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Exploring the Difficulties Faced by Hong Kong Pre-service Teachers in the Resumption

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Abstract

As the Covid-19 pandemic gradually stabilized, pre-service teachers whose teaching placement was changed from online teaching to face-to-face teaching. This study aims to explore the difficulties faced by Hong Kong pre-service teachers in the resumption of the face-to-face teaching process during COVID-19 and lessons gained from difficulties, as well as the factors that lead to their difficulties. This study adopts mixed methods research using the questionnaire survey and in-depth interviews. After analyzing data, the current research discovered: 1. four significant categories of difficulties pre-service teachers faced during the internship, which were teaching content and restriction, teaching strategies, classroom management, and psychological pressure; 2. three major lessons pre-service teachers learned, which were teaching strategies, social skills, and self-management; 3. four factors leading to pre-service teachers' difficulties, which were teachers' self-efficacy, social-emotional ability, resilience, and positive reinforcement. This study provides benefits for Hong Kong schools, school teachers (i.e., both pre-and in-service teachers), universities, and researchers by using the results to build effective teaching strategies, offer emotional support for school teachers, enhance the effectiveness of teaching and teacher education, as well as provide an insight into future market trends in the education sector.

Introduction

During the COVID-19 pandemic, there were considerable changes in various aspects of the globe, especially in economics and education (Pokhrel & Chhetri, 2021; Donthu & Gustaffson, 2020). In Hong Kong, a lot of schools have suspended face-to-face classes due to the epidemic in 2020. Not only were the students unable to physically attend classes as they did, but also did

the pre-service teachers face new challenges that were rarely seen before. Their first internship mode had changed from face-to-face teaching to online teaching (Moorhouse, 2020). As the epidemic has gradually stabilized, pre-service teachers have a chance to resume face-to-face teaching for their second internship (also called the second practicum) in 2021. However, without face-to-face teaching experience, they may encounter various difficulties during the second internship. Compared to online teaching, face-to-face teaching may bring more challenges and changes to pre-service teachers, such as psychological and emotional suffering, especially in a relatively strange teaching environment (Pokhrel & Chhetri, 2021; Moorhouse, 2020). Moreover, the experience from their first online teaching placement may not be useful for or may even be a barrier to their second face-to-face teaching placement.

Different articles have evaluated the school teachers' teaching performance of adopting online teaching under the Covid-19 situation in various countries, which has positive and negative impacts (Pokhrel & Chhetri, 2021; Mahmood, 2021; Tularam & Machisella, 2018; Barrett, 2010). Teaching performance was described as the influences of teachers on students' learning by student academic results, observed pedagogical practicum, or supervisor or student surveys (Babayemi, 2022). They believed that after face-to-face instruction was resumed, school teachers (i.e., both pre- and in-service teachers) should continue to use online tools to strengthen their teaching (Mahmood, 2021; Tularam & Machisella, 2018). Also, the results from Ozamiz-Etxebarria et al. (2021) revealed that the psychological state of school teachers was not stable, which showed anxiety, depression, and stress symptoms, after returning to face-to-face teaching from online teaching. However, these findings have not indicated the difficulties pre-service teachers faced in the teaching process during the resumption of face-to-face teaching in Hong Kong. Additionally, the generalizability of the findings is limited because they were mainly found in individual countries, such as China, Spain, and Bhutan. As there is little research on this topic in Hong Kong, it is worth conducting a research to explore the situation in Hong Kong

so that recommendations can be given to help pre-service teachers to improve their teaching performance.

Because of the rapid development of technology, traditional teaching methods will no longer be the most effective teaching methods (Tularam & Machisella, 2018). The purpose of this study is to explore the difficulties faced by Hong Kong pre-service teachers in the resumption of the face-to-face teaching process during COVID-19 in 2021, lessons gained from difficulties, and the factors that lead to their difficulties. The study is based on the theories of teachers' self-efficacy, resilience, social-emotional competencies, positive reinforcement, different findings of pre-service teachers' difficulties, as well as the statistics by questionnaire survey, while in-depth interview will help to explain the factors that affect pre-service teachers' face-to-face teaching. This study may benefit Hong Kong schools, school teachers, and students as the results can be helpful to build effective teaching strategies, offer emotional support for school teachers, enhance the effectiveness of teaching and teacher education, as well as provide an insight into future market trends in the education sector. Also, the results of this study may improve the relationship between schools, school teachers, and students, particularly in the period of the COVID-19 pandemic. For instance, after knowing the challenges pre-service teachers face, the school can provide prompt support to them.

Literature Review

Literature Review contains two parts: the identification of pre-service teachers' difficulties and the factors leading to pre-service teachers' difficulties.

1. The Identification of Pre-service Teachers' Difficulties

During Covid-19, many countries restricted people's social life, such as banning large-scale activities and suspending schools (Julia et al., 2020; Moorhouse, 2020), which undoubtedly

affected students' academic performance. During this period, people worked at home, and their social life was affected by the regulations to avoid virus transmission (Julia et al., 2020; Moorhouse, 2020). School teachers and pre-service teachers also worked at home and had online lessons during the period of COVID-19. It was not possible for them to use their traditional strategies online. Therefore, they had to learn new educational technology in a short period of time. Besides, the reactions and emotions of students were not easy to handle in the online classroom as most of the students turned off their cameras so that school teachers might not know how much the students had learned. After a long period of online teaching, pre-service teachers got used to teaching students online as they were more familiar with teaching technology. However, because of no face-to-face teaching experience, pre-service teachers are worried about their second internship.

