they encourage students to take part in cross-curricular programmes and a wide variety of extra-curricular activities

In order to achieve these objectives, the careers guidance team aims at assisting students to better understand their own interests, abilities and needs and to be informed in relation to further education, vocational training and job opportunities. They organize seminars, exhibitions, visits and provide individual and group guidance to help the students (especially those of S3, S5 and S7) to make better and informed decisions in their quests for further education or jobs.
The aims of the careers team are obvious, but it seems that they have not fulfilled the demand of the students. Students would like to have aptitude tests to help them find out their intelligent abilities and vocational inclinations; they also would like to know more about current labour market; but it seems careers teachers do not concern themselves much about these fields. In addition, students would like careers teachers to help them apply for short term apprenticeship. As explicated by careers teachers, a number of students participated in short term internships in corporations operated by former students during the Christmas and Easter holidays, and also participated in Summer Work Experience Scheme jointly organized by ED and HKACMGM. Unfortunately, not many students had such opportunities. They asserted that every effort had been made to provide quality careers services to students, but owing heavy teaching load, they could only focus attention on providing services on further study for senior students.

The characteristics of School A may be summed up with the principal’s words in her speech at the Prize-giving ceremony:

Our school curriculum, structured to maintain breadth and balance, is designed to cater for students’ varied needs, abilities and interest, with strong emphasis on the full development of students’ moral, intellectual, physical, social and aesthetic potential. To provide opportunities for life wide learning, the formal curriculum is complemented by a rich variety of extra-curricular activities and cross-curricular programmes.

Indeed, a prestigious school is not built in one day. It takes a very long time to build up reputation which accrues to the school from fine traditions and good examination results over a period of many decades.
6.4 Case Study 2: School B

The case study of School B was carried out on 11 June, 14 and 15 July, 2001, and 19 December 2002. The researcher interviewed the principal on 11 June and had another interview with the careers master on 14 July. A group interview with four students was held on 15 July. It was an unscheduled interview. The students interviewed on that day were volunteers who escorted the aged to the school hall to watch a Cantonese opera. An informal and brief discussion with them was held during the intermission of the opera. On the same occasion the researcher used the opportunity to have a quick interview with four parents at a reception after the opera. After these visits, the researcher phoned the principal twice and the careers master once to seek clarification on certain points. On 19 December, 2002 the researcher attended the Speech Day of the school. For the purpose of triangulation she informally talked to parents and students to seek their opinion about the roles of careers teachers.

School B is of special interest to the researcher because it was awarded the title of ‘Inviting School’ by the International Alliance of Invitational Education (IAIE) in 2000. A week before interviewing the principal, the researcher updated her information about the school through the internet. She also made an effort to find out the meaning of ‘Inviting School’. Through the internet (IAIE, 2000), it was found that the Inviting School Award is to recognize schools, districts and universities throughout the world who exhibit the philosophy of invitational education. The invitational philosophy is centred on four propositions, namely respect, trust, optimism and intentionality.

Interviews

Interview with the Careers Master of School B

The careers master is experienced in careers work. He said that he had visited quite a number of schools to learn from their experience. Thus he was able to carry out his work smoothly in his school.
Expectations and Perceptions of the Roles of Careers Teachers

Being asked to define the roles of careers teachers, the careers master said: I am in entire agreement with Rogers' (1984) suggestions. That is to play a role in goal identification, careers education, careers guidance and management (see pages 56-7).

Students' Needs for Careers Guidance

The careers master said,

The roles mentioned by Rogers (1984) are to meet students' needs for careers guidance. To achieve these objectives, efforts have been made to assist students in identifying accurate, current and relevant information about themselves and what they need. We also provide students with information on further education, job and vocational training opportunities. It involves a lot of managerial work, such as arranging talks, visits, and mock interviews for students.

School B is a reputable school with a history of nearly half a century. The academic standard of students is high. The careers master pointed out:

Every year, over 60% of the S7 students are admitted to various universities. Thus, the careers team has to spend much time on explaining JUPAS to S6 and S7 students, showing them videos about various institutes of higher learning, and giving them advice on choices of universities and subject. Practically, all our students aim at gaining admission to universities, so we cater for such need.

As to S5 students, experience sharing and seminars relevant to further study and vocational training are organized for them. Guidance on study skills and examination techniques are give by subject teachers and careers teachers. With regard to S3 students, information and guidance are given in respect of choice of streams, arts or science. Above all, all students are welcome to seek advice from careers teachers wherever they need.

Effective Careers Guidance Programmes

In respect to effective guidance programmes, the careers master said:

All programmes must be practical, planned and organized according to the needs of students. We can make use of the information already available as needs assessments, such as requests from the students, teachers' observation or parents' feedback. We should fully utilize our resources and provide our students with relevant careers programmes.
Careers programmes should provide as much variety as possible, and give the maximum scope for students’ participation so that they may recognize that decision-making is theirs and theirs alone.

Factors that Help and Hinder Provision of Careers Guidance

The careers master said:

From within there are the guidance of the principal and the indispensable teamwork of the careers team, from without there are the support and resources given by ED, LD and the HKACMG. Besides, there are other strengths, such as: careers information can be disseminated through the display boards at eye catching sites, computers in the school are already connected to the internets and most students are able to search for material related to further study and job opportunities.

The careers master also said that student volunteers were recruited as careers prefects. They were trained to be responsible organizers of careers activities. Quite a number of them were familiar with the record keeping system. Indeed they were very helpful to the careers team.

With regard to hindering factors, the careers master said:

The careers room is not spacious enough, but hopefully we shall have another bigger room for interviews in the new annex. Another unfavourable factor is that the students of lower classes are not sufficiently conscious of the importance of careers planning. It needs some effort to arouse their concern about the future. Meanwhile, some members of the careers team still await professional training.

Interview with the Principal of School B

The principal received training in careers guidance in the UK and has attended a number of international conferences on careers guidance and related topics. She has been one of the speakers for the ED Induction Course for Newly Appointed Careers Teachers. Thus, she is an expert on careers guidance and counselling. The interviewer began by asking the principal about her experience of the school being awarded the title of ‘Inviting School’. She said that she was extremely pleased at being so awarded. She informed the interviewer that, to be qualified for such an award, the school has to fulfil the 5 P’s areas of the invitational theory, namely peoples, places, policies, programmes and processes.
Expectations and Perceptions of the Roles of Careers Teachers

The principal defined the roles of careers teachers in secondary schools as facilitator – being involved in all careers programmes.

She emphasized:

*The roles of careers teachers had a variety of features, but the most important of all was counselling students in matters related to further study and future career. They have to inform students of the need for educational and careers planning and to equip them with necessary skills.*

*Apart from knowledge, it is important for students to develop good working attitude and also awareness of their strengths and weaknesses.*

Students’ Needs for Careers Guidance

The principal explained the functions of careers guidance programmes for students:

*Careers guidance programmes should help students improve interpersonal skills, develop self-management, and problem solving abilities. In order to achieve the above objectives, our school has set up a curriculum of ‘Growth and Development Education’ (GDE) which included: careers education, environmental education, and sex education etc.*

*The whole curriculum of GDE aimed at providing comprehensive help to students for developing healthy growth. Guidance activities help students plan and manage their own learning personal development as well as their careers planning.*

The principal was positive about the suggestion to encourage students to compile a career portfolio during their secondary school. The contents of a portfolio should include school activities, hobbies and leisure activities, skills, special talents and work experiences.

Effective Careers Guidance Programmes

With regards to careers guidance programme the principal said:

*It must be developmental and is an integral part of the whole educational system. In addition, effective careers guidance programmes should have the support of the alumni association and the co-operation of the parents. We regard parents as an integral part of the school and there are channels for parents to voice their views and suggestions.*
Factors that Help and Hinder Provision of Careers Guidance

The principal briefly mentioned the factors that help and hinder provision of careers guidance in her school.

I strongly support all careers guidance activities and allocate as much funds as I possibly can to such activities. Moreover, the school has a strong alumni association which is very supportive of careers activities. Quite a number of the old students are successful in various professions and they are, from time to time, invited to give talks on the professions they are in.

As to hindering factors, she said:

Since there are so many education reforms in progress, all members of the staff have to exert themselves to the utmost to cope with the situation. Limited manpower and time resources are the main constraints on provision of careers guidance.

She finally reiterated that the 'Growth and Development Education' initiated by her school was an effective means to deliver careers education to students.

Interview with Students of School B

Four students of School B were interviewed on 15 July when a Cantonese opera was staged in honour of the seniors, with a view to carrying forward Chinese culture. They volunteered to escort seniors to the school hall to watch the opera. One of them was a school prefect (S6 science student), another was a Girl Guide (S4 arts student) and the other two were Boy Scouts (S2 students). They often took part in voluntary work and enjoyed helping others.

Expectations and Perceptions of the Roles of Careers Teachers

The students were asked, 'To what extent do you understand the roles of careers teachers in your school?'

The senior boy answered:

Careers teachers have organized quite a number of activities for students, for instance, visits to local tertiary institutes, Education and Careers Expo, talks on criteria for admission to S6 and procedure in making and JUPAS applications, etc. I think that careers teachers are organizers, as well as information providers.
The girl said:

*Careers teachers organized a seminar on choice of stream for us while I was in S3. We were told that choice of subjects should be made according to our academic ability, personal interest, parental expectation and family background.*

She ended up with choosing the arts stream because she was not very good at science subjects but her father was unhappy for he thought the science streams had better prospects, so she felt that her parents brought pressure to bear on her.

Remarks given by the two junior boys:

*I am aware of the existence of careers teachers at the S1 orientation last year.
I regard careers teachers as possible helper.
We can approach careers teachers whenever we needed help either on studies or anything about our future.

I can still remember that I was so excited when Miss Lam (careers teacher) asked me to see her to discuss about my feeling of new school life. I told her I do not have many friends here.*

**Students’ Need for Careers Guidance**

These students were asked ‘As far as you know, do you think your schoolmates have an urgent need of careers guidance?’ The two senior students answered, ‘Yes, while the two junior students were not certain. The result was reasonable, for students of upper classes had more opportunities to contact careers teachers while their junior counterparts did not. They then were asked, ‘What is your aspiration?’

The senior boy said he would like to be a photographer and the others had no ideas.

As to effective careers guidance programmes, the senior students had the following comments:

*It is gratifying to note that the information supplied by the careers team is always useful and up-to-date.
More information about application for scholarships and bursaries are needed.
We need more advice on selection of subjects to meet the requirement of certain degree course.*
Mock interviews are useful. We need the skills to attend interviews.

We hope that careers teachers could offer us advice on how to find a means of livelihood after leaving school, even though I have never thought about it.

IQ Test and aptitude test are useful to help us understand ourselves. We hope careers teachers will conduct such tests for us.

Interview with Parents of School B

Four parents were interviewed. They knew the school fairly well. They sent their children to the school because they liked the sublime mission of the school, the harmonious atmosphere for learning and the pure and healthy environment surrounding the school.

Expectations and Perceptions of the Roles of Careers Teachers

Parents knew that there was a careers team, a guidance team and a discipline team. These teams worked hand in hand to help students improve their academic results, behaviour and personal development. They appreciated that careers teachers had organized programmes related to career development for their children. They thought that careers teachers should:

- Collect and disseminate careers information
- Provide group guidance in the choice of subjects for further study
- Help students to explore the world of work
- Liaise with parents, past students and tertiary institutes

Students’ Needs for Careers Guidance

Parents told the researcher that their children had attended some supplementary lessons to improve their academic achievements. They all expected their children to be admitted to universities. One parent said, ‘I would like my son to study abroad after the HKCE examination’.

Other suggestions for aims of careers guidance for students are as follows:

- Foster students’ sense of responsibility and the ability to handle their own business.
- Improve students’ skills for communication and learning.
- Arrange students exchange programme with overseas schools.
- Arrange visits to higher education institutes and commercial enterprises.
It is hoped that teachers can understand the individual character of students in order to give suitable guidance.

Documentary Analysis
The following are records of some important guidance events:

School Profile (2001-2002)

1. Growth and Development Education (GDE):
The school set up a curriculum of ‘GDE’ which includes careers education, civic education, counselling, discipline, environmental education, health education, moral education and sex education. It is taught to students from S1 to S7 by class teachers. Through these lessons, discussions and experience sharing, it is hoped that the following effects will be achieved for the students:
- Holistic education and development of individual’s potential
- Positive attitude towards life
- Capability for creative thinking
- Enthusiasm for helping others and co-operating with co-workers
- Solicitude to the community, especially those in need

2. Orientation Day for S1 students:
Shortly before the school year began, an Orientation Day was held. New S1 students and their parents were invited to attend. Programmes included talks given by the principal, careers master and the social worker, followed by a question-and-answer session and a campus tour. It was to familiarize S1 students with the new environment.

3. Peer Group Counselling Scheme:
The scheme is to assist students of junior classes in achieving holistic development, both physically and mentally, through the help of their senior counterparts.
The Inviting School Awards Program (2001-2002)

4. Inviting School Awards:

As quoted in the Inviting School Awards Program, Purkey (2001) points out: *It is concerned with more than grades, attendance, and academic achievement. It is concerned with the process of becoming a decent and productive human being.*

The school encourages students to participate in community services and extra curricular activities. The School Annual Report records their participation and the brilliant successes they have achieved.

Observation

As soon as the researcher arrived at the school, she felt comfortable. The environment was fresh and pleasant, and there were trees and shrubs around the school. On entering the school building, the visitors saw some bulletin boards, including two careers boards placed at an eye-catching spot. The content of the boards gave information about further study at local and overseas higher learning institutes/universities and job opportunities.

One of the visits was made on the day that a Cantonese opera was staged in honour of the seniors living in the vicinity of the school. Many students turned up to offer assistance on the occasion. It gave visitors the impression that everything was well organized, and the audience was enraptured by the show. During and after the performance, the researcher overheard the following remarks:

*The school, well equipped with IT facilities, has been transformed.*

*I like this school, because it boasts of excellent school spirits.*

*Last year, I participated in a picnic organized by the PTA, and became aware that teachers showed genuine concern for their students.*
Commentary
School B has a capable principal. As a former careers mistress, she was conversant with the duties of careers teachers and the information given by her was particularly valuable and meaningful. The introduction of a ‘GDE’ curriculum for students of all levels was very impressive, because most schools claimed that the timetable for normal classes was already very tight. It was remarkable that School B managed to squeeze ‘GDE’ into its normal timetable.

To sum up, the school aims to provide the following careers guidance programmes to students:

- Inculcate in students a positive attitude towards learning and working at the earliest possible stage, so that they can plan for their future at an early date.
- Help students to identify their own interests, aspirations and abilities, so that they can set out a realistic aim in life.
- Help students to have a good grasp of the skills and ways to further study and to apply for a job.
- Help students to develop a lifelong learning habit.