In regular teaching at school, pre-service teachers apply different theories and strategies to their classroom teaching. In the university, pre-service teachers learn different teaching strategies and theories. They would apply different teaching styles because they may have different interpretations of students' needs. Moreover, Al Abiky (2021) agreed that pre-service teachers were challenged by restrictions in conveying content knowledge because of internet interruptions and time limits. The findings of Ak & Gökdaş (2021) showed that compared to face-to-face teaching, some pre-service teachers believed it was easier and less stressful to do classroom management in online education. In the online teaching experience, the interaction between pre-service teachers and students was weak, especially when most students turned off their cameras and microphones, which led to ineffective learning because effective learning only works when students and teachers interact actively to jointly form the object of learning (Lo, 2012). In face-to-face teaching, pre-service teachers not only need to put themselves into students' shoes but also use appropriate teaching strategies to guide their thinking, which makes a difference between online learning and face-to-face learning.

Without real practice experience, pre-service teachers may not know how to utilize those theories and teach their students properly. Also, they did not have prior experience in leading activities or doing administrative work in the school, which may enhance their pressure (Oberle & Schonert-Reichl, 2016; Milkie & Warner, 2011). During the second internship, university teachers will rate pre-service teachers' teaching performance, which makes them feel a lot of pressure. According to Ozamiz-Etxebarria et al. (2021), the psychological status of school teachers was not stable after returning to face-to-face teaching from online teaching, resulting in anxiety, depression, and stress symptoms. Moreover, school teachers felt isolated and lonely because of the strong regulations of social distancing and lockdown measures due to the COVID-19 (Pokhrel & Chhetri, 2021; Smith & Lim, 2020).

2. The Factors Leading to Pre-service Teachers' Difficulties

2.1 Teachers' Self-efficacy

Bandura (1997) and Friedman (2003) revealed that teachers' self-efficacy referred to school teachers' beliefs in their competence to achieve in teaching. It affects their behavior, emotions, motivation, and ability to withstand challenges (Grazzani et al., 2015; Di Giunta et al., 2010; Capanna & Steca, 2006; Bandura et al., 2003; Bandura, 1997; Tschannen-Moran & Hoy, 2001). Also, there were findings indicating that it was related to various teaching behaviors (consisting of instructional performance, instructional strategies, and classroom management), school teachers' personal status (like mental health, job satisfaction, and pressure management), and relationship with students (Hofman, 2022; Putman, 2012; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010; Roll-Pettersson, 2008). Besides, some findings also showed that there was a positive relationship between teachers' self-efficacy and social-emotional ability (Hen & Goroshit, 2016). Teachers' self-efficacy helps individuals manage their social-emotional abilities, such as negative emotions and social skills (Hen & Goroshit, 2016; Bandura, 2001;

Folkman & Moskowitz, 2000).

In addition, other findings indicated that there was a positive relationship between teachers' self-efficacy and resilience (Ngui & Lay, 2020; Sagone et al., 2020; Schwarzer & Warner, 2013). When individuals reflect on their experiences in a particular situation, they cultivate their beliefs (including educational philosophy) and abilities (Di Giunta et al., 2010). Based on this experience, teachers' self-efficacy motivated them and served as a predictor for planning their prospective goals and facing challenges (Berry & West, 1993). Therefore, according to Schwarzer & Warner (2012), people with a high level of perceived self-efficacy believed in their competence, were inclined to convert the problem to challenges instead of threats, obtained fewer negative emotions, positive thinking, and had perseverance in challenging tasks (Bandura, 1997; Luszczynska et al., 2005).

2.2 Social and emotional competence

Social and emotional competence is an essential ability to maintain relationships with others (Zhang, 2021; Halberstadt et al., 2001). Social abilities are assembled of different elements, including skills, habits, and the social knowledge accumulated by the individual (Nagy, 2000; 2007; Zsolnai & Józsa, 2003). The effectiveness of social behavior mainly relies on the quality and quantity of personal social skills (Zsolnai, 2015). The individual can utilize the most proper skill to handle a situation if having rich social abilities (Zsolnai, 2015).

For Zhang (2021) and Denham et al. (2004, 2003), emotional competence consists of three parts: expression, understanding, and experience of emotions. The expression of emotions is the method where an individual expresses positive or negative emotions to others, while understanding of emotions refers to comprehending personal emotions and others' emotions (Zhang, 2021; Denham et al., 2004, 2003). The last part means that the individual identifies,

digests, and adjusts the emotion (Denham et al., 2004, 2003). These three parts mean that the person can express their feelings to others, understand others' feelings and manage personal emotions.

Social and emotional competence is an indispensable ability for pre-service teachers to communicate with different people, such as in-service teachers (including supporting teachers and subject teachers), students, and their university teachers. With this ability, pre-service teachers can sustain a good relationship with others, handle various situations in the classroom and express their messages clearly and easily to the class (Zhang, 2021). Buettner et al. (2016) also believed that supporting teachers' social and emotional abilities could enhance teachers' responsiveness and professional commitment. Moreover, some findings illustrated that there was a positive relationship between classroom management and teachers' emotional abilities (Zhang, 2021; Hen & Goroshit, 2016). They supposed that school teachers who could effectively regulate negative emotions were more aware of how to meet students' needs and realized proactive classroom management strategies (Hofman, 2022; Zhang, 2021; Valente et al., 2020; Hen & Goroshit, 2016).

2.3 Resilience

Resilience is also vital for pre-service teachers to fit in the role and school. In general findings, resilience referred to the competence to oppose or recover from adversity (Schwarzer & Warner, 2012; Bonanno et al., 2010; Tedeschi & Calhoun, 1995). According to Van Breda (2001), resilience theory has three levels: individual, family, and community. This research will be focused on the individual aspect.