All the careers guidance programmes in School B were carried out smoothly, just as the careers master said: Owing to the positive support of the principal, provision of careers guidance has become a main feature of the school.
6.5 Case Study 3: School C

The case study in respect of School C was carried out on 21 June, 9 July 2001 and 2 November 2002. The researcher had an interview of about one and a half hours with the principal on 21 June. She had another interview of about the same duration with the careers mistress and an informal conversation with four students on 9 July. They were volunteers who assisted in decorating the school hall for the following day's annual Speech Day ceremony. An informal conversation was held before students began their work. They were a group of smart and responsive teenagers. Their answers were quick and to the point. On these two days, some parents happened to visit the school as well. The researcher seized the opportunity to have a brief, informal conversation with them to obtain their views about roles of careers teachers. The principal had difficulty in arranging students and parents for interviews, therefore informal discussions were held instead.

Interviews

Interview with the Careers Mistress of School C

The careers mistress of School C is a graduate teacher who had attended an induction course for newly appointed careers teachers organized by the ED and is currently attending the Certificate in Careers Teachers course at HKU. She is young and inexperienced but energetic and eager to improve herself as most of the other teachers of the school are. She is in a position that in doing she learns. Under the guidance of the principal who was an experienced careers teacher, she is capable of carrying out her responsibilities satisfactorily.

Expectations and Perceptions of the Roles of Careers Teachers

As to the roles of careers teachers she modestly remarked:

*I am only assisting the principal in organizing careers programmes and providing information about further study and job opportunities. As careers mistress, I carry out my work as suggested by ED Circular.*
Then she highlighted a number of items from the circular such as assist students in applying for further study or jobs, organize careers talks and visits, and alert students to possible traps.

**Students' Needs for Careers Guidance**

The careers mistress told the researcher that the following measures had been taken to prepare students for academic studies and job seeking:

**Academic Studies:**

- To raise the academic standard of students of higher classes, seminars and sharing sessions were regularly held. Teachers taught examination techniques and students shared their examination experience.

- To raise the academic standard of junior classes, a Guidance in School Work Scheme was held. Arrangements were made for senior students to help their junior counterparts.

- In connection with WSA an Orientation Day for Secondary 1 students was held to familiarize new S1 students with the school grounds and to merge them into the school.

The careers mistress told the interviewer: 'A number of S4 students will participate in a study tour to Xinjiang, a province in the northwest of China, to broaden their experience.'

**Job Seeking:**

The careers mistress said:

*Some of the S3 and S5 students would seek for a job after completing the current school year. They would look for permanent employment or a temporary summer job. To cater to this need, a visit to the Education and Careers Expo sponsored by the LD was made. Moreover, officers from the LD were invited to give talks to familiarize such students with the world of work and to alert them to the potential danger in the workplace and possible traps or scams while seeking a job.*

**Effective Careers Guidance Programmes**

The careers mistress emphasized that planning is the key to effective careers guidance. She added: *Careers teachers should have adequate training not only in guidance skills but also planning and devising effective programmes for students. Besides, experience sharing with careers teachers of other schools is helpful.*
As the school was practising WSA, the whole school had the common goal to draw up a 'Life Education' curriculum which included nine aspects of education, including careers education. As everyone in the school took part in the programme, they shared the resources of the school. They had division of labour as well as cooperation to implement the programme smoothly.

The careers mistress asserted: 'Students feel the care and concern from their teachers through the WSA. They have a much greater sense of belonging to the school. The common goal has drawn our teachers closer together and many of our students have better self-awareness.'

Factors that Help and Hinder Provision of Careers Guidance
With respect to factors that help or hinder the provision of careers guidance, the careers mistress said,

*The school management gives support to careers guidance and the principal takes the lead that gives the career team a free hand to organize their activities. The team also constantly has the support of the discipline and guidance teams and the school social worker. Besides, there is an interview room that is often used as careers room.*

Nevertheless, a downside of the careers team was that all members were inexperienced. However, this was compensated by the strong leadership of the principal who was a very experienced careers teacher.

Interview with the Principal of School C
The principal of School C was a careers mistress before she was promoted assistant principal some years ago. She is now the principal. Her school was one of the few schools that have adopted the WSA. In fact, she took a personal interest in WSA which was her research topic for a higher degree. The researcher began the interview by asking her to define WSA. In her reply, she said:

*The aims of WSA is to full make use of all the existing materials and manpower in order to accomplish a programme in the most effective and efficient way. It is the approach adopted by different committees in carrying out the different programmes of a school.*
WSA is not easy to achieve unless all the people and committees involved share the same belief that such approach works better than the current approach. The most important factor is that the principal must be convinced that such an approach is an effective means to improve the efficiency and smooth running of the school.

The principal also pointed out the elements to achieve effective results of WSA included:

- There is mission and vision known to all members of the school.
- The school must have a clear direction in leading teachers and students.
- All members of staff share a belief that students can be reformed by education and counselling.
- There should be suitable channels of communication in the school.
- The staff must cooperate wholeheartedly with due respect to their colleagues.
- The whole school must be convinced that WSA works efficaciously.
- The speed of implementing the approach should be moderate.
- The new system should be implemented in a way that progress can be measured.
- Evaluation of the effectiveness of the WSA system is important so it can be modified where necessary.

Expectations and Perceptions of the Roles of Careers Teachers

In response to the question about the roles of careers teachers, the principal said:

The roles of careers teachers are multifaceted. They include counselling and guidance, educational planning, collection and dissemination of information, organization of activities, and assisting in maintaining discipline.

Careers teachers' roles should not be primarily that of working with a small number of weaker children; rather, the focus of the counselling should be on helping all children to maintain positive development. Consequently, group and consultation approaches must be employed to enable careers teachers to have an impact on large numbers of children.

When the principal was asked who careers guidance involved, she said: 'There are so many, in particular the students, teachers, parents, social worker and employers.'

Students' Needs for Careers Guidance

In regard to the need for careers guidance, the principal said:

From time to time, guest speakers of various walks of life were invited to give talks with a view to broadening students' field of vision. Besides, vocational visits to local businesses and agencies are organized to ensure that up-to-date
and reliable information about careers opportunities, education and training is readily available to students. Update information is important.

There are times when students need more individualized attention, group counselling services and programmes help students develop essential skills. Thus individual/group guidance are required.

Effective Careers Guidance Programmes

The principal of school C was very articulate about her views on what makes effective careers guidance programmes.

Objectives, visions, mission and planning are the basic of effective careers guidance to students

The most important thing is to establish clear objectives and goals and design a reasonable plan based on school resources. Careers teachers should also maintain a lifelong learning attitude, attend various kinds of seminars, training sessions and activities related to their work either in teaching or guidance.

My school had set up a curriculum of 'Life Education' into which various aspects of education such as moral education, civic education and careers education integrate. It aims at fostering among the students a sound outlook on life. All the above measures have been taken with a view to providing the best careers guidance to students of my school.

Factors that Help and Hinder Provision of Careers Guidance

As to factors that help or hinder provision of careers guidance, the principal said:

The school management attached great importance to general guidance as well as careers guidance, and plenty of resources were allocated to such work. Most of my staff are young and energetic, and the students are comprehensible to them. In addition, our school has cordial and cooperative relations with the community centre in the area, and the school social worker is experienced and always discharges her duties responsibly.

With regard to hindering factors, the principal stated that:

There is a shortage of hands, especially those who have training in counselling and guidance including careers guidance. The school is practising WSA, all teachers share the work, but quite a number of them do not know how to discharge their duties related to careers guidance. As a result, some teachers are less enthusiastic about such work.
Interview with Students of School C

The researcher had a casual conversation with four students. They were all very active and participated in various extra-curricular activities, such as reading, singing, sports, dancing and painting. They all enjoyed school life and had a strong sense of belonging.

Expectations and Perceptions of the Roles of Careers Teachers

Talking about careers services available in the school, one of the students said: 'The team has organized a number of activities. Last year, my class participated in the careers quiz which help us to understand various field of work.'

The other two nodded in agreement with her, but the third added that he was not so familiar with the work of the team. He did not think that it needed to plan his career at this stage. The students were then asked 'What do you expect of yourself'. The followings were mentioned by them:

- I have the aspiration to be a nurse, so I would like to attend a nursing school.
- I would like to study computer science, but competition is so keen, I think my chance of success will be slim.
- I have not yet made up my mind.
- I have no idea at this moment.

Students’ Needs for Careers Guidance

These students were in general of the opinion that their senior schoolmates were in need of careers guidance. They all agreed that ‘Life Education’ lessons were multifaceted and very helpful. They added that since the introduction of ‘Life Education’ to the school, the atmosphere of the school campus had been harmonious and congenial to students who wanted to pursue serious studies. With regard to effective careers guidance programmes, they said that such programmes should meet the needs of the students. They expressed a desire for:

- Information about the prospects of various vocations before we make the choice of arts or science is very much needed.
- An analysis of the advantages and disadvantages of various vocations is very useful to us.
- Assistance in seeking summer jobs will be greatly appreciated.
More visits to large enterprises should be arranged.

Interview with Parents of School C
It happened that the researcher met a number of parents during her visits to the school. She took this opportunity to chat with them. They all showed concern for their children’s future and did have some idea about the careers services offered by the careers team.

Expectations and Perceptions of the Roles of Careers Teachers
Parents knew that there were careers teachers in the school through school circulars to parents, newsletters from the PTA, the Student’s Handbook and participation in functions organized by careers teachers. They were also aware that students followed the curriculum of ‘Life Education’ which included careers education. They also knew that careers teachers and social worker were there to help students improve their study, behaviour and personal growth. However, they were hesitant to comment on the roles of careers teachers, let alone what they ‘actually do’ and ‘should do’. One of the parents responded,

*I do not know what to expect of the careers teachers, but I do know that I am now doing menial work for a meagre income because I had little education. I want my children to have higher education, so that they can make a comfortable income in future.*

Students’ Needs for Careers Guidance
One of the four parents had consulted the careers teachers about the opportunities for her daughter’s high education. All parents thought that careers guidance was useful generally, even though some of them did not consider their children needed such advice. They also endorsed WSA and hope that the school would attach the utmost importance to the teaching of English. They wanted their children to be conversant with the four skills - writing, speaking, reading and listening - in the English language, as they were fully aware that English is the most widely used international language. More comments from the parents were as follows:

*It is good to have the whole school involved in raising the academic standard.*
*Careers teachers’ efforts to improve students’ learning skills were very much appreciated.*
*My daughter is now studying in S2, but she has completely adapted herself to the school environment.*
My son seems to have involved in too many extra-curricular activities. I hope careers teachers could help him to allot more time to study.

Documentary Analysis

The following important guidance related events were recorded:

School Profile (2000-2001)

1. Life Education: The school invented a curriculum of ‘Life Education’ which includes careers education, civil education, emotion education, family life education, health education, media education, moral education, sex education and social education. It is taught to students of all level from S1 to S7. Through these lessons, discussions and experience sharing are held with a view to helping students to:
   - Be able to think independently
   - Be able to make a clear distinction between right and wrong.
   - Have the ability to solve problems
   - Be able to make a correct concept of values
   - Be able to adopt a positive attitude towards life.

The WSA pools the wisdom and efforts of everyone in the school to achieve these objectives.

2. Induction Scheme for S1 Students: As part of the WSA, there are activities showing care for S1 students, such as concern for physical growth, assistance to school work, and guidance for interpersonal relationships. The whole staff share out the work and help one another. The school is in the process of blending studies in moral education and guidance. Induction classes, bridging courses and training sessions are organized for S1 students.

3. Study Tour to Xinjiang, North-west of China: Eight S4 students participated in a study tour to Xinjiang jointly organized by the Union of Educational Workers and the Quality Education Fund. The tour bore fruitful results and students asserted that the tour was a real eye-opener for them.
PTA Newsletter (2001)

4. School Activities: Various activities of the school are reported in the PTA Newsletter. It is reported that there is a peer counselling scheme to give academic make-up assistance to fellow-students who are weak in Chinese and English.

All the above information substantiates and supplements that which has been collected through the interviews.

Observation

The careers mistress received the researcher in the room that was normally used as a guidance room. It was shared by the careers team, the discipline team and the social worker. The room was cosily decorated with comfortable chairs. While in the school, the researcher also visited the library, where a careers corner was clearly visible. A careers board was displayed in a conspicuous place. The main heading was ‘Do You Know’, and there were several subtitles: ‘Further Study in Hong Kong’, ‘Further Study Abroad’, ‘Safety First on Summer Job’, etc. As the visit was made on 9 July – the time that school was about to break for the summer vacation, awareness of safety on summer job was timely advice to students.

Commentary

School C, having an effective principal, benefited from her knowledge of the careers subject. The ‘Life Education’ curriculum including careers guidance, is an impressive scheme, considering the demands on timetable. The principal explained that her school was new and everything started from scratch, so she could set up vision, mission and innovation, and need not follow any tradition. In spite of the fact that nearly all members of the staff were young and inexperienced, they were, nevertheless energetic and enthusiastic about their work. It was evident that under the leadership of the principal, the careers team was capable of discharging its duties satisfactorily. This case study clearly shows that the support of the principal is of crucial importance to provision of careers guidance.
6.6 Comparison of Case Study Schools

Case Study Schools
Schools A, B and C are different in type, location, history and characteristics. They are all of interest to this researcher as each of them has a special characteristic: an Elite School, an Inviting School and a WSA School.

Views of Careers Masters/Mistresses and Members of Role Set on The Role of Careers Teachers:

Careers Masters/Mistresses
The careers master/mistresses of these three schools have devoted great effort to careers work in their schools. They know their roles are multifaceted and the needs of students are multifarious. They were unanimous that effective careers guidance programmes must be well planned to meet the needs of students. The careers mistress of School A was most experienced while her counterpart in School C was starting from scratch. They all carried out their work smoothly with the positive support of the principal despite little time being allowed to develop careers service. It appears that School A provides very good careers services to students, possibly because the careers mistress was an old hand and the school was better equipped with a spacious counselling room.

Principals
From information gathered through interviews and their annual reports, it is quite obvious that all these principals exhibit powerful leadership. They all support their careers guidance teams. The principal of School A identified her role as a member of the role set of the careers teachers. She held that the roles of careers teachers are to provide guidance and counselling to students in relation to further study and vocational training. Principal B applied career development theories to the careers work in her school. She defined the roles of careers teachers as facilitators - being involved in all activities related to careers guidance. Principal C initiated WSA into the practice of careers guidance. She confirmed that the roles of careers teachers were multifarious: in addition to guidance and counselling,
they include planning and organizing activities, and even assisting maintenance of
discipline.

Students
Students of all the three schools agreed that careers guidance was essential to them,
especially students in S7, S5 and S3. They hoped that careers teachers could devote more
time to provision of careers guidance, particularly at the time when they had to make
careers impacting choice about which academic subject/institutions to follow. Students
want aptitude tests, but not every school could provide them. Most of them are uncertain
what they would like to be but their parents want them to receive university education and
turn out to be professionals. Students of School A made intelligent and mature responses,
showing a keen awareness of the importance of future demands of the labour market.

Parents
In general, parents are aware that there are careers teams in the school and that helpful
information is provided to students. However, they are not sure about the roles of careers
teachers and some of them do not sense their children’s need for careers guidance. It
appears that most parents do not have much expectation from the careers teaches, but they
do cherish great expectations of their children.

In Hong Kong many parents and students are under the impression that the science stream
has better prospects, so science streams are more popular than the arts. The author
personally knows a number of students who force themselves to take science and meet
great disappointment. This very fact reflects that the practice of requiring students to
choose between science and arts at the end of Secondary 3 is questionable.

Priority of Provision of Careers Guidance in Case Study Schools A, B and C
Figure 6.2 shows careers teachers’ evaluation of provision of careers guidance in case
study schools. A four-point scale was used to discover what careers teachers viewed as
important:

| High priority | ★★★★ | ★★★ | ★★ | ★ | Low priority |

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### Figure 6.2 Priority of Provision of Careers Guidance of Case Study Schools A, B and C

<table>
<thead>
<tr>
<th>Item</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
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</thead>
<tbody>
<tr>
<td><strong>A Careers Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Collect information related to careers guidance.</td>
<td>★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★</td>
<td>★★★ ★★★ ★★★ ★★★</td>
<td>★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★</td>
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<tr>
<td>2. Disseminate careers information through various means.</td>
<td>★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★</td>
<td>★★★★ ★★★★ ★★★★</td>
<td>★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★ ★★★★</td>
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<tr>
<td>3. Keep a record of all careers activities.</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
<td>★★★★★ ★★★★★ ★★★★★</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
</tr>
<tr>
<td>4. Keep a list of careers related web-sites.</td>
<td>★★★★★ ★★★★★</td>
<td>★★★★★</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
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<tr>
<td>5. Use computer system in careers work.</td>
<td>★★★★★</td>
<td>★★★★★</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
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<tr>
<td>7. Maintain a careers information corner.</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
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<tr>
<td>8. Prepare students transcripts.</td>
<td>★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★ ★★★★★</td>
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<tr>
<td>9. Stream students into arts/science/commercial classes.</td>
<td>★★★ ★★★</td>
<td>★★★</td>
<td>★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★ ★★★</td>
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<tr>
<td>10. Draft letters of recommendation for students.</td>
<td>★★★ ★★★ ★★★</td>
<td>★★★★★ ★★★★★</td>
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Information shown in Figure 6.2 was gained using the same questionnaire employed by the researcher in a wider survey. The results show that their views are in general agreement with the questionnaire survey. Actually, the top ten duties and the bottom five of the case study schools coincide significantly with those of the questionnaire survey. Thus the case studies confirmed the validity of the questionnaire findings. Actually, Hong Kong schools generally regard the duties laid down in HKED (2000) Circular Memorandum as criteria for careers guidance services. As a result, careers services provided by different schools are basically similar, despite different degrees of enthusiasm for the work and some variations in their focal points. The roles of careers teachers include careers information officer, educator, careers counsellor, careers consultant and coordinator.

**Careers Programmes of Case Study Schools A, B and C**

Based on the information collected from the three case study schools, an example of careers programmes (see Figure 6.3) is provided. It gives a composite picture of what most Hong Kong schools do in relation to provisions of careers guidance during a school year, and also shows that the role of the careers teachers is multifarious, including information provision, counselling and guidance, and coordination.

**Figure 6.3 Careers Programmes of Case Study Schools A, B and C**

<table>
<thead>
<tr>
<th>General Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Whole Year</td>
</tr>
<tr>
<td>• Collect, update and disseminate information about further study and job opportunities.</td>
</tr>
<tr>
<td>• Update and replace the posters and notices on the careers boards.</td>
</tr>
<tr>
<td>• Take charge of documents and relevant material related to further education, vocational training and job opportunities.</td>
</tr>
<tr>
<td>• Be in charge of the careers room/corner.</td>
</tr>
<tr>
<td>• Handle applications for scholarships (including overseas schools/universities).</td>
</tr>
<tr>
<td>• Handle applications for admission to institutes of higher education.</td>
</tr>
<tr>
<td>• Handle JUPAS applications and principal’s recommendation for applicants.</td>
</tr>
<tr>
<td>• Provide individual or group guidance to students in relation to further study and job opportunities.</td>
</tr>
</tbody>
</table>
• Organize visits to commercial organizations and various institutes of higher education on their open day.
• Liaise with external agencies such as ED, LD, HKACMGM, institutes of higher education, commercial enterprises etc. to arrange talks or visits for students.
• Liaise with parents.
• Encourage members of the careers team to attend relevant seminars and workshops.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Talk – Introduce exchange programmes, overseas education and the United World College</td>
</tr>
<tr>
<td></td>
<td>• Follow up discussion on overseas education</td>
</tr>
<tr>
<td></td>
<td>• Visit to IIE</td>
</tr>
<tr>
<td>Oct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training program for careers helpers</td>
</tr>
<tr>
<td></td>
<td>• Talk on British education / USA education / China education</td>
</tr>
<tr>
<td></td>
<td>• Class period (S4 &amp; S5) – Summer work experience sharing</td>
</tr>
<tr>
<td>Nov – Aug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interview / arrange apprenticeship attachment</td>
</tr>
<tr>
<td></td>
<td>• Board display on summer job</td>
</tr>
<tr>
<td>Jul</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Board display on S6 Admission and study opportunities</td>
</tr>
<tr>
<td>Aug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arrange student record files</td>
</tr>
</tbody>
</table>

**S6 & S7 – JUPAS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Careers Survey for S7 school leavers</td>
</tr>
<tr>
<td></td>
<td>• Analysis &amp; statistics of HKAL Results</td>
</tr>
<tr>
<td></td>
<td>• Inform S6 &amp; S7 students of JUPAS through class teachers</td>
</tr>
<tr>
<td></td>
<td>• Statistics – JUPAS offers for S7 school leavers</td>
</tr>
<tr>
<td></td>
<td>• S6 class visit during class period</td>
</tr>
<tr>
<td></td>
<td>• Ordering JUPAS guide (Hok Yau Club)</td>
</tr>
<tr>
<td></td>
<td>• Ordering tickets for JUPAS talk – Hok Yau Club</td>
</tr>
<tr>
<td></td>
<td>• Introducing information available in careers corner to S7 students</td>
</tr>
<tr>
<td></td>
<td>• Visit to HKUST Student Outreach Day</td>
</tr>
<tr>
<td></td>
<td>• Visit to HKBU – Orientation Day for S6 &amp; S7 students</td>
</tr>
<tr>
<td></td>
<td>• Applying for Scholarships</td>
</tr>
</tbody>
</table>
| Oct  | • Visit to CUHK course Promotion Day  
    • Visit to CityU Open Day  
    • Visit to LU – Open Day  
    • Visit to PloyU Course Promotion Day  
    • Visit to HKU Open Day for JUPAS Applicants  
    • S7 Careers Day  
    • Class period – Study opportunities for post-secondary students |
| Nov  | • Visit to HKIEd Open Day |
| Dec  | • Survey on JUPAS First Choice of S7 |
| Jan  | • S7 Class period – Checking draft of transcripts, record of ECA performance |
| Mar  | • Application for admission to the HKIEd  
    • Application for admission to Hong Kong Academy of Performing Art  
    • Visit to Higher Education Expo |
| April | • Application for admission to Universities – Principal’s Nomination (S7) |
| Jul  | • Handouts to S7 – Opportunities after S7  
    • Careers guidance service to S7 students after release of HKAL Exam results  
    • Summer programmes offered by tertiary institutions |
| Aug  | • Summer programmes offered by tertiary institutions  
    • Careers guidance service to S7 students after release of JUPAS results |

### S5 – HKCEE & Post-Secondary Studies

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Sept  | • Careers Survey of S5 school leavers  
    • Analysis & statistics of HKCEE Results  
    • Ordering S5 Guidebook (Hok Yau Club) |
| Oct   | • Inform S5 students of S6 admission through class teachers |
| Dec   | • Introducing information available in careers corner/room |
| Jan   | • Class period – Preparing for the future  
    • S5 Parents Day |
| Feb       | • Talk – Analysing HKCE Examination Questions (Hok Yau Club)  
|          | • Visit to Education & Careers Expo  
|          | • Notes to S5 school leavers  
|          | • Notes for S5 class teachers on drafting of leaving certificate  
|          | • Class period – Checking drafts of transcripts  
| Mar      | • Application for admission to the HKIEd  
|          | • Application for admission to Hong Kong Academy of Performing Art  
|          | • Application for the sub-degree programmes  
|          | • Summer Work Experience Scheme – Hong Kong Association for Guidance and Carers Masters  
| Jul      | • Workshop for S5 students  
|          | • (Distribution of report books, checking printed drafts of leaving certificates, transcripts & record of ECA performance)  
| Aug      | • Gathering before the release of HKCEE results and  
|          | • Careers information display  
|          | • Careers guidance service to S5 students after release of HKCEE results – S6 admission and study opportunities  
|         |  
| **S3 – Subject Selection**  
| Date     | Activities  
| Sept     | • Inform S3 students of subject selection through class teachers  
| Feb      | • Introduce information available in Careers Corner, Aptitude Test  
| Apr      | • Introduce S4 subjects in careers homepage  
| May      | • Class period – Subject selection – Decision making  
| May      | • Talk – Subject selection for S3 students  
| Jun      | • Talk – Subject selection for parents of S3 students  
|         |  
| **S1, 2 & 4 – Study Skills**  
| Date     | Activities  
| Sept – Oct | • S1 induction schemes  
|          | • Help S1 students to acquire studying skills  
|          | • Help S2 students to review ways of learning while they were in S1  
|          | • Inculcate effective management of time in S4 students and help them to draw up a timetable for work.  

Adapted from Annual Careers Programme Plans (2002-2003) of Schools A, B and C.
6.7 Summary

This Chapter records case studies of three schools. In each case study, the careers master/mistress, the principal, and a sample of students and parents were interviewed. They express their different views on the expectations of the roles of careers teachers and students’ need for careers guidance.

The careers teams of the three schools surveyed in this study aim to assist students to better understand their own interests, abilities and needs, and to be well informed about further study, vocational training and job opportunities. From time to time, they organize seminars, exhibitions and visits for students, and also provide individual and group guidance whenever necessary. Their advice to students of S7, S5 and S3 is particularly important. It helps them make sensible decisions in their search for further study and jobs.

The principal and careers master/mistress also express their views on factors that help or hinder provision of careers guidance and the effectiveness of careers guidance programmes. There is no intention to measure the effectiveness of careers teachers’ activities in this study. It does not try to evaluate the impact of careers teachers’ advice on students. Benchmarks for evaluating the effectiveness have yet to be evaluated, as is mentioned in Chapter 7. The Quality Assurance Inspection team of EMB might be involved in this process. The focus in this study is on role. The programmes’ effectiveness is considered in the light of reported perceptions of careers teachers about the extent they fulfil the different duties of their role.
Chapter 7 Conclusion and Recommendations

7.1 Introduction

This chapter gives an overview of the study. It reviews the research methods, links the findings of the survey and case studies to the literature reviewed, and shows how the research questions have been answered. The aim of this study, as explained in Chapter 1, was to investigate the role of careers teachers in Hong Kong secondary schools. Their roles were examined, through the expectations and perceptions of the careers teachers themselves and the key members of their role set, namely the principal, parents and students. From the findings of the study and the literature on careers guidance and role theory, a proposed ‘Model of Careers Teachers’ Roles’ has been developed and a ‘Comprehensive Counselling and Guidance Programme’ is also proposed as guidelines for careers teachers. Further more, recommendations for further research are made.

7.2 Review of the Research Methodology

The use of multiple methods research strategy was adopted because they provide a high degree of triangulation. The combination of a questionnaire survey and three case studies provided the two types of methodological triangulation described by Cohen et al (2000:113) as ‘Using the same method on different occasions or different methods on the same object of study.’

The response rate to the survey was very good – 82%, and the questionnaires returned showed no evidence of ambiguity or dubiousness in the questions. The use of stamped, self-addressed envelopes for returning the questionnaires and the effective follow-up telephone calls are the reasons for the very good response.

Case studies of three schools were carried out. In each case study school, the careers master/mistress, the principal, and a sample of students and parents were interviewed. Semi-structured interviews were employed for the case study. All interviews proceeded smoothly. Overall, the research strategy and methodology provided satisfactory means of acquiring the data necessary to address the objectives of the study. The breadth of
evidence is provided by the questionnaire survey and the depth of the grounds derives from
the three case studies which comprise of interviews, documentary analysis and observation.

The theoretical framework for the 'Model of the Careers Teachers' Roles' (see Figure 4.1,
pages 71-2), illustrated by an annotated diagram, is useful for the present research. It
makes sense in light of the literature review; it fits with the research questions being raised
(see p.70); it carries through all data collection and analysis strategies; and it also leads to
the design of the study (e.g. survey and case study). The 'Model' is not exhaustive, but it
does present the roles that careers teachers generally play in Hong Kong secondary schools.
The writer ventures to recommend it for use as a reference by future researchers as it
creates a picture for the reader, making the unfamiliar familiar.

7.3 Answers to the Research Questions
This section provides concise answers to the research questions based upon the detailed
findings and analysis in previous chapters.

**Question 1: What are the expectations and perceptions of the roles of careers teachers
themselves and members of their role set?**

**Careers Teachers' Views**
According to the survey (pages 128-9) the respondents (careers teachers) think that they
play the following roles (in sequence of importance): careers information officer,
ordinator, careers counsellor, educator and careers consultant. They viewed careers
formation officer as their primary role.

The case study findings (pages 138, 152 and 161-2) demonstrate similar views. They
emphasized their aim of assisting students to have better understanding of themselves; their
strengths, weaknesses and needs. The ultimate goal is to help students understand,
discover and develop their potential through their own efforts. Emphasis is placed on
establishing a proper sense of values and cultivating positive behaviour, so as to enhance
the students' all round development. They considered their main duty as advising students
on further studies and helping them gain admission to universities through JUPAS.
Principals’ Views
The case study findings (pages 140-1, 154 and 164) demonstrate that principals are fully aware that the work of careers teachers is multifarious. They are involved in all careers programmes including counselling and guidance, educational planning, organizing activities and collecting, updating and disseminating information. Principals are aware that careers teachers act as educator, planner, facilitator and source person. They viewed counselling individual and group of students in matters related to further study and careers as most important aspect. Careers teachers should help all students to maintain positive development. The success of guidance work in a school depends on the joint effort of all the school personnel. Thus WSA is conducive to provision of careers guidance as the aim of WSA is to make full use of all the existing materials and manpower to accomplish the guidance programme in the most effective and efficient way.