Personal resilience refers to the skills, abilities (such as self-management and endurance), knowledge, and insights accumulated over time when people work to overcome adversity and

encounter challenges (Saleebey, 1996). Self-management includes time management, pressure management, and problem-solving skills (Gerhardt, 2007; Saleebey, 1996; Frayne, 1991). Also, Polk (1997) has indicated four patterns of resilience, namely dispositional, relational, situational, and philosophical. The first pattern involved individual physical and psychosocial characteristics, such as a sense of self-worth, physical health, and appearance (Van Breda, 2001; Polk, 1997). The second pattern focused on the personal role in society and relationships with others, such as friendship and intimate relationships (Oberle & Schonert-Reichl, 2016; Milkie & Warner, 2011; Van Breda, 2001; Polk, 1997). The third pattern concerned the connection between a person and stressful circumstances (Van Breda, 2001; Polk, 1997). It involved an individual's ability to identify, assess and respond to problems (Van Breda, 2001; Polk, 1997). The last pattern indicated the personal worldview or life paradigm, which comprised personal beliefs (Van Breda, 2001; Polk, 1997). These four patterns show how a person faces and recovers from adversity. For example, in relational resilience, when they feel sad, their friends help them release pressure and they gain positive energy from their friends.

Resilience is significant for pre-service teachers' professional growth. In addition to maintaining good physical fitness, when preparing to enter the education sector, pre-service teachers need to prepare to face the difficulties and challenges in their teaching careers, as well as persist in their educational philosophy. When facing adversity, resilience is essential. Leon & Halbesleben (2014) revealed that resilience helped individuals to maintain confidence and positive mental health when facing adversity and challenges. Also, other findings indicated that it was associated with physical and mental health and job contentment (García-Martínez et al., 2022; Zhang 2021). Without it, pre-service teachers may easily produce negative emotions and bring them to the teaching and affect students (Oberle & Schonert-Reichl, 2016; Milkie & Warner, 2011).

2.4 Positive reinforcement

Positive reinforcement helps pre-service teachers to maintain positive mental health and enhance teaching performance. According to Mantasiah et al. (2021), positive reinforcement is a measure that could enhance students' learning, confidence, and motivation through giving responses by teachers during students' learning process. It could be adopted in various ways, such as providing a gift, award, or oral and written compliments (Mantasiah et al., 2021). Bernier et al. (2012) also agreed that using this method in the learning process could improve students' attention and self-esteem, trigger and increase students' enthusiasm, and strengthen the positive relationship between teachers and students. In fact, pre-service teachers lack confidence and are full of worries during the preparation period for each internship. They are eager to be recognized by people, especially their university teachers and in-service teachers from their internship schools. Giving positive reinforcement to them during their learning process not only maintains positive mental health by enhancing their confidence and self-esteem but also motivates them to improve their teaching performance further.

However, the results of these findings were found in other countries, they are less convincing in explaining the situation in Hong Kong and may contain inaccurate information for Hong Kong schools and school teachers in analyzing and improving pre-service teachers' teaching strategies and performance, as well as their psychological quality. Also, there is insufficient research on the difficulties Hong Kong pre-service teachers faced during the resumption of the face-to-face teaching process in Hong Kong in 2021, not to mention what lessons can be gained from those difficulties. With the investigation of Hong Kong pre-service teachers from the survey and in-depth interviews, the results of this study can help offer a further improvement in the effectiveness of teaching, social-emotional competence, psychological quality, and support for Hong Kong pre-service teachers as well as an understanding of pre-service teachers.

Research Questions

With the aim mentioned above, three research questions are derived as follows:

1. What difficulties did Hong Kong pre-service teachers face during the resumption of the face-to-face teaching process in Hong Kong in 2021?

2. What lessons were gained from the difficulties?

3. What factors lead to the difficulties of pre-service teachers in face-to-face teaching?

Method

To explore the difficulties Hong Kong pre-service teachers faced during the resumption of the face-to-face teaching process in Hong Kong in 2021 and lessons gained from the difficulties, this study adopted mixed methods research by using the questionnaire survey and in-depth interviews. After triangulating the findings, the results can be helpful for further improvement of the teaching performance of pre-service teachers, teacher education, and emotional support for the pre-service teacher, as well as an insight into future market trends in the education sector.

Convenience sampling and snowball purposive sampling were adopted for the questionnaire survey and in-depth interviews. The reason for using these sampling intentionally was because of restricted primary data sources as there were limited pre-service teachers having their internships during the COVID-19 period and a lack of social networking from the researcher with pre-service teachers. In the questionnaire survey sample, the findings were from thirty local respondents, who were pre-service teachers (both year five students) from two different universities and conducted through Qualtrics form. Also, a multiple-choice questionnaire survey was chosen as the research instrument. The in-depth interview was conducted under the grounded theory (Charmaz, 2006). In the sample of the in-depth interviews, the findings were from six local respondents, who were pre-service teachers (both year five students) from the

same university. The reason for choosing year five students was because their first internship experience was online teaching. The second internship period of all respondents was around two months. The data collection started in early March 2022 and ended in late March 2022.

The respondents were required to do a questionnaire survey that included both Chinese and English versions, and it would last about five to fifteen minutes. The sample questions of the questionnaire survey are shown in appendix 1. After the questionnaire survey was completed, six participants were selected for in-depth interviews for further study. The in-depth interviews were implemented in Chinese and then recorded and converted into English. Before the questionnaire survey and in-depth interviews, respondents were informed of the aims and research questions of this study and ensured the confidentiality of data and their right to attend or withdraw from the interview at any time. They participated in this study voluntarily and noticed the data collection would only be used for the aims of this study. In the in-depth interviews, the pre-service teachers were coded as 'PT1, PT2, PT3, PT4, PT5, and PT6'.

In the in-depth interviews, respondents were asked to describe their teaching difficulties, experience, and what lessons they have learned from the difficulties in the second teaching internship, and some questions regarding their feelings and opinion on teachers' self-efficacy, resilience, social-emotional ability, and positive reinforcement. The sample questions of the in-depth interview are shown in appendix 2. Each in-depth interview was last about fifteen to thirty minutes. The time of the in-depth interviews was flexibly arranged based on the respondents, and the interviews were conducted online through Zoom. Ethical clearance has been obtained for the questionnaire survey and in-depth interviews.