Students’ Views
The case study findings demonstrate (pages 143, 155-6 and 166) that students thought careers teachers should have all the relevant information at their fingertips and serve as an adviser on any matter related to further study and finding a job. The most important assignment is to help them to gain admission to a degree course most suitable for them as their parents want them to receive higher education.

They expect the careers teachers to act as a medium for them to know more about current labour market in Hong Kong and even in other major cities, so that they can choose a vocation that is much needed. They wish careers teachers to help them to find summer jobs and arrange short term apprenticeship for them. They also want more help in finding their own aptitudes, through personality tests. Finally they regard the careers teachers as an organizer, an information provider, an adviser and a helper.

Parents’ Views
They know that there are careers teachers in school through school circulars to parents, newsletters from PTA and participation in functions of the school. They are also aware that quite a number of activities have been organized for students, such as talks on choice of stream for S3 students. Some of them even realize that the work of the careers teachers
is multifarious. Nevertheless, some parents were hesitant to comment on the roles of careers teachers although they were ambitious for their children (pages 145,157 and 167).

**Question 2: What are the main duties undertaken by careers teachers within their roles?**

The questionnaire findings (see page 104) show that there are five major roles of careers teachers as mentioned in the previous question. There are 45 items of duties under these 5 categories. The findings of the survey are tabulated on Table 5.4 to 5.8 (pages 107, 111, 114, 117 and 119). The mean score ratings are all positive: from 2.05 to 3.57 in the 'actually do' column and from 2.88 to 3.77 in 'should do'. The fact that the mean scores of 'should do' are generally higher than 'actually do' may be interpreted as respondents' professional dedication to careers services.

In addition, Table 5.9 to 5.11 (pages 125-7) list the comparison of rank orders of careers teachers’ roles between ‘actually do’ and ‘should do’. Comparing Table 5.9 and Table 5.10, it can be seen that eight items of careers teachers’ duties among the top ten are in both tables though their rankings are different. These eight duties are therefore considered by the majority of careers teachers to be central to their roles. By contrast, ‘help students to apply for a job’ and ‘liaise with employers’ are items among the bottom five in both tables. Reasons are suggested on page 128.

Table 5.11 shows the discrepancy of rank orders of careers teachers’ roles between ‘actually do’ and ‘should do’. Typical examples of items having low ranking in ‘actually do’ but high ranking in ‘should do’ listed on page 131, such as ‘help students to identify their strengths and weaknesses’, and ‘identify the needs of students in relation to careers’ are asserted important duties by principals, parents and students.

Careers teachers have aspirations to provide more and better careers guidance services to students, but due to heavy work load, they can hardly do so. The case study findings demonstrate that principals are in favour of whole school approach (WSA) to guidance (see pages 140 and 165), but the priority given to this items by careers teachers is low. Again it is because of heavy work load (see Table 5.3, pages 104-5, Item 19).
However, the items in respect of preparing student records/transcripts, streaming students into arts/science/commercial classes, and writing letter of recommendation have been deleted from the new duty list (HKED, 2002). It was found that such duties are among those least favoured by the respondents. This is an indication that the findings of this study correspond to the official views. On the other hand, it also reflects that the ED takes heed of the discontent of practising careers teachers.

**Question 3: What are the factors which help and hinder careers teachers from providing effective guidance and support?**

Through the survey (pages 121-4) and case studies, remarks given by careers teachers and principals (see pages 139-42, 153, 156, 163 and 165), it was found that factors helping and hindering provision of careers guidance are related to one of these aspects, namely: manpower and resources, expertise, support and appreciation, and role conflict.

1. Manpower and resources are obviously instrumental in provision of careers services. All respondents and interviewees spoke in unison that they were short of hands because all careers teachers have a full or slightly reduced teaching load. Many schools are also short of space for interviews and careers activities. Although one of the case study schools has a spacious counselling room and another also has a room for interview there is very unusual in Hong Kong.

2. Most of the careers team leaders have received approved training and theoretically have the expertise to do their work. Only a few are still awaiting careers guidance training. They claimed lack of skills in counselling and knowledge on the latest trend of IT. In general, careers teachers are keen on improving themselves by attending relevant seminars and workshops. It is a general phenomenon that students of senior classes are more concerned about their future, while junior students are less enthusiastic about careers activities.

3. The case study findings show that careers teachers admit that it is a very favourable condition if the principal and senior management of the school acknowledge the
importance of careers education and support careers services. But, the findings of the questionnaire (pages 121-4) include some contrary and passive attitudes of colleagues towards careers education. However, the writer does not think that these phenomena are contradictory to one another, because there are so many schools and they inevitably have different views. In fact, both the questionnaire survey and case studies indicate that careers guidance work is generally supported by students helpers, PTA, and Old Students Associations.

4. Time constraint and role conflict are the main factors hindering them from providing effective careers guidance to students.

The answer to this research question may be conveniently presented in the form of a SWOT analysis that is helpful in examining the current position of the careers team. SWOT is an acronym for 'strengths', 'weaknesses', 'opportunities' and 'threats'. According to the survey and case studies, most of the helpful factors can be designated as 'strengths' or 'opportunities' and all hindering factors as 'weaknesses' or 'threats'. In addition to the factor already discussed, other conspicuous examples of each of SWOT are listed below:

**Strengths**
- Support from the principal and senior management.
- Support from the discipline and guidance teams and the school social worker.
- Support from PTA and Old Students Association.
- Student volunteers recruited as careers perfects.
- Cooperative, helpful and enthusiastic team members.
- Availability of resources from external agencies such as ED, LD and HKACMGM.
- Good relationship with colleagues.
- Programmes relevant to students’ needs.
- Free hand to organize activities.

**Weaknesses**
- Limitation of time and resources coupled with heavy teaching workload.
- Individual counselling and follow-up services impossible due to time constraint.
- Lack of skills and the necessary knowledge about counselling.
• Lack of experienced and trained team members.
• Insufficient knowledge on the latest trends of IT.
• Students without a strong sense of the importance of planning their future career.
• Students of lower levels not aware of careers programmes.
• Lack of space (crowded school campus) and time for a systematic keeping of all careers information.
• Lack of attention to school-to-work transition.

Opportunities for Improvement
• A careers room for interviewing, group discussion, experience sharing and keeping all relevant information material.
• Integration of careers education into formal curriculum.
• Additional support from external agencies such as social welfare agencies, association of employers and commercial enterprises.
• Cooperation with other functional teams such as moral education, and ECA.
• Full utilization of available resources.
• WSA to careers guidance.
• Surveys on what school leavers do and the problems they have encountered.

Threats to the Current Provision of Careers Guidance
• Students’ timetable is already too tight to integrate careers education into formal curriculum.
• Not enough time allocated for careers education. It often clashes with other school activities.
• Lack of a well-designed, relevant and professional career development curriculum.
• Shortage of hands, especially those who have training in counselling and guidance skills.
• Careers teachers have too many things to attend to.
• Lack of support from colleagues regard provision of students’ careers guidance as the responsibilities of the careers teachers and is none of their business.
• IT develops at a tremendous pace, and equipment become obsolete very soon.
To conclude, role conflict is an unavoidable part of an organization (e.g. school), and sometimes it occurs regardless of the best intentions of staff members. Because of this, it is important that staff members learn to deal with conflicts. Careers teachers report that heavy workload in careers guidance and others duties put great stress on them, hinder them from providing more and better services to students and liaising with outside agencies and employers. Careers teachers must deal with role conflict as it arises. If they ignore it, it will not resolve itself; it will only get worse. Thus careers teachers should seek support from the principal who can reallocate their duties, reduce their workload, and provide more resources. According to the questionnaire survey the item of seeking support from the principal ranges 9th among 45 items in the ‘Actual do’ column (see Table 5.3, pages 104-5, Item 42). This indicates they consider support from the principal important and many thought that they ‘should’ seek more help.

**Question 4: How can the process of transition from school-to-work be improved through the use of more effective careers guidance?**

One of the main tasks of careers teachers is to help students to proceed from school-to-work either directly or indirectly after further education or training.

To answer this research questionnaire, the views of students are most helpful (see pages 143-4, 156-7 and 166). The ideas and suggestions put forward by them during the case study interviews were practical and helpful. Careers teachers supplemented them with their observations. In addition, principals acknowledged that careers education was an integral part of holistic school curriculum. It helps students to plan and manage their own learning as well as their personal development (see pages 150, 154 and 165). Moreover, EC’s education reforms (see pages 13-5) in line with the proposal of the Commission on Youth (2003) about continuing development and employment opportunities for youth and the ‘Career Oriented Diversified Curriculum’ introduced by EMB (2003) are practicable strategies for preparing young school leavers for smooth transition from school to work (see pages50-2).
According to the students, the most important duty of careers teachers is to help them gain admission to a degree course most suitable for them. Nevertheless they do realize that no matter how much further study they may achieve, the ultimate goal is to enter the work force some day. They are fully aware that they should equip themselves with the necessary knowledge and skills to solve the problems ahead. Besides, it is imperative for them to be aware of their own abilities as well as the situation of the labour market. In other words, students tend to search for environments that will let them exercise their skills and abilities. These findings are in line with Holland’s Career Typology Theory. Careers teachers seek to match students categorized as one of six types: RIASEC and with the six corresponding environments: RIASEC (see Figure 3.4, page 39).

Meanwhile, students’ generally welcome summer jobs and short term apprenticeship. They also enjoy and appreciate activities organized for them by careers teachers. They want to be well prepared before leaving the school for work. They want to understand themselves and the world of work before entering into it, and to be well equipped to take up the challenges.

**Question 5: How can an effective and comprehensive careers guidance programme be developed?**

According to the case studies, careers teachers’ (see pages 139, 152-3 and 162-3) and principals’ (pages 141, 154 and 165) views on this topic were as follows:

**Careers Teachers’ Views**

The essentials for developing an effective and comprehensive careers guidance programme are to prepare a proposed ‘careers calendar’ at the beginning of a school year with team members. The programme should be implemented through ‘different channels’ including activities for parents to enhance better ‘home school co-operation’.

In respect of effective guidance programmes, all programmes must be ‘practical’, well planned and organized according to the needs of students. Information already available, teachers’ observation or parents’ feedback can be used as ‘needs assessments’ to identify
students’ requirements. All resources should be fully utilized to provide students with relevant careers programmes.

‘Planning’ is the key to effective careers guidance. Careers teachers should have adequate ‘training’ not only in guidance skills but also in planning and devising effective programmes for students. Besides, experience sharing with careers teachers of other schools is helpful.

**Principals’ Views**

For developing an effective and comprehensive careers guidance programme, careers teachers should have initiative and be open to innovations. They should actively continue their professional development, attend relevant workshops and seminars, and often make constructive suggestions. Before planning careers guidance programmes, they should listen to students, assess their needs and develop realistic interventions. They must be responsible for developing programmes that promote and enhance students’ learning, and help them believe that their education is relevant and important to their future.

The programme plan should be developmental and an integral part of the whole educational system. The programme structure should include a careers guidance curriculum to help all students develop life skills. Provision of effective careers guidance to students demands objectives, visions, mission and planning. Careers teachers should establish clear objectives and goals and design a reasonable plan based on actual school resources.

The writer is in agreement with these views of the careers teachers and principals. In particular, careers teachers should have adequate professional training in planning and in guidance skills as well as in counselling theories. Above all they should have a lifelong learning attitude towards their work. These are in line with Bolam (1982):

*Those education and training activities engaged in by primary and secondary school teachers and heads, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.*
A comprehensive counselling and guidance programme is proposed in the recommendations section.

7.4 Discussion and Recommendations

Discussion

Rationale for the Study
As mentioned in Chapter 1, Hong Kong needs knowledgeable and multi-talented people to carry out a structural shift from manufacturing-based economy to a service-oriented one. In order to effect such a fundamental move, education reform is imperative in training these people. Unfortunately, Hong Kong’s education is still designed with a selective ideology, and only a small 18% (EMB statistic, 2003) are given opportunities to formal university education.

Manpower mismatch is a big issue confronting Hong Kong’s economic restructuring. It can only be redressed through upgrading the calibre of its human capital by training that is outcome-focused and market oriented in multiple channels, and by improving family cohesiveness and the connectedness of young people with schools and the community. In other words, broad base formal education and vocational training through expanding the curricula of education beyond linguistic and logic-arithmetic intelligence; and lifelong learning through on-job training are of vital importance (COY, 2003).

To achieve the above objectives, careers guidance programmes are extremely important because they help prepare students for a life of work. They should leave school with an understanding of themselves and how they relate to the world beyond school. Programmes mentioned in Chapter 3, section 3.5 (see pages 44-9) are very helpful, such as Law and Watts’ (1977) DOTS model which elaborates decision and transition learning, self and opportunity awareness; NOICC (1992) and Zunker’s (1998) educational and occupational exploration and life career planning; and Drummond and Ryan’s (1995) careers portfolio and needs assessment. It is hoped that, having gone through such programmes, students will understand themselves in career-related terms and know what they can offer to work.
As for management problems in school, it seems possible to squeeze formal careers education in the timetable as two of the case study schools have done (see pages 154 and 165). As to solution of the problem of shortage of hands, a fulltime staff for careers guidance is highly recommended.

It is hoped that this study can exert significant influence on future development. Extracts of this study can be published in 'Fusheng' – the official quarterly of the HKACMGM – for reference of all education stake-holders.

Career Development Theory

This study highlights the importance of careers guidance for students. According to literature review as defined by Herr and Cramer (see page 28), guidance embraces a larger range of activities, such as those specified in the questionnaire survey. For effective planning of guidance programmes, careers teachers should be familiar with the distinguished ‘career development theories’ which act as road maps guiding people through the career development process.

A seven-step approach to decision-making commonly known as DECIDES (see page 41) suggested by Krumboltz (1976) is still much used by counsellors and consultants. It works in concert with Williamson’s (1950) vocational guidance which involves six steps, namely analysis, synthesis, prognosis, counselling and follow-up (see page 31). Krumboltz’s theory has addressed the attention to the importance of behavioural experiences in influencing how individuals see themselves and their future.

Super’s (1953) theory provides explanation for the various factors that influence the career choice process. He stresses two major tenets: ‘self concept’ which is shaped as each phase of life exerts its influence on human behaviour, and ‘career development’ which is a lifelong process occurring through defined developmental periods. His ‘Life-Career Rainbow’ represents various stages of career development. Actually, people continuously change their roles, so life-career is like a rainbow that shows colour across the spectrum. Analogously, in their lifetime, people go through different stages in four theatres: home, community, school/university and workplace.
Roe’s (1956) theory relates childhood environment to future vocational choice and postulates three kinds of parental behaviour towards children. Such classification is applicable to Hong Kong situation.

1. Emotional concentration on the child: Parents have very high expectations of their children. There have been many cases where children were seriously frustrated at their poor academic performance because they felt guilty about disappointing their parents. In fact, a few cases of suicide caused by examination failure have been reported in the past year in Hong Kong.

2. Avoidance of the child: This is usually a problem of families where parents have to work. They are so much involved in their work that they have very little time to attend to their children’s needs. Such parents often think that they can compensate their children for lack of direct attention by providing money and ample supply of their material needs. Finally

3. Acceptance of the child, either casually or lovingly: These are ideal parents.

The present writer agrees that parental behaviour towards the child has noticeable influence on occupational choice. She has therefore included parents’ conception of careers guidance, and has included interviews with them as part of the research for this project. Roe’s work has been most helpful in this regard.

Holland’s (1959) Career Typology Theory can provide useful ideas for careers teachers considering the following two common and functional questions:

1. What personal and environmental characteristics lead to satisfying career decisions, involvement, and achievement; and what characteristics leads to indecision, dissatisfying decisions, or lack of accomplishment?

2. What personal and environmental characteristics lead to stability or change in the kind and level of work a person performs over a lifetime?

In addition, a self-directed career interest inventory, like Holland’s Self-Directed Search should be a part of classroom careers guidance. Typically, these instruments help students become more aware of themselves, their interests, personality, and values. They can relate
these characteristics to possible occupations and expand the number of occupations that they are considering. This will hopefully stimulate their career exploration behaviour such as talking with parents or teachers about possible occupations.

At present, career testing instruments are not commonly used in Hong Kong secondary schools. The HKACMGM are encouraging careers teachers to implement a career interest inventory in schools. They have invited Professor Jones to run a short course for careers teachers to instruct them about his Career Key (CK) programme. The CK (Jones, 1997), a free public service on the Internet with potential for helping students worldwide, assesses individuals’ resemblance to Holland’s six personality types. Therefore, the introduction of CK in Hong Kong is timely and needed.

In summary, the problems with the theories are in putting them into practice. The programme materials have to be purchased by schools wishing to use them but schools have limited resources. The theories may not be applicable in different cultural contexts. Little training is given in using them and in any case they need to be modified to be useful in Hong Kong schools. However, all these theories do provide the foundation knowledge from which counsellors draw useful concepts to explain student behaviour.

In Hong Kong, Holland’s, Super’s and Krumboltz’s are stressed by trainers in certificate courses for careers teachers. The theories should focus them on practically helping students recognize their interests, abilities, life skills (decision making skills, social skill, interviewing skills, etc) through activities such as role play, visits, forming careers portfolios. To meet children’s career development needs, the career development programmes should consist of a systematic sequence of guidance and counselling experiences appropriate to the children’s various developmental ages. Programmes should start early and recognize parental influences. Work needs to be done on adapting roots for the Hong Kong context and funding is needed to train teachers in how to use them in their programmes. After consideration this researcher defines:

career development is a lifelong process involving learning and working and putting theory into practice through equipping oneself with necessary skills relevant to job and adaptable to the changing world of work.
Roles of Careers Teachers

In this study, it has been found, through literature (pages 54-62), the survey (pages 104-5) and the case studies (pages 170-1), that the roles of careers teachers are multifaceted and careers information officer is perceived as most important role. All these roles are interrelated and complementary to one another and demand a certain amount of administrative work. Case studies revealed that members of role set of careers teachers had different interpretations of the roles of careers teachers (see Section 7.3 answers to research questions 1 and 2), but everyone regarded their work as meaningful and worthwhile.

It is not surprising to the researcher to find in case studies that careers teachers generally consider advising students on further study, especially gaining admission to a degree course, as their main duty. The reason is obvious. Not only students of prestigious schools aim at entry to the universities. Students of all schools are eager to enter university. At the recent AGM (2003) of the HKACMG, about 200 careers teachers attended. The most popular event out of ten other proposed activities was a conference on JUPAS with speakers from the seven universities and the IED. Careers teachers were very much interested to know what the qualities were expected of applicants.

Careers teachers are generally much concerned about time constraints and heavy workload that hinder them from providing adequate careers guidance to students. This is obviously a problem for the education authority. During the time of economic difficulty, very little can be done to solve it.

It was a surprise to the researcher that School B managed to squeeze ‘Growth and Development Education’ in the already very tight timetable (see page 154), and School C included ‘Life Education’ with careers education in theirs (see page 165) respectively, while School A complemented their formal curriculum with a series of extra curricular and cross curricular programmes (see page 150). Such phenomenon clearly indicates that schools generally recognize the importance of careers guidance.
There is another thing that surprises the researcher. All three case study schools are each distinctive in a different aspect – an ‘Inviting School’, a school adopting WSA and a prestigious school – but they all refrain from making critical remarks about careers guidance. It seems that they are reluctant to disagree or do not want to rock the boat.

In summary, case studies revealed all members of the role set of careers teachers, especially the careers master/mistress and the principal, considered the provision of careers guidance important and would like to devote more time to careers services. Students would benefit from more information and skills, so they might have better chance for their future careers and study and may move smoothly from school-to-work. Careers teachers would benefit from an increase on job satisfaction.

As the research for this work is done with careers teachers dealing with students aged 12 to 19 (secondary school age period). They need to remember that students are at a particular developmental stage of their lives. Further, the career choices available to children in Hong Kong society, and their level of exposure to them, may vary from one part of the city to another, from one social class or family grouping to another, and from other regions in China or the world. Over time, the roles of careers teachers have developed considerably and are in the process of evolving into a paradigm shift discussed as follows:

Paradigm shift in the roles of careers teachers

The literature revealed the shift from the role of careers teachers as provider of careers information to a role involving more counselling and guidance (see Figure 7.1).

**Figure 7.1 Paradigm Shift in the Roles of Careers Teachers**

<table>
<thead>
<tr>
<th>Item</th>
<th>Traditional Roles (Yesterday)</th>
<th>Developmental Roles (Today)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>• Provide careers services for S3, S5 and S7 students</td>
<td>• Provide careers services to all students at all levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organize staff development programmes for teachers</td>
</tr>
<tr>
<td>Emphasis</td>
<td>• Information service</td>
<td>• Training, development, and guidance curriculum</td>
</tr>
<tr>
<td>Service scope</td>
<td>• Provision of careers guidance</td>
<td>• Provision of careers guidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collaboration of leadership in designing, implementing and evaluating careers guidance programmes</td>
</tr>
</tbody>
</table>

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Careers guidance has gone through a series of changes in concepts and directions in the wake of societal changes and continuous theoretical development. The effects on careers teachers are numerous and diverse. Thus, there is the need to have a paradigm shift in the roles of careers teachers, so that they do not only focus on the provision of traditional careers guidance but also ensure that all programmes are relevant up-to-date and well suited to the needs of students.

It is essential that careers teachers be fully equipped with the necessary knowledge and skills to keep abreast of the times. They should be well-versed in careers counselling, career development theory, philosophy of education and other theories. Besides they should also be conversant with life skills such as for handling difficult situations.

There is a Chinese saying that may be rendered into English as ‘Example is better than precept.’ Giving verbal directions alone is inadequate for young people in present day society. So, careers teachers should have an exemplary personality. They should have a positive outlook on life, adopt a serious attitude towards their work, show solicitude for their students and be their role models. Young people should have the chance to actively explore the world of work from the classroom and through careers programmes.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Administrative and supportive</th>
<th>Integral part of holistic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Programming</td>
<td>Programme management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Careers planning and development</td>
</tr>
<tr>
<td>Concept</td>
<td>Common sense institution</td>
<td>Theory, research and survey</td>
</tr>
<tr>
<td></td>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>Profile</td>
<td>Passive and conservative</td>
<td>Positive and outreaching</td>
</tr>
<tr>
<td>Result</td>
<td>Single service</td>
<td>Diversified</td>
</tr>
<tr>
<td></td>
<td>Teacher-centred</td>
<td>Student-centred</td>
</tr>
</tbody>
</table>

Adapted from Chan (2001) and Iowa ED (2001)
Recommendations

The COY (2003) suggests that all education stake holders: Government, the private sectors, parents, educators, youth worker and youth themselves to act together to coordinate efforts to make effective provision for continuing development and employment opportunities (see pages 1 and 50-1), in line with this, the researcher recommends a comprehensive counselling and guidance programme for careers teachers to enhance their multifarious roles. The suggested programme is abstracted and adapted from the Iowa ED’s (2001) Comprehensive Counselling and Guidance Programme. To ensure its effectiveness, the programme is comprehensive in nature and focuses on the development of skills which lead students to make healthy lifestyle choices. The programme is achieved through a collaborative partnership of careers teachers, administrators, class teachers, subject teachers, school social worker, school psychologists, students and parents. Thus, WSA to careers guidance is employed. The effectiveness of the programme is evaluated on the basis of student outcomes.

The components of the programme are as follows:

1. Guidance curriculum
   This provides guidance content in a systematic way for the purpose of skill development and application of skills.

2. Individual planning
   This assists students in planning, monitoring, and managing their educational, personal/social, and career development goals.

3. Responsive services
   This addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed.

4. System support
   This includes programme, staff and school support activities and services. The purpose is to provide support and leadership in programme delivery.

To sum up, the main activities of these four components are listed in Figure 7.2 and their conceptual framework is shown in Figure 7.3.
Figure 7.2 Four components of a Comprehensive Counselling and Guidance Programme

<table>
<thead>
<tr>
<th>GUIDANCE CURRICULUM</th>
<th>INDIVIDUAL PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas and Activities Addressed:</strong></td>
<td><strong>Topics Addressed:</strong></td>
</tr>
<tr>
<td><strong>Academic Development</strong></td>
<td><strong>Educational Development</strong></td>
</tr>
<tr>
<td>• Attitudes that contribute to lifelong learning</td>
<td>• Setting educational goals and assessing</td>
</tr>
<tr>
<td>• Study skills for school success</td>
<td>• Transitioning needs</td>
</tr>
<tr>
<td>• Academic goal setting</td>
<td>• Financial needs and resources</td>
</tr>
<tr>
<td>• Workforce Preparation</td>
<td>• Education options</td>
</tr>
<tr>
<td>• Transitioning</td>
<td><strong>Personal/Social Development</strong></td>
</tr>
<tr>
<td><strong>Personal/Social Development</strong></td>
<td>• Setting personal goals</td>
</tr>
<tr>
<td>• Self-concept, self-awareness, self-acceptance</td>
<td>• Improvement planning</td>
</tr>
<tr>
<td>• Interpersonal relationship skills</td>
<td><strong>Career Planning</strong></td>
</tr>
<tr>
<td>• Problem solving/decision-making skills</td>
<td>• Career assessments</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
<td>• Job mentors, internships, apprenticeships</td>
</tr>
<tr>
<td>• Career awareness</td>
<td>• Career portfolio</td>
</tr>
<tr>
<td>• Career exploration</td>
<td><strong>RESPONSIVE SERVICES</strong></td>
</tr>
<tr>
<td>• Career planning</td>
<td><strong>Topics Addressed:</strong></td>
</tr>
<tr>
<td>• Career preparation</td>
<td><strong>Academic Development</strong></td>
</tr>
<tr>
<td>• Career decision-making</td>
<td>• School-related concerns:</td>
</tr>
<tr>
<td>• Career transitions</td>
<td>• Academics</td>
</tr>
<tr>
<td><strong>SYSTEM SUPPORT</strong></td>
<td>• Attendance</td>
</tr>
<tr>
<td><strong>Topics Addressed:</strong></td>
<td>• Behaviour</td>
</tr>
<tr>
<td><strong>Responsive Services</strong></td>
<td>• Drop-out prevention</td>
</tr>
<tr>
<td><strong>Academic Development</strong></td>
<td>• Special needs</td>
</tr>
<tr>
<td><strong>School-related concerns:</strong></td>
<td><strong>Personal/Social Development</strong></td>
</tr>
<tr>
<td>• Academics</td>
<td>• Peer conflicts</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• Coping with stress</td>
</tr>
<tr>
<td>• Behaviour</td>
<td>• Crisis management</td>
</tr>
<tr>
<td>• Drop-out prevention</td>
<td>• Relationship concerns</td>
</tr>
<tr>
<td>• Special needs</td>
<td><strong>Career Planning</strong></td>
</tr>
<tr>
<td><strong>Career Planning</strong></td>
<td><strong>Topics Addressed:</strong></td>
</tr>
<tr>
<td>• Job placement</td>
<td><strong>Guidance programme development,</strong></td>
</tr>
<tr>
<td>• Addressing special needs</td>
<td><strong>implementation, and assessment</strong></td>
</tr>
</tbody>
</table>

Adapted from Iowa ED (2001)
Furthermore, the researcher also recommends an increase of manpower for careers services. In the course of the survey and case studies, most respondents to the questionnaire and teachers interviewed, unanimously called for a full-time careers teacher in their schools. The researcher is in entire agreement with them. In the meantime, she is fully aware that, under the present unfavourable economic situation, the EMB is most unlikely to accede to such a request. This study has explored the real situations in schools. Although the EMB recommends that the careers teams receive enough time and resources, principals do not put this into practice. Perhaps, a compromise should be worked out to meet this legitimate need.
It is suggested that a half-time careers teachers be made available to all standard sized schools pending a full-time careers teacher when the economic situation improves. Designating one member of the careers team to be responsible for implementing goal development work and another for starting the younger year groups on building a personal portfolio with a focus on long term aims would be easily implemented. Other staff could focus on creating more programmes in other years with a wider life long view of their career.

7.5 Limitations

This study is confined to secondary schools in Hong Kong where careers guidance has a history of less than half a century. It is not a comparative study with other cities in the world. There is scope for study of careers guidance services for students with special needs, but this thesis does not examine this area. It focuses on the role of the careers teachers in the mainstream.

Generally, it is difficult to gain access to schools in Hong Kong for research purposes. The reasons, are given in Chapter 6 (see page 133). It is even more difficult to ask schools to make arrangements for students and parents to be interviewed as they claim they are too busy to attend to such requests. Except School A, all students and parents of School B and School C were interview on special occasions of the school. Access limits the scope of the study.

The case studies report teacher’s observations but there is no independent data of an objective kind about the actual role behaviour and performance of careers teachers. Moreover, the criteria used in conclusions are limited to the perceptions of the respondents in response to the questionnaire and the interviews.