To analyze the data, grounded theory, descriptive statistics, content analysis, and thematic analysis were adopted.

The original grounded theory emerged by sociologists Barney Glaser and Anselm Strauss (1967). In this study, the forcing data of grounded theory by Anselm Strauss (Glaser & Strauss, 1967) was adopted. This grounded theory is a principle that allows researchers to derive a new hypothesis and/or theory based on the gathered, analyzed, and coding data (Birks & Mills, 2015; Flick, 2013; Charmaz, 2006). It also permits researchers to follow up on their data, which involves the application of inductive reasoning (Birks & Mills, 2015; Charmaz, 2006). It maintains its flexibility while collecting and analyzing data (Birks & Mills, 2015; Thornberg & Charmaz, 2014; Flick, 2013). According to Flick (2013), the grounded theory's procedures, norms, and processes were a guiding principle, and the content and theory were generated by continuous comparison.

Kaur et al. (2018) noted that descriptive statistics are applied to organize and aggregate data to describe the relationship between variables in a sample. Using descriptive statistics is an essential step before reasoning as it provides a micro view of data and helps identify errors and anomalies in the data (Holcomb, 2016). This essay adopted descriptive analysis in descriptive statistics, including frequencies and central tendency, like mean and mode (Kaur et al., 2018; Holcomb, 2016). Through the combination of grounded theory and descriptive analysis, it can be better described and analyzed the difficulties of Hong Kong pre-service teachers faced during the resumption of the face-to-face teaching process in Hong Kong and the lessons they learned during the internship, as well as identified the factors affecting pre-service teachers' face-to-face teaching.

According to Krippendorff (2013), content analysis is a research method that allows researchers to make inferences from the data. Also, it processes data through systematic and quantitative programs (Drisko & Maschi, 2016). It encodes qualitative data into categories and does

quantitative and qualitative analyses on the coded data (Drisko & Maschi, 2016). For instance, it has frequency and intensity systems to quantify text through counting and rating (Drisko & Maschi, 2016). Moreover, this method can be used to recognize the attitudes and ideas of respondents (Drisko & Maschi, 2016).

Thematic analysis is a qualitative method for researchers to locate themes that give meaning to the data (Kiger & Varpio, 2020). It includes a systematic process of identifying, coding, analyzing, and categorizing patterns within the data (Kiger & Varpio, 2020; Braun & Clarke, 2006). The data are decoded and reconstructed during the process of analyzing data and then put into different themes. Regarding Kiger & Varpio (2020), thematic analysis is helpful for researchers to adopt for understanding experiences, views, or behaviours across a data set. Furthermore, the meaning of data is constructed by the respondents and the researchers, the process of which makes the method interpretive (Kiger & Varpio, 2020).

Results

After gathering data from the questionnaire survey, there was a preliminary understanding of Hong Kong pre-service teachers' difficulties during the resumption of the face-to-face teaching process in Hong Kong in 2021 and the lessons they learned during the second internship. There were thirty local respondents who were pre-service teachers (both year five students) from two different universities and conducted the questionnaire survey through Qualtrics form (figure 1).
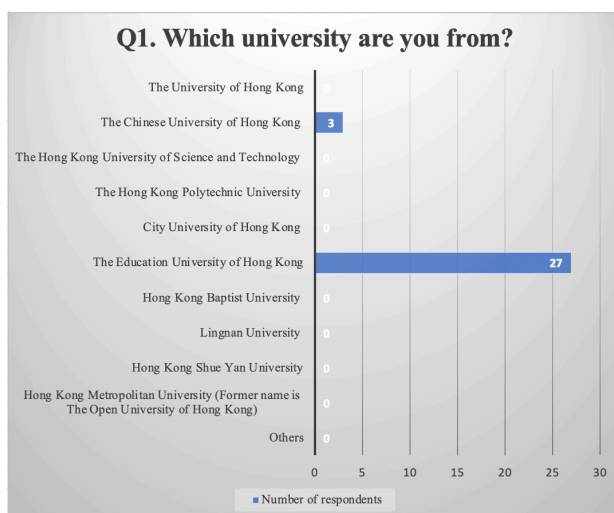
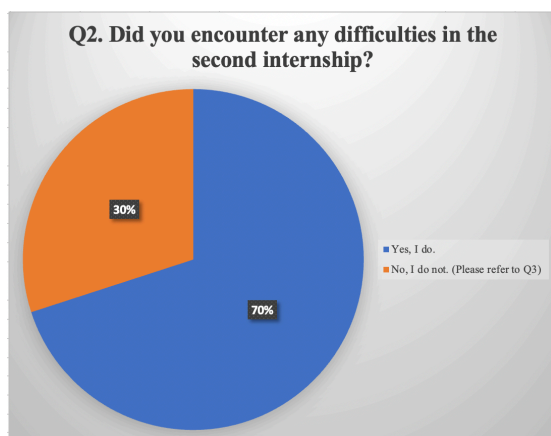Figure 1: The universities of origin of pre-service teachers