The researcher did not seek to assess the actual performance of careers teachers. This study aims to further the development of a modern and effective careers guidance programme in Hong Kong. In order to establish current practice the focus is on careers
teachers roles. No attempt is made to evaluate how effectively careers teachers carry out their duties.

7.6 Further Research

This study has explored roles of careers teachers in Hong Kong secondary schools. The research investigated the expectations and perceptions of careers team leaders and three case study schools. Further study can be made to supplement or improve its scale base widening and broadening the areas surveyed. The following are some examples of areas worth further investigation:

1. Evaluation of the Achievement of a Counselling and Guidance Programme

This study has concentrated on careers teachers' roles and has not explored the effectiveness of careers programmes in term of outcomes. It is therefore, necessary to set standards and benchmarks for evaluation of the achievement of counselling and guidance programmes. Perhaps the QAI team of EMB could have a role in evaluating the effectiveness of programmes.

2. Investigation of System Support for Careers Team

Following up findings of the present study, more specific investigations are called for to explore more thoroughly, for example, the difficulties and conflicts faced by the careers team and the need of system support.

Work is needed in exploring how the topics itemized in the Iowa programme (2001) fit into the Hong Kong context. The EMB is one of the external agencies which provide resources for careers teachers. They have recently (September, 2003) closed their Resource Centre of the Careers and Guidance Services Section in favour of an online resources bank. Exploration of how fully careers teachers make use of this and other such resources in Hong Kong would help in provisions of services to help careers teachers provide more effective careers guidance programmes.
3. Exploration of Expectations and Perceptions of Employers of Young School Leavers

Schools prepare young people to fill positions available on the job market, while the employers decide who gets the posts. Employers' criteria for assessing candidates' suitability are of vital importance. It is certainly worth knowing whether they tend to favour academic achievements or evidence of a wide range of attitudes, values and skills.

4. The Effectiveness of the Personal Portfolio

School A's careers mistress (see page 139) reported keeping careers portfolios for her students. Drummond and Ryan (see page 47) raised the value of students keeping their own portfolios. The writer is convinced of the benefits of students keeping their own records of achievements and goals. Further study into whether students with portfolios have greater awareness of the importance of career planning than students without portfolios would be beneficial.

5. Review of the Transition from School to Work of the Young People

In 1996 the OECD began a series of country reviews focusing on institutional frameworks and policies affecting young people's transition from initial education and training to employment. A review of the Hong Kong situation has yet to be done. It could be conducted by the Commission on Youth. The target group of this review is young people in the age span from 15 to 24, that is from just before the end of compulsory education to the age where the predominant activity of the majority of age group is in the labour market rather than in education.

7.7 Conclusion

The aim of this research was to study the expectations and perceptions of the roles of careers teachers themselves and their role set. It was achieved through two research strategies - survey and case study. The research questions were carefully framed to carry out a detailed examination of the main duties undertaken by careers teachers in fulfilling
their roles. The findings provide a basis on which a SWOT analysis of the careers team was drawn up.

It is particularly worth noting that careers guidance is currently undergoing a series of paradigm shifts. The role of careers teachers should be changed from traditional to developmental. A comprehensive counselling and guidance programme is vital for careers teachers to carry out their roles more effectively and to provide more efficient careers services for their students at all levels.

At present, in Hong Kong this shift is a theoretical possibility. Practice is set in traditional models. If Hong Kong is to be a world city, its schools have to genuinely implement modern models, such as the Iowa model (2001) and put the recommendations of Commission on Youth into practice. Careers teachers have to be enabled to carry out all their duties in effective careers guidance and counselling programmes. Thus, it is ideal that every school should have a full-time careers teacher to deal with all careers programmes. Careers teachers in Hong Kong must continue to provide services for transition from school to further studies, but it is also vital that they should fully support the transition from school to work.

This researcher feels that it is time to put theory into practice.
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Appendices

Appendix A

Introductory Letter to Careers Master/Mistress

27 April 2001

Dear Colleague,

I take the liberty of introducing myself to you. I am Shirley Li, formerly a careers teacher in a secondary school for nearly twenty years and a committee member of the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) for fifteen years. I am now a postgraduate student reading for the EdD degree under the supervision of Professor Raymond Bolam at the University of Leicester, UK. I am presently writing my thesis which is on the role of careers teachers in Hong Kong secondary schools.

As a practising careers teacher, you must have your own perspective of the work you are doing. I am sure your views are invaluable to my study. I venture, therefore, to request your kindness to fill in a questionnaire on the topic. Please use the enclosed stamped addressed envelope to return your completed questionnaire on or before 20 May.

It is hoped that my thesis could be an accession to the HKACMGM library and exhort the education authorities and the public to pay more attention and allocate more resource to this meaningful and arduous task that you and your staff are undertaking.

You can rest assured that all information supplied by you will be held in strict confidence and all respondents will not be identified.

With best wishes for your work as a careers teacher,

Yours sincerely,

(LI Kwai-fong, Shirley)
Appendix B

The Questionnaire
Survey of Careers Teachers' Roles (2001)
(To be completed by the Careers Master/Mistress)

I. Information on School

School Type
1. □ Government □ Aided □ Private
2. □ English Medium □ Chinese Medium
3. □ Boys □ Girls □ Co-ed

4. Number of Classes: ______
5. Location: □ Hong Kong Island □ Kowloon □ New Territories

II. Information on Careers Masters/Mistresses

A. Personal particulars
1. Sex: □ Male □ Female
2. Age Group: □ below 30 □ 30-34 □ 35-39 □ 40-44 □ 45 and over
3. Year of experience in careers guidance: ______
4. Number of members in the careers team: __________

B. Careers Teachers' Training courses attended/attending (You can tick more than one)

□ Certificate in Careers Teachers Training (HKU)
□ Continuing Education Certificate in Careers Counselling for Secondary School Teachers (City U)
□ Others: (Please specify) ____________________________________________________

As a careers teacher, do you think your training is adequate? □ Yes □ No

III. Roles and Duties of Careers Teachers

With respect to the following aspects of careers guidance, please indicate whether
a. you and your team members actually do carry out these duties.
b. you think you and your team members should carry out these duties.

Please indicate the extent of your agreement or disagreement by ticking the appropriate box under both column a (you actually do it) and column b (whether you should do it).

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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A. As Careers Information Officer

<table>
<thead>
<tr>
<th></th>
<th>(a) Do</th>
<th>(b) Should</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect information related to careers guidance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Disseminate careers information through various means.</td>
<td></td>
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<tr>
<td>3. Keep a record of all careers activities.</td>
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<tr>
<td>4. Keep a list of careers related web-sites.</td>
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<tr>
<td>5. Use computer system in careers work.</td>
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<tr>
<td>7. Maintain a careers information corner.</td>
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<tr>
<td>8. Prepare students transcripts.</td>
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<tr>
<td>9. Stream students into arts/science/commercial classes.</td>
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<tr>
<td>10. Draft letters of recommendation for students.</td>
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<tr>
<td>11. Help students to complete a careers portfolio.</td>
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</tr>
</tbody>
</table>

Please indicate the main factors which either help or hinder you from carrying out these duties as a careers information officer:

B. As Educator

<table>
<thead>
<tr>
<th></th>
<th>(a) Do</th>
<th>(b) Should</th>
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<tbody>
<tr>
<td>12. Establish and implement goals for careers guidance.</td>
<td></td>
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<tr>
<td>13. Seek to integrate academic and careers skills into school curriculum.</td>
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<tr>
<td>14. Seek to integrate careers concepts into academic lesson plans.</td>
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<tr>
<td>15. Initiate a comprehensive and up-to-date careers programme.</td>
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<td>16. Ensure that careers programmes are delivered in a systematic fashion to students.</td>
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<tr>
<td>17. Instil awareness of careers education into your colleagues.</td>
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<tr>
<td>18. Initiate staff development for delivering guidance services.</td>
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<tr>
<td>19. Initiate implementation of whole school approach to careers guidance.</td>
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<tr>
<td>20. Conduct a career development needs assessment for students.</td>
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</tbody>
</table>

Please indicate the main factors which either help or hinder you from carrying out these duties as an educator:
C. As Careers Counsellor

21. Provide individual guidance related to career development.  
22. Provide group guidance related to career development.  
23. Help students to identify their strengths and weaknesses.  
24. Help students to identify their problems and work out possible solutions.  
25. Help students to apply for admission to institutes of higher learning.  
26. Identify the needs of students in relation to career development.  
27. Provide follow-up services to students after leaving school.

Please indicate the main factors which either help or hinder you from carrying out these duties as a careers counsellor:

D. As Careers Consultant

28. Help students to apply for a job.  
29. Help students to explore the world of work.  
30. Alert students to any possible traps when applying for a job.  
31. Promote awareness of safety at work.  
32. Inculcate in students a correct attitude towards work.  
33. Conduct mock interviews for students.  
34. Conduct surveys on matters related to careers guidance.  
35. Organize programmes related to careers guidance.

Please indicate the main factors which either help or hinder you from carrying out these duties as a careers consultant:
E. As Coordinator

<table>
<thead>
<tr>
<th></th>
<th>(a) Do</th>
<th></th>
<th>(b) Should</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Liaise with parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Liaise with employers.</td>
<td></td>
<td></td>
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<tr>
<td>38. Liaise with other related careers services members.</td>
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<tr>
<td>39. Liaise with related organizations, e.g. HKACMGM</td>
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<tr>
<td>40. Liaise with institutes of higher learning.</td>
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<tr>
<td>41. Secure the cooperation of your colleagues.</td>
<td></td>
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<tr>
<td>42. Seek substantial support from the Principal.</td>
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<tr>
<td>43. Recruit student volunteers for careers programmes.</td>
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<tr>
<td>44. Make good use of resources allocated for careers guidance.</td>
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<tr>
<td>45. Prepare the team for internal and external evaluation.</td>
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Please indicate the main factors which either help or hinder you from carrying out these duties as a coordinator:

IV. Any other aspects should be included. Please specify:

Thank you for your co-operation
Appendix C

Introductory Letter to Principal

10 May 2001

Dear Principal,

I take the liberty of introducing myself to you. I am Shirley Li, formerly a careers teacher in a secondary school for nearly twenty years and a committee member of the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) for fifteen years. I am now a postgraduate student reading for the EdD degree under the supervision of Professor Raymond Bolam at the University of Leicester, UK. I am presently writing my thesis which is on the role of careers teachers in Hong Kong secondary schools.

As Principal, you certainly have your own perspective of the work of your careers team. I am sure that your views are invaluable to my study. I venture, therefore, to request your kindness to grant me an interview which will possibly take an hour. I also intend to carry out a survey on the role of careers teachers in your esteemed school. It will involve interviews with a number of personnel of the school. They are: the careers team leader, 4 parents and 4 students. Interview guides for these interviews are attached for your perusal.

It is hoped that my thesis could be an accession to the HKACMGM library and exhort the education authorities and the public to pay more attention and allocate more resources to this meaningful and arduous task that you and your staff are undertaking.

You can rest assured that all information supplied by you will be held in strict confidence and all respondents will not be identified.

With best wishes,

Yours sincerely,

(LI Kwai-fong, Shirley)
Appendix D

Case Study Interview Guide for Principal

School: ________________________ Date: _____________________
Time: ____________________

Subject areas to be covered
1. Expectations and perceptions of the roles of careers teachers.
2. Students' needs for careers guidance.
3. Factors that help and hinder provision of careers guidance.
4. Effective of careers guidance programmes.

Questions for interview
1. How would you define the roles of careers teachers?
2. What are your expectations and perceptions on the roles of careers teachers?
3. Who do you consider to be the importance member of the role set of the careers team?
   (The key people with whom the careers teachers interact?)
4. What is the most successful part of the work of your careers team so far as you know?
5. Are there adequate resources for careers guidance in your school?
6. What do students need most for careers guidance? Do they often seek careers advice?
7. What are the ideals of effective careers services you wish your school to live up to?
   How can these ideals be achieved?
8. What are the main factors that help and hinder provision of careers guidance?
9. What skills or abilities do you think are the most important attributes of a careers teacher?
10. Do you think the current provision of training for careers teachers adequate for the needs of secondary schools?
Appendix E

Case Study Interview Guide for Career Master/Mistress

School: ________________________ Date: _____________________
Time: __________________

Particulars of Careers Master/Mistress

Years of experience in careers guidance services: ______________

Have you attended a careers teachers’ training course?  Yes □   No □  Attending □

Subject areas to be covered

1. Expectations and perceptions of the roles of careers teachers.
2. Students’ needs for careers guidance.
3. Factors that help and hinder provision of careers guidance.
4. Effective careers guidance programmes.

Questions for interview

1. How would you define the roles of careers teachers?
2. What are your expectations and perceptions on the roles of careers teachers?
3. What are the main duties of your careers guidance team?
4. Which activities take up most of your time?
5. What is the most successful part of the work of your careers team?
6. Are there adequate resources for careers guidance?
7. What do students need most for careers guidance?  Do they often seek careers advice?
8. What are the ideals of effective careers services you wish your school to live up to?
    How can these ideals be achieved?
9. What are the main factors which help and hinder provision of careers guidance?
10. Do you think the current provision of training for careers teachers adequate for the needs of secondary schools?
Appendix F

Case Study Interview Guide for Student

School: ________________________ Date: _____________________
Time: __________________

Subject areas to be covered

• Expectations and perceptions of the roles of careers teachers.
• Students’ needs for careers guidance.

Questions for interview

1. What do you think the roles of careers teachers should be? (As information giver, adviser, planner, educator, counselor, coordinator or consultant etc.)
2. What do you know about the careers team in your school?
3. What do students need most for careers guidance?
4. Have you ever consulted your careers teacher about further study or seeking a job? If yes, what kind of question do you consult for?
5. Are you planning to go on for further study in an institute of higher learning? If yes, which will be your major subject?
6. What is your aspiration?
Appendix G

Case Study Interview Guide for Parent

School: _________________________________ Date: ________________
Time: ____________________

Subject areas to be covered
• Expectations and perceptions of the roles of careers teachers.
• Students' needs for careers guidance.

Questions for interview
1. What do you think the roles of careers teachers should be? (As information giver, adviser, planner, educator, counselor, coordinator or consultant etc.)
2. As far as you know, do your own children or their schoolmates have an evident need of careers guidance?
3. What do students need most for careers guidance?
4. Have you ever consulted the careers teacher about matters related to further study or seeking a job for your children? If yes, what sort of question did you ask?
5. What are your expectations of your children?
1. **Explain how the aims and research questions were derived and provide a justification for them.**

The broad aim of this study is to find out about current careers guidance practice in Hong Kong secondary schools. It is done through specific focus on the role perceptions of careers teachers by a survey with supplementary information from case studies involving principals, students and parents of three Hong Kong secondary schools. The research aims and questions are derived from

- the literature reviewed, especially Gysbers and Henderson (2000), and Handy (1999),
- need for research and career development relevant to Hong Kong, as literature in this field is dominated by that from the Anglo-US context. There is little first hand empirical research that reflects the Hong Kong experience.
- personal professional experience of two decades pursuing knowledge of current careers guidance issues of concern and organizing activities for practising careers teachers, and
- concern for the needs of Hong Kong students.

How each of the five research questions were derived from the literature is as follows:

**Question 1: What are the expectations and perceptions of the roles of careers teachers themselves and members of their role set?**

This question is based on the role theory put forward by Handy (1999), in particular, his definition of role set which means the people with whom the focal person interacts. Here, careers teachers are focal persons and members of the role set are limited to principals, students and parents in their schools. The perceptions of roles underlie all interactions between individuals. Increased understanding of role perceptions is likely to reduce misunderstanding, and help clarify the role of careers teachers (Handy, 1999).
**Question 2: What are the main duties undertaken by careers teachers within their roles?**

This question is closely related to Question 1. Role means a person's duty in an undertaking. Handy (1999) defines it as a result of role expectations. Linton (1936) argues ‘when he puts the rights and duties which constitute the status into effect, he is performing a role’ (see page 63). Careers teachers have certainly their own roles and duties to carry out. Asking careers teachers themselves about their roles and duties is the best way of gaining in-depth knowledge of the situation of careers guidance services provided to students in their schools.

This question is also based on the roles and duties suggested by various theorists viewed in Chapter 3 (see pages 54-62), and principally drawn from the theory of Gysbers and Henderson (2000) and the HKED’s (2000) suggested duty list for careers teams. Developing a clear understanding of what careers teachers do in reality can make an important contribution to the future development of policy.

**Question 3: What are the factors which help and hinder careers teachers from providing effective guidance and support?**

This question derives largely from the role theory put forward by various theorists, but principally Handy (1999), Hargreaves (1972) and Johns and Saks (2001), as well as the author’s personal professional experience of two decades in careers guidance services. These theorists emphasise that role conflict and role ambiguity are a common feature in organizations like schools (see pages 65-7). Such difficulties can hinder, and sometimes help, staff perform their duties. Any study which purports to contribute to increasing the effectiveness of careers teachers must therefore seek to explore these hinder and help factors in more detail.

**Question 4: How can the process of transition from school to work be improved through the use of more effective careers guidance?**

Parsons (1909) who laid the foundation for the development of career theory, says, ‘There is no part of life where the need of guidance is more emphatic than in the transition from school to work’ (see page 30). Besides, many other theorists (e.g. Super, 1953; Law, 1977) are also concerned by the problem of smooth transition from school to work. Moreover, rapid changes in the Hong Kong economy suggest that the transition process between school and work, between education and the labour market, is becoming more complex (OECD, 1996). Understanding how changes in the school to work transition are crucial if appropriate policy responses are to be formulated.
**Question 5: How can an effective and comprehensive careers guidance programme be developed?**

In order to be able to provide effective guidance to students, careers teachers need to know the aims of guidance programmes and their contents as suggested by various theorists. This question links to the previous one. Law and Watts' (1977) DOTS model which covers four aspects of careers education (see page 44); NOICC (1992) and Zunker's (1998) guidance programmes about life careers planning; McCharen's (2000) concept that all students are being prepared for both work and post-secondary education; and Drummond and Ryan's careers portfolio and careers guidance needs assessment (see pages 44-9). All these theorists inspired the author to investigate this question.

In summary, the first three questions are based on the role theory exploring what careers teachers actually do and should do, while the forth and fifth emphasize the importance of guidance that students need to proceed to further study or work.

The justification for the aims and research questions comes from the need to serve Hong Kong's students. Finding out the perceptions of Hong Kong's careers teachers may not give a complete picture of the realities of the services provided. However, finding out the concerns of those who actually deliver careers guidance seems a logical place to begin to collect information in order to improve the service and plan for the future.

Discovering that careers teachers do, for a number of reasons, focus on preparing the minority of students for transition from school to further study at the expense of school to work, underlines the need for a re-evaluation of how school and society provide careers guidance to students. Without knowing the current local situation, which has not so far been explored in the literature, it is impossible to plan for long term development of careers guidance that is relevant to the Hong Kong context.

2. **Justify the importance of the substantive focus by reference to changes in education policy and economic circumstances in Hong Kong and reference to the candidate's professional experience.**

The substantive focus of this study is careers teachers’ perceptions of their roles. In examining the broader topic of careers guidance practice, it is important to gain a clear
picture of what is happening in Hong Kong. Asking careers teachers themselves about their roles is the best way of gaining in-depth knowledge of the phenomenon of careers guidance services provided to students in Hong Kong secondary schools. It is also important to recognise the way in which careers teachers’ roles may be being re-shaped by wider developments in the Hong Kong and global economy.

Trends towards the globalization of industry and commerce have greatly affected the economic circumstances in Hong Kong. During the latter half of the 20th Century, Hong Kong’s economy has transformed from being manufacture-based to becoming service-oriented. As a result of global trends, Hong Kong faces keen competition from adjacent countries and cities. Hong Kong is often compared with Singapore and recently with Shanghai as well. Since 1997, to enhance competitiveness, Hong Kong’s economy has sought to shift to value-added and technology-based production and service. The imperative to be internationally competitive in the face of intense pressure from neighbouring economies in turn drives education policy which has to ensure that labour supply matches demand. Careers teachers have a key role to play in linking both the providers and purchasers of labour.

Recent education policy in Hong Kong reflects Hong Kong’s need for people who are creative, versatile, knowledgeable and multi-talented (EC, 1999:para.:2.2-2.4). The success of Hong Kong depends on excellent human resources, an independent legal system and an open and free economy. The education system must evolve to take into account developments on the economic front as well as changes in political, social and cultural spheres. Education reform must offer ‘quality’, ‘student-focused’ learning opportunities, which meets the needs of the whole population. In this way the whole society can be included in ‘life-wide learning’ (EC, 2000b:para.:2.8).

Changing economic circumstances and shifts in education policy have not always filtered through into actual practice in schools. Careers teachers have a key role to play in preparing students for the changing society of Hong Kong. In order to assess the services provided by careers teachers, it is necessary to understand teachers’ perceptions
of their roles in order to discover the extent to which practice must adapt to suit the present needs of the wider society.

Having been involved in careers work for two decades, the author has witnessed many phenomena that generate grievances amongst careers teachers. The most common complaints are:

- Lack of staff,
- Heavy teaching loads in addition to providing careers guidance, and
- Inadequate training for the work.

A lack of clarity about how careers guidance work is appraised affects how careers teachers approach their duties. Focusing on careers teachers' perceptions of their roles draws out concerns and issues of relevance to developing a modern model of careers teachers' roles in Hong Kong in the 21st Century (see page 71). The following diagram shows the factors underlying the paradigm shift in the roles of careers teachers for the Hong Kong context:

**An Annotated Diagram of the Paradigm Shift in the Roles of Careers Teachers**

---

**Changes of Education Policy in Hong Kong**
- Quality education
- Life – long learning
- Critical thinking
- Student-focused
- Tradition but cosmopolitan and cultural diverse

**Changes of Economic Circumstances in Hong Kong**
- World of work changing
- Globalization
- Keen competition
- Technology-based
- Life-long employability

**Paradigm Shift in the Roles of Careers Teachers**
Traditional → Developmental
(Yesterday) → (Today)

**Internal Factors**
- Staff appraisal
- Examination results
- Role conflict
- Expectations of role set
- Accountability to principal, parents, school council members

**External Factors**
- Social pressure
- Labour market – Supply and demand
- Unemployment
- Examination for benchmark
- Accountability to all education stakeholders

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3. Justify the choice of topics for the literature review.

Before selecting topics for literature review, the author searched for material relevant to the intended subject of study through the internet and the libraries of the University of Leicester, HKU, HK British Council and HK Central Library. Topics were chosen with a view to interpreting the research questions (see page 2). They were mainly picked out from the topics to be dealt with in the two recognized certificate courses for careers teachers run by the HKU and City U respectively (see page 21).

All such topics were classified into four categories, namely administrative and information, skills in relations to careers guidance, theories and concepts of careers guidance, and world of work as shown in the table below (examples listed only):

<table>
<thead>
<tr>
<th>Administration and Information</th>
<th>Skills in Relations to Careers Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Managing careers information and resources</td>
<td>• Job application and interview skills</td>
</tr>
<tr>
<td>• Working with student volunteers</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Writing recommendation</td>
<td>• Life skills</td>
</tr>
<tr>
<td>• Career development programmes</td>
<td>• Micro-counselling</td>
</tr>
<tr>
<td>• Team building</td>
<td>• Stress management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theories and Concepts of Careers Guidance</th>
<th>World of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to guidance and counselling</td>
<td>• The ecology of the world of work</td>
</tr>
<tr>
<td>• Career development theories</td>
<td>• Understanding organizations and jobs</td>
</tr>
<tr>
<td>• Psychological development of adolescence</td>
<td>• Life-span development</td>
</tr>
<tr>
<td></td>
<td>• Assessment tests and instruments</td>
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<tr>
<td></td>
<td>• Manpower and training</td>
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</tbody>
</table>


Based on the above information, the writer selected seven items, namely evolution of careers guidance, definitions, theories of career development, career development programmes in secondary schools, school-to-work transition, roles of careers teachers in secondary schools, and role theory. All these items, except role theory, coincide sufficiently with the content of the two recognized certificate courses for careers teachers. This method of selection was chosen to ensure the topics were relevant to the current Hong Kong context. The rationale for choosing these seven topics is given below:

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4. **Justify the selection of five normative roles for the theoretical framework in terms of their appropriateness for the Hong Kong context.**

The five normative roles are based on the roles suggested by various theorists reviewed in Chapter 3 (pages 54-62), and principally drawn from the theory of Gysbers and Henderson (2000), the empirical experience of the writer as well as her colleagues, and the actual situation in Hong Kong schools. Gysbers and Henderson (2000:62-3) list the six roles that a counsellor should competently and professionally carry out: programme management, guidance, counselling, consultation, coordination, and assessment.

The writer selected Gysbers and Henderson’s (2000) suggestion as a framework, combining guidance and counselling into a single role – counsellor – and dropping...
assessment which is not common for careers teachers in Hong Kong. She then added two more roles, namely information officer and educator to suit the Hong Kong situation. Altogether five roles are chosen. They are consultant, coordinator, counsellor, educator and information officer, on the understanding that each role involves managerial and administrative work. They are selected to suit the Hong Kong context for the following reasons:

**Careers information officer:** Careers teachers themselves agree that they should do and are actually doing the work of careers information officer (see page 110). They are therefore expected to keep records of all careers activities, maintain a careers information corner, and make use of the computer system for careers work.

**Educator:** At this time in Hong Kong many education reforms are in process, so the role of educator is particularly relevant. Careers teachers can take the opportunity to integrate academic knowledge and careers skills into the curriculum and initiate staff development for delivering guidance services ideally within a whole school approach.

**Careers counsellor:** Individual and group guidance is needed to help students explore their strengths and weaknesses and identify their careers inclinations. Nine-year compulsory education arouses more problems in schools, making individual guidance services imperative.

**Careers consultant:** Statistics show that many non-employed youths need help to explore the world of work. Careers teachers should alert their students to any possible problems. There is also an expectation that careers teachers have a role to play in inculcating appropriate attitudes towards work.

**Coordinator:** Careers guidance programmes should forge strong partnerships with parents, employers, institutes of higher learning, community organizations, teachers and other school personnel, involving the support of principal, and student helpers. Role as coordinator is imperative, particularly in a whole school approach.
As listed in page 54, careers teachers have other designation, such as careers coordinator, careers counsellor, careers adviser and careers officer. Theorists have also listed different roles of careers teachers as shown in page 61, but all of these fit within the five roles selected in this study. A suggested ‘Model of Careers Teachers’ Roles’ illustrated by an annotated diagram is shown on page 71.

All roles are integrated and collocated. No single role can be seen in isolation from the others. Each is interdependent with the others and must be seen as one element in an integrated whole.

5. Explain how the research methods were selected to answer the research questions.

The author of this research has chosen methods that best suit her philosophical beliefs in line with methodological approach and literature. She chose a quantitative approach to gather the initial findings and a qualitative approach to scrutinize the meanings of behaviour and events to answer the research questions listed on page 2.

The role perceptions of careers teachers research (questions 1, 2 and 3) were gained using a questionnaire which was the most appropriate research method in this context. The reasons are:

- It is an effective way of collecting data from a scattered population in a short time, and the results can be analysed quickly.
- It allows anonymity which can encourage frankness when sensitive areas are involved.
• It gives time and space for respondents to consider their answers in privacy.
• If the survey is properly conducted, the results will be reliable and representative of a much wider population than that is directly investigated.

The questionnaire was designed to explore the main duties undertaken by careers teachers by asking them directly. Semi-structured interviews with careers teachers, principals, students and parents in three case study schools provided an additional snapshot of the role of careers teachers.

The wider questions (4 and 5) were explored through literature review and analysis of the evolution of education policy in Hong Kong, underpinned by the researcher's own experience of the Hong Kong context. Besides, information gathered through interviews with informants was particularly useful to these questions.

6. Explain how far the literature review informed the detailed content of the research instruments and how far the candidate's own professional judgements were involved.

The literature review was used to inform the detailed content of the research instruments. Questionnaire, interviewing, documentary analysis and observation are common ways to obtain information. The principal research instruments in this research are a questionnaire, a semi-structure interview with analysis of documentary evidence and researcher's observation as auxiliary research methods. The literature review supporting these research tools are as follows.

**Questionnaire**

Munn and Drevers (1990:33) say of questionnaire:

*The aim is to get standardized information by offering everyone the same stimulus: the same questions presented in the same way, so that any variety in the answers is a true reflection of variety of views and circumstances among the respondents.*

Davidson (1970:43) also says,  

*An ideal questionnaire possesses the same properties as a good law: It is clear, unambiguous and uniformly workable...Since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest.*
The present researcher concurs with these remarks and kept them in mind while structuring the questionnaire. Actually, she designed the questionnaire in line with Munn and Drevers (1990) and Davidson’s (1970) ideas. In designing the questionnaire, the researcher took care to make the layout attractive and the format clear. The initial section was to collect background information about respondents to discover their experience levels in the careers guidance field. The items included in the survey were collected from the work of HKED (2000), Rogers (1984), Law (1996b) and especially Gysbers and Henderson (2000) (see pages 55-60), as a useful framework for the range of roles carried by the Hong Kong careers teachers.