Figure 2: Most pre-service teachers have encountered difficulties in their second internship
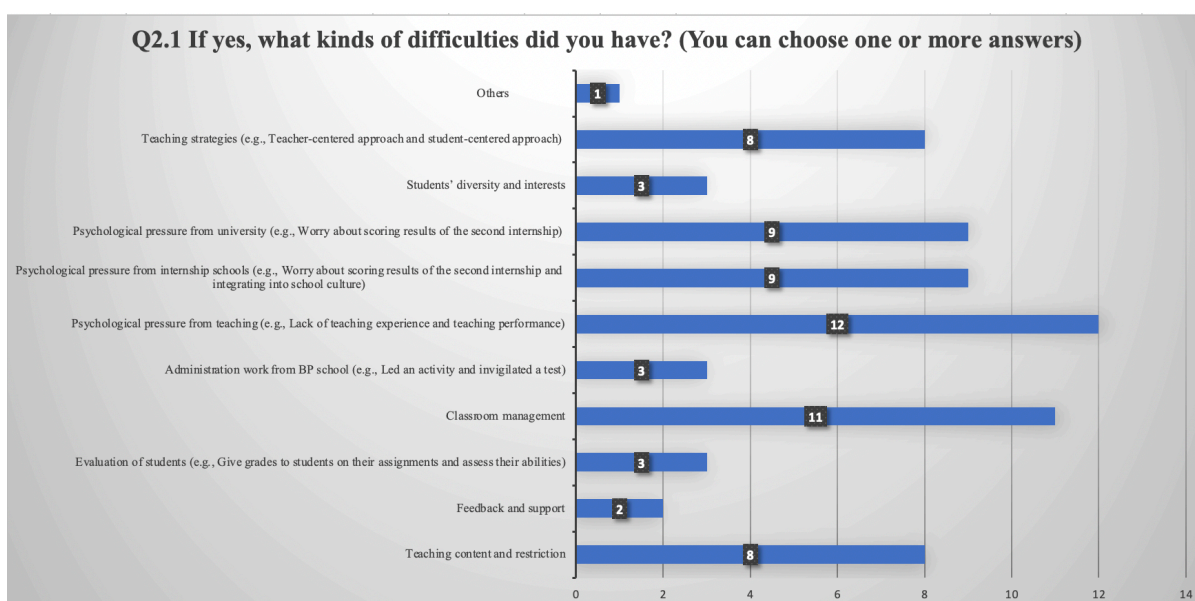
Figure 3: Four significant difficulties faced by Hong Kong pre-service teachers

It was apparent from the respondents' responses that the majority of the pre-service teachers have encountered difficulties during their second internship (figure 2). Since there were few explanations for pre-service teachers' difficulties in the questionnaire survey and the remaining 30% of the responses indicated that pre-service teachers did not experience difficulties (figure 2), further research was needed. Therefore, in-depth interviews were conducted after the questionnaire to understand more about their difficulties, the lessons they learned, and the factors affecting their face-to-face teaching. During the interview, some pre-service teachers, who have not faced difficulties, indicated that their second internship was replaced by taking microteaching videos or retaking it the next semester, which was rare.

Research Question 1

It investigated the difficulties faced by Hong Kong pre-service teachers during the resumption of the face-to-face teaching process in Hong Kong in 2021. After calculating descriptive statistics and organizing the content of in-depth interviews, four significant difficulties faced by Hong Kong pre-service teachers were found (figure 3):

1. Teaching content and restriction

Before the second internship began, there was a preparation week for pre-service teachers to prepare for their teaching contents and materials. However, due to time constraints and teaching pressure, they usually focused on reviewing the basic subject knowledge and did not have enough time to prepare teaching materials, such as lesson plans, PowerPoint, and notes, thus resulting in insufficient preparation. Also, they were challenged by the restrictions in conveying content knowledge because of teaching progress and time limits.

In figure 3, eight respondents admitted that teaching content and restrictions was one of the significant difficulties. PT 1 mentioned,

"My main problem is **lacking time** and **insufficient preparation of teaching materials**, such as lesson plans, PowerPoint, teaching videos, and notes. The **teaching time itself is very short**, the time length is twenty-five minutes for each class, and there is **no way to finish my teaching content in it**. In addition, the **teaching progress of the original teacher is behind schedule**, which makes it **even more difficult for students to absorb the content I teach**, so they can only try to keep up with the progress."

Moreover, most respondents agreed that they needed to design their teaching materials, which increased their teaching difficulty and preparation time. Another pre-service teacher, PT2, also indicated,

"Since there is **not much support from the internship school**, usually I have to **rely on my own knowledge and understanding of the subject** to explain the knowledge to the student, and I have to think about the teaching content and design it myself. If I want to enrich and diversify my knowledge level or classroom design, **I have to find and design it myself** instead of relying on internship schools for help, which **consumes me a lot of time**."

2. Teaching strategies

Besides the teaching content and time limits, teaching strategies were another category of difficulties rated by eight respondents (figure 3). Before the second internship, pre-service teachers have learned different theories and strategies in their universities. However, they found it challenging to apply and hard to put themselves into students' perspectives to understand their learning difficulties. They believed the second internship was more challenging and different from their first internship, which was online teaching because they needed to have a lot of interaction with students in face-to-face teaching instead of just facing the camera and starting

their lecture. Some pre-service teachers explained the situation. For example, the comments from PT3 and PT4 are highlighted below:

PT3: "I know what the teaching content is about and how to do it, but **I don't know how to explain to my students why we solve the question in this way**. It is **difficult for me to apply the pedagogy that I have learned**. I feel that what I have learned is **different from what I have done**. It is also **difficult for me to understand their learning difficulties from the students' perspective**. There are **differences in ideas** between my students and me. I don't know how to teach them, maybe because of my lack of teaching experience."

PT4: "My **greatest difficulty is interacting with students during class** because they are all too quiet. Sometimes when I ask students questions, they **may not understand what I am asking**, and because students have different learning abilities, I may **not be able to take care of the needs of all students**. "

Indeed, the premise of school teachers (including in- and pre-service teachers) to meet students' learning needs was to understand their ideas and learning difficulties. If school teachers did not know what students were thinking, they could not use appropriate teaching strategies to guide students' thinking. Also, as the first face-to-face teaching, it was strenuous for pre-service teachers to take care of all the students' needs.

3. Classroom management

According to Lo (2012), effective learning only works when students and teachers interact actively to jointly form the object of learning. In figure 3, eleven respondents admitted the difficulties in classroom management, which was the second-highest rank among all. Most pre-service teachers indicated that classroom management was the most difficult for them during the interview (appendix 4). Because it was difficult for them to control the order in the

classroom, the classroom could not go smoothly, or the teaching progress was slowed down. Also, the students could not learn effectively. Many pre-service teachers agreed with this. For example, the comments from PT3 and PT5 are quoted below:

PT3: "In terms of classroom management, it is **difficult for me to push them to study actively and seriously**. For example, they didn't bring textbooks to class, and I asked them to go back and get textbooks, but they would say it was okay and let me continue teaching. Their answers **made me feel that they were not studying seriously**, and I could only ask the subject teacher for help."

PT5: "My students are often inattentive and noisy during class. As a pre-service teacher, **I don't know how to control my students and make them listen to me**. Because if they have good order in class, it will help them learn better. Moreover, I have **forgotten about the classroom management I learned before**, and **even if I remember it, it is not very useful for this practicum**. Because this is a band 3 school, I can't use the classroom management that I learned from the textbook in reality because **the situation is not ideal**. Therefore, I can only rely on the dean of the internship school and can only continue teaching after the students are quiet for a while."

Besides student motivation and misbehavior, some pre-service teachers discovered that they needed to earn the students' respect and have a good relationship with students to let the lesson run smoothly. Moreover, pre-service teachers believed it was easier to do classroom management on online teaching. PT 6 provided such an example as follows:

PT6: "In the first internship, online teaching, there was no need to control the order, less stressful to handle student misbehavior, and I could just teach the lesson directly. But in face-to-face teaching, **if the student has misbehavior, I don't need to start teaching because the class will be constantly interrupted**. I think it is **necessary to have a good relationship with**

the students and start to respect each other before teaching to let the lessons run smoothly."

4. Psychological pressure

During conducting questionnaires and interviews, most pre-service teachers revealed that previous difficulties brought them a lot of psychological pressure, including the psychological stress from teaching, internship school, and university. In figure 3, thirty respondents agreed with this, which was rated as the top in the list. As quoted from PT2:

"Because this is a special educational needs school, **I am not familiar with the school's culture and students' backgrounds**. Due to a **lack of support from the internship school**, I was **under a lot of psychological pressure in the early stage**. And because my students have emotional problems, **I often have to be very careful about my language and behavior problems, worrying about irritating them**. And I have **high requirements for myself and my students**, which makes me feel a lot of pressure. I **hope to get good grades in this internship**, and the students can hand in their homework to me on time. However, after listening to the opinions of the social workers, I realized that my students could not meet my requirements, so I lowered my expectations."

Besides the psychological pressure from caring about the internship results, they also indicated that most of the pressure came from their teaching performance. The following is quoted from PT5:

"My **psychological pressure comes from my university and internship school**. On the one hand, I am **concerned about my internship grades**. On the other hand, I am worried about whether I have enough subject knowledge to teach my students, whether my subject knowledge is comprehensive, and whether I can answer their questions in class. Moreover, **another psychological pressure comes from getting along with the supporting teacher**. Because the supporting teacher is my subject teacher, I hope to behave better and **leave a good impression**."

Without the experience of face-to-face teaching, pre-service teachers would indeed feel overwhelmed during the internship, especially at the beginning of the internship. They believed that psychological stress would decrease when the previously mentioned difficulties were solved, such as classroom management and teaching strategies. In addition to those difficulties, the reasons for psychological pressure include lack of teaching experience and lack of trust in their teaching abilities.

Research Question 2

In view of the difficulties faced by pre-service teachers, this study has the second research question, which was to explore what pre-service teachers have learned from the difficulties.

Q2.2 How did you solve the difficulties?

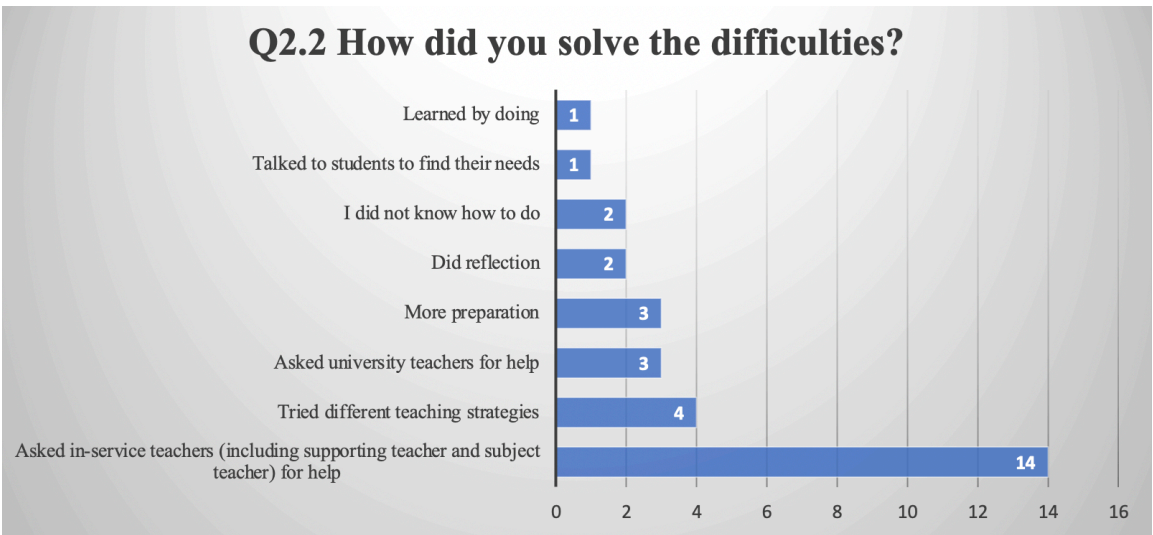| Method	Count
Learned by doing	1
Talked to students to find their needs	1
I did not know how to do	2
Did reflection	2
More preparation	3
Asked university teachers for help	3
Tried different teaching strategies	4
Asked in-service teachers (including supporting teacher and subject teacher) for help	14