**Interviewing**

Johnson (1994:43) says that any ‘interview is a social encounter between two people. It has a particular focus and purpose.’ Verma and Mallick (1999:189) consider interview as ‘a method of obtaining data that normally involves face-to-face communication between the researcher and the respondent.’ The present researcher agrees that face-to-face interview is of great help to collect information about a specific issue. In this research all interviews for case study were face-to-face, except those supplementary interviews were through the telephone. Besides, interviews provide a chance for the interviewer to follow up ideas, clarify ambiguity, probe responses and even investigate and sense the feelings of the interviewees.

**Documentary Analysis**

Tuckman (1994:378) observes:

> The first step in conducting a qualitative study is to obtain copies of all available documents describing the event or its background and study them carefully. This is the best and most objective way to orient yourself to the situation that you are about to study.

The present researcher does think that information gleaned from documents can help her prepare her own plan for direct collection of information in her case studies. Moreover, interviewing veteran teachers can reveal what happened in the past, but written evidence seems more reliable because it is normally recorded immediately after the event. In the three case studies, School Annual Report, Programme Plan for Careers Guidance, PTA Newsletter, School Magazine and other relevant documents were reviewed.
Observation

Denscombe (1998:140) indicates that 'observation can be formal or informal, structured or unstructured.' This researcher adopted an informal and unstructured approach. On most occasions, she exercises her own discretion while carrying out observations. Her personal knowledge and experience in the field of careers guidance seemed to guide her all the time. As a research method this approach can have limitations, but as it was a supplementary, and not a central, source of data collection this was considered acceptable.

The literature reviewed provided a background which combined with the author's professional awareness of issues relevant in Hong Kong in the case studies. Understanding of the background to the development of careers guidance in the UK and US provided a useful context for viewing the unfolding policy in Hong Kong.

7. State the limitations of the survey and case studies, including the problems of access to informants.

Limitation of the Survey

One possible criticism might be that the method used provided so detailed a range of options that the individual careers teacher's own feedback was discouraged. Space was allowed in Section IV for careers teachers' other contributions and many respondents did choose to add comments and these were presented in Chapter 5. These were arranged under four headings: manpower and resources, expertise, support and appreciation, and role conflict. Themes emerged during the analysis of the data.

It is quite possible that comments were influenced by the questions of Section III. Influence could perhaps have been avoided by planning a general question before the more detailed questions in Section III.

82% of questionnaires were returned. This is a high response rate for a postal questionnaire and contributes to the validity of the findings.
Limitation of Case Studies

One of the limitations was the problem of access to informants. Generally, it is difficult to gain access to schools in Hong Kong for research purposes. The reasons are given in Chapter 6 (see page 133). Fortunately the researcher managed to obtain the consent of principals of three schools by assuring them that their identities will not be revealed. It is even more difficult to ask schools to make arrangements for students and parents to be interviewed as the time pressures make these requests difficult to accede to. They are too busy to attend to such requests. With the exception of School A, all students and parents of School B and School C were interviewed on special occasions of the school. Access limits the scope of the study.

Another limitation is members of the role set of careers teacher. According to Handy (1999) and Hargreaves (1972), a teacher is linked to other role partners, such as principal, students, parents, colleagues, education officer, welfare officer, etc (see page 64), but in this study, it is limited to the principal, students and parents. The researcher made arrangements to interview careers team leaders and their team members. She was able to interview all team leaders of the three case study schools, but only one team member entertained her request. In order to be consistent, no team member’s views were recorded in this study.

As preparatory background the researcher did interview three employers, a coordinator of one of the Hong Kong training courses for careers teachers, a Hong Kong Education Officer, and a Labour Officer. Their views provided support to the researcher’s own impression that the role of careers teachers in Hong Kong needs examination. Consequently the study focused on careers teachers’ own perceptions.

8. Describe what actual procedures were used for sampling, collecting, collating and reporting data, and why.

Sampling

Survey: The first design planned to survey participants of the two training courses for careers teachers in Hong Kong. Access was gained through an approach to the
coordinators of the courses. However, it was found that only 26 out of a total of 79 participants were actually team leaders. Since team leaders’ perceptions were essential to gather a full picture of the situation of their schools, the researcher had to adopt another approach.

The researcher consulted the Post-Secondary 5 Courses Handbook (2000-2001) which listed about 400 schools in Hong Kong, Kowloon and New Territory, giving details of schools’ locations, types and teaching medium. The researcher chose 100 of them by quota sampling that is selecting all types of schools, situated at different locations in the territory, listed in the Handbook. One hundred schools were thus chosen because this number was manageable for a sole researcher. In fact, past studies targeting all 400 schools had low return rates. She, therefore, chose to have a smaller sample, hoping to have a high return rate by taking a pro-active role in data collection. (for example, following up non-responses – this proved highly effective in securing the 82% response rate overall).

Cohen et al (2000:103) describe quota sampling as the ‘non-probability equivalent of stratified sampling’ as it strives to represent significant characteristics (strata) of the wider population. Kerlinger (1992:119-120) also appreciates the benefits of quota sampling where ‘knowledge of strata of the population—sex, region, and so on—is used to select sample members that are representative, typical, and suitable for certain research purpose.’

After due consideration of the above advice given by Cohen et al (2000) and Kerlinger (1992), the researcher believes that quota sampling of non-probability sampling is more suitable for the present study because the survey is confined to a limited number of careers masters/mistresses in various schools evenly distributed all over the territory.

Case Study: The case study schools were selected from the sample as described in Chapter 6 (see page 133). The heads of the two selected schools were known to the researcher and their consent was obtained without difficulty. The third school was
chosen because it was in the process of adopting a WSA to careers guidance. Fortunately, the coordinator of one of the recognized courses kindly introduced the researcher to the principal, thus her consent was obtained. It is acknowledged that the sampling method used for selection of the case-study schools was opportunistic and although there is no reason to suggest these schools were untypical this method of sampling is not ideal. A random method of sampling might have had more validity, but problems of access necessitated a more expedient approach.

Collecting

Survey: The postal survey included a stamped, self-addressed envelope to encourage data return, and the researcher also made telephone calls to urge potential respondents to return their completed questionnaires in time.

Case Study: The researcher collected the data personally from the case study schools and made recordings or took notes of all interviews.

Collating

Survey: Data of survey was analysed using Excel as described in Chapter 4 (see page 87), using the five-role framework. Respondents' additional comments were listed together and then grouped according to the themes which emerged.

Case Study: All recordings and notes were analysed.

Reporting

Survey: The data from the survey was presented in a table (see Table 5.3) showing all 45 items of duties, their mean scores and rank orders; and then they were presented in tables, one for each role type. The duties included within each role were listed first, followed by a table showing the mean score and rank order of responses. This was to try to gauge careers teachers' perceptions of their role and to determine which items they actually do and which they feel they should do. Frequency and percentage of responses followed (see Tables 5.4-5.8).
The analysis focuses on the items within the top 10 and bottom 5 of careers teachers' duties, clearly shown by Tables 5.9-5.10. Difference of their rank orders between 'actually do' and 'should do' (see Tables 5.11-5.12) are compared and analysed. Respondents' additional comments were included in the discussion of results.

**Case Study:** Transcriptions were made after all recordings and notes were analysed.

9. **Illustrate how the literature reviewed supports the main findings.**

**Careers Teachers' Perception**

*The careers information centre is the 'heart' of careers services.* One main finding is that careers teachers view the information officer role as most important among the five major roles of careers teachers (see page 179). This role is generally included in the careers guidance literature but duties are not ranked, e.g. HKED (2000) suggested that to collect, update and disseminate careers information are duties of careers teachers and Law (1996 b) points out that careers teachers have to provide a resource centre and enable learners to access and use information (see pages 55-9). But the role of careers consultant is viewed as least important by careers teachers despite Gysbers and Handerson’s (2000) inclusion of this role within their model of counsellor.

Rogers (1984) (see pages 56-7) emphasises the importance of careers education in designing a curriculum relevant to the needs and ability of all students. EC (2000b) includes implementing means to support frontline educators as one of the elements of the education reform (see page15). Respondents agreed that to be an effective educator, a careers teacher must receive proper professional training. They should be familiar with the theories of career development and their implications (Law 1996b). This is supported by a number of commentators, such as: Super (1953), Holland (1959) and Krumboltz (1976). These theories help careers teachers summarize and generalize a body of information on career development and decision making, and act as *'road maps guiding us through the career development process'* (Krumboltz, 1994).
This study also found that in line with Georgia State Department of Education (1984), careers teachers need support and resources of time, and money to allow them to carry out their role fully. Issues of role conflict (discussed in Chapter 3 – Literature Review) are relevant for careers teachers in Hong Kong. One of the respondents of the questionnaire discussed this role ambiguity and role conflict, saying,

*I am under the impression that my performance will be assessed mainly according to public examinations results of my students rather than non-teaching duties. I would therefore concentrate on teaching duties* (see page 124).

This is in line with Johns and Saks (2001:214) who identify that role ambiguity exists when the goals of one’s job or the methods of performing it are unclear, such as:

- confusion about how performance is evaluated;
- how good performance can be achieved; and
- what the limits of one's authority and responsibility are (see page 65).

Other respondents identified grievances relating to role conflict, such as;

- Heavy workload in careers guidance and other school duties put great stress on our work;
- Not enough time allocated for careers education. It often clashes with other school activities;
- Heavy teaching load hinders careers teachers for providing more and better services;
- Time constraint and role conflict: heavy teaching and marking load hinder us from liaising with outside agencies and employers; and
- Limitation of time and resources coupled with heavy workload is the main culprit of the problem (see page 123).

All these complaints generally coincide with Handy (1999:65):

*Role conflict results from the necessity for a person to carry out one or more roles in the same situation. The expectations of each role may be quite clear and the expectations be compatible for each role, but the roles themselves may be in conflict.*

As indicated by both the survey and case study, careers teachers’ roles are generally viewed as multifarious just as literature on roles of counsellors and careers teachers reviewed in this study. HKED (2000), Rogers (1984), Law (1996b), Georgia State Department of Education (1984) and Gysbers and Henderson (2000) all indicate that their roles are multi-faceted, ambiguous and stressful, but of crucial importance in the success of the school as a whole. However, careers teachers are generally expected to undertake too much in too little time. In reality, under pressure of time, teachers have to make their choice, so some duties are given little attention. The models in the literature
reflect the ideal but do not reveal what is left out in practice. However, the author, with long-term practical experience as a careers mistress in Hong Kong secondary schools plus findings of the survey and case study, is certainly in a better position to report the actual situation and the problems that careers teachers have to face everyday.

**Careers Guidance in Hong Kong**

Generally the literature, particularly OECD (1996), acknowledges the global problem of preparing students for the changing world outside school. In 1996 the OECD began a series of country reviews focusing on institutional frameworks and policies affecting young people's transition from initial education and training to employment. A review of the Hong Kong situation has yet to be done.

In the United States the School-to-Work Opportunities Act was enacted into federal legislation in 1994 as a result of a large number of high school students entered the workforce in the early 1990s without adequate academic and entry-level occupational skills. The Act outlines:

> a comprehensive education reform that offers opportunities for all students, including those from culturally, racially, and ethnically diverse backgrounds, disadvantaged youth and the disabled (Schutt, 1999:91).

The situation is similar in Hong Kong. In 2000, there was an education reform to respond to the needs of society and changes in the world of work. Recently, COY (2003) made a proposal to the Chief Executive about the continuing development and employment opportunities for youth. In addition, the author suggests that COY should conduct a review of the transition from school to work of the young people. Nevertheless, this study has highlighted the following:

- excessive focus on transition from school to further study,
- neglect of school to work, and
- new model needed to prepare students for changing society.
10. Illustrate how the findings challenge aspects of the literature that was reviewed.

It appears that in the study, practically all the findings of the questionnaires survey and case studies are congruent with the literature review. However the following discrepancies are worth mentioning:

- Drummond and Ryan (1995) suggest that students should develop a careers portfolio and a careers guidance needs assessment be provided for them (see pages 46-8), but the survey indicates the rankings for these items are low (36 and 39 respectively for ‘actually do’ and, 39 and 31 respectively for ‘should do’) (see pages 104-5).

- Law (1996) delineates that careers teachers should liaise with employers, but the survey shows this item is of the least importance (see page 105). As mentioned in Chapter 5 (see pages 118 and 121), teachers' comments revealed that they perceived their students as 'not interested in looking into their future career and do not have a strong sense of planning their career.' Students aimed to go on for further study, therefore, did not seek help in applying for jobs. Many teachers gave 'lack of demand' as the key reason for the low priority given to 'helping students to apply for a job'. Since very few students actually seek jobs while they are still in secondary schools, liaising with employers receives lowest ranking. Perhaps careers teachers should focus more on students who will drop out of school. They very much need help as they will be looking for jobs by themselves.

- Super (1953), Holland (1959) and Krumboltz (1976), became renowned for their works on the field of career development, and their authoritative standing is recognized by Osipow (1996), Isaacson and Brown (1997), Sharf (1997) and Zunker (1998), but in the course of survey and case studies, no respondents or informants seemed to be aware of this. Although it is not really a challenge to the literature per se, it does tell us that practitioners are not very theory conscious.

The findings reflected actual practice. Careers teachers did not refer to the theorists in their responses and their decisions were pragmatic.
11. Show how the recommendations are supported by the literature reviewed and the candidate's findings.

The author recommends a comprehensive counselling and guidance programme for careers teachers to enhance their multifarious roles. In line with this, she recommends an increase of manpower for careers guidance, that is a full-time post of careers teacher should be added to the staff of every standard sized school. In the course of the survey (see page 123) and case studies (see pages 140, 142 and 155) most respondents to the questionnaire and teachers interviewed, unanimously called for a full-time careers teacher in their schools. The need for an increase in careers guidance staffing, it supported by COY’s (2003) recommendation that all education stake-holders should make a concerted effort to provide continuing development and employment opportunities for young people.

The programme recommended by the author coincides with the suggestions of Georgia State Department of Education's major roles of counsellor. Its components consist four areas: guidance curriculum, individual planning, responsive services and system support (see page 59). The programme is achieved through a collaborative partnership of careers teachers, administrators, class teachers, subject teachers, school social worker, school psychologists, students and parents. Thus WSA to careers guidance is employed and all education stake-holders are involved; so careers teachers receive full support within their schools. In addition, Law and Watts’ (1977) DOTS Model which elaborates ideas of self-concept and opportunity structure, NOICC (1992) and Zunker’s (1998) life careers planning, and Drummond and Ryan’s careers portfolio are all employed within this comprehensive guidance and counselling programme. In fact, these theorists' concepts coincide with Super’s image of self-concept, Holland’s work on personality and environment, and Krumboltz’s knowledge and decision making skills (see pages 44-9).