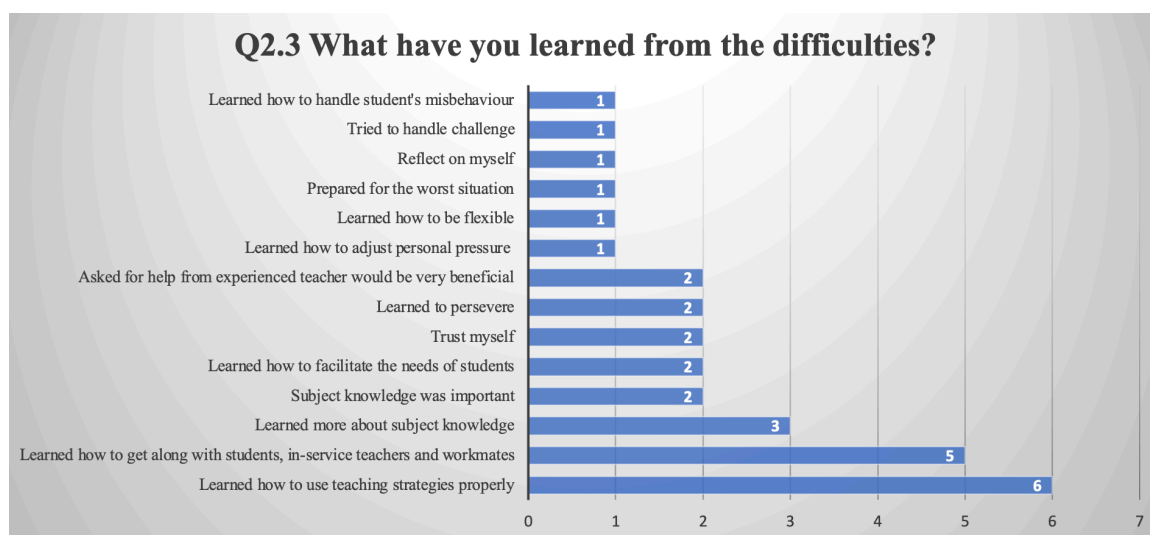Figure 4: The methods of solving difficulties by pre-service teachers

Figure 5: The lessons pre-service teachers gained from difficulties

From the descriptive findings shown in figure 4, pre-service teachers coped with difficulties by various means, such as asking supporting teachers, subject teachers, and university teachers for help, trying different teaching strategies, and doing more preparation and self-reflection. In figure 5, there were three major types of lessons they have learned: teaching strategies, social skills, and self-management.

1.   Teaching strategies

As shown in figure 5, four respondents expressed that they tried different teaching strategies, which ranked the second in the list. Most pre-service teachers further revealed that they learned how to use teaching strategies properly by receiving feedback from subject teachers and university teachers. As PT3 said, "I think what I have learned is to **revise my teaching strategies** because this is not easy for me to use my knowledge to teach more than twenty students simultaneously. Also, I **learned how to use different tools to assist my teaching and methods in teaching students** in complex subjects. When I was going to be observed in my class by a university teacher, I would show my teaching plan to the **subject teacher to give me some feedback to improve my teaching**."

Meanwhile, PT5 said:

"I **learned how to diversify the preparation materials and various teaching forms to make my lessons interesting**. For instance, I tried to use Kahoot, videos, sorted questions, and group discussions. Also, I **learned how to use guiding questions** to guide them in answering my questions."

PT6 also said, "I **learned that boys and girls think differently**, and I **needed to use different strategies to teach them**. For example, boys think a math problem is straightforward, even if presented differently. Still, girls find it very complicated, especially presented differently, even a small change."

For various students with different learning abilities and modes of thinking, pre-service teachers needed to understand and meet their needs. Therefore, adopting different strategies correctly could help them guide their students' thinking and learn effectively.

2. Social skills

As shown in figure 5, five respondents admitted that they had learnt how to get along with students, in-service teachers, and workmates. Pre-service teachers indicated that their social skills were enhanced. Also, they knew how to coexist with their in-service teachers, peers, and students. Many pre-service teachers agreed with this, such as PT3 and PT5, whose comments are shown below:

PT3: "I **learned how to get along with colleagues**, such as other colleagues in the staff room and my subject teachers. I learned how to work with my colleagues and peers friendly and conducted a pedagogical exchange. In the relationship with students, I found that **the methods of communicating with students with different personalities and learning abilities were diverse**. After discussion, I have a **deeper understanding of their learning needs and ideas**."

PT5: "I **learned how to get along with colleagues, supporting teachers and principal**. Although I am not a social person, and it is very stressful for me to get along with them, it **allows me to understand the students' situation better**. Also, my subject teachers would teach me **some teaching experience and concepts to improve my quality of being a teacher**. Through the communication with the students, **my relationship with them has also improved**, and I have a **better understanding of their needs**."

With a good relationship with in-service teachers, peers, and students, pre-service teachers could exchange their teaching experience, comprehend their students' needs, and apply various teaching strategies to help them learn effectively.

3. Self-management

As shown in figure 5, eight respondents admitted that they improved in emotional ability (including learning how to adjust personal pressure, be flexible, and persevere) was 8, which ranked top in the list. Most pre-service teachers underwent a lot of stress during the internship. They showed that they needed to adjust their mental state and expectations when conducting the internship. Moreover, PT2 and PT6 indicated that time management, critical thinking skills, and ability to adapt were also crucial to them. The following are quoted from the interviews with them:

PT2: "In the process, I l**earned to equip myself and use my time wisely**, especially in teaching and administrative work, as both are heavy workloads, so I do not have much time. For example, I need to revise exam papers and follow up on meetings. Moreover, **my critical thinking skills have improved** by communicating with my subject teachers."

PT6: "In the process, I **learned that different schools have different cultures**. Although it is

the same subject, the teaching language and way of doing things are different from the schools where I practiced before. Therefore, I believe the **most important thing is my ability to adapt to the school culture and work environment.**"

Research Question 3

Besides the difficulties pre-service teachers faced and the lessons they have learned, this study had identified four major factors that led to the difficulties of pre-service teachers in face-to-face teaching. These factors are shown below.
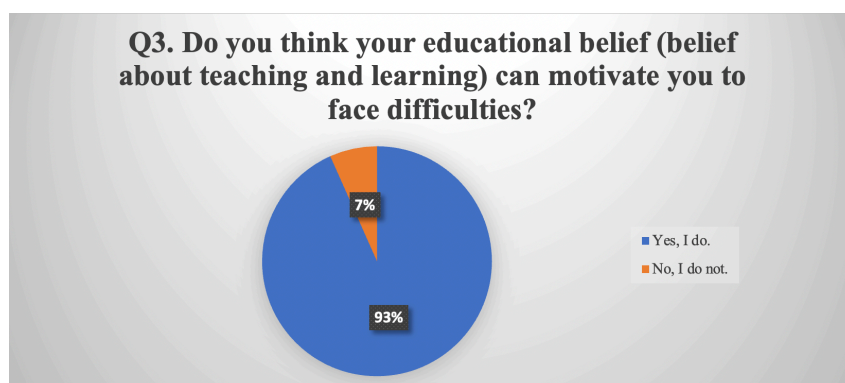
1. Teachers' self-efficacy

Figure 6: Most pre-service teachers believed that their educational beliefs could motivate them to face difficulties
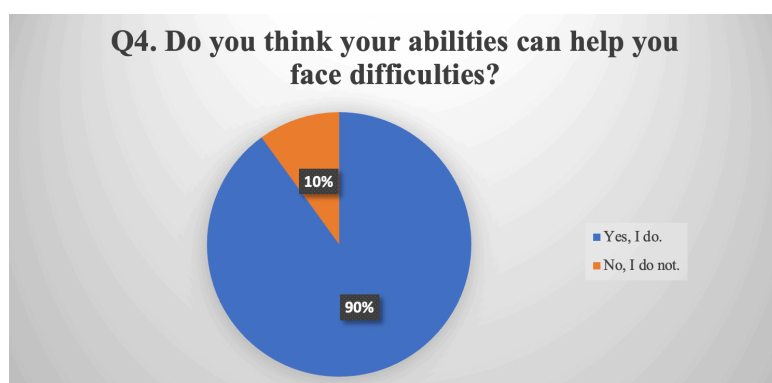

Figure 7: Most pre-service teachers believed that their abilities could help them face difficulties
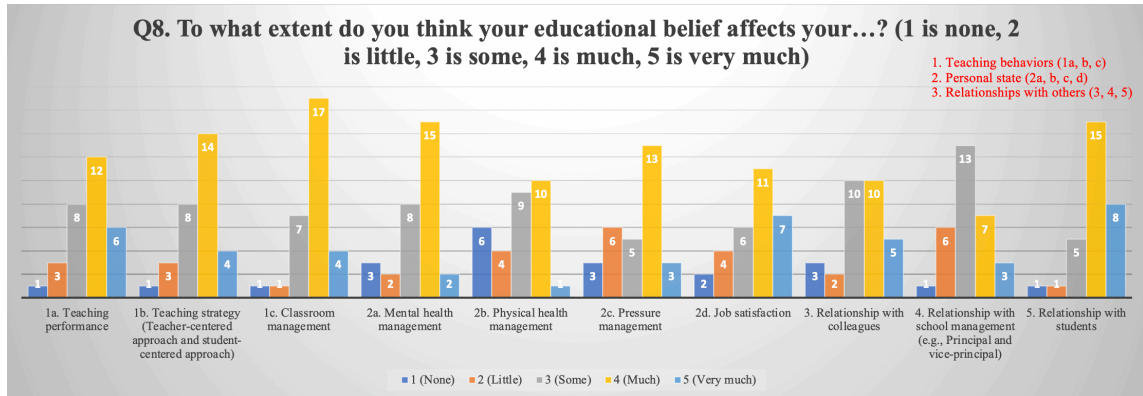
Figure 8: The degree of pre-service teachers believed that their educational beliefs affected their teaching behaviors, personal states, and relationships with others
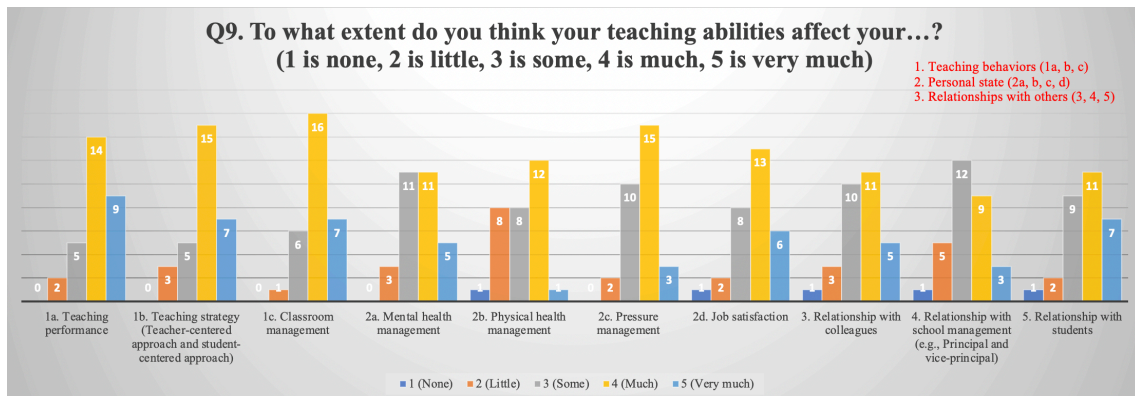

Figure 9: The degree of pre-service teachers believed that their teaching abilities affected their teaching behaviors, personal states, and relationships with others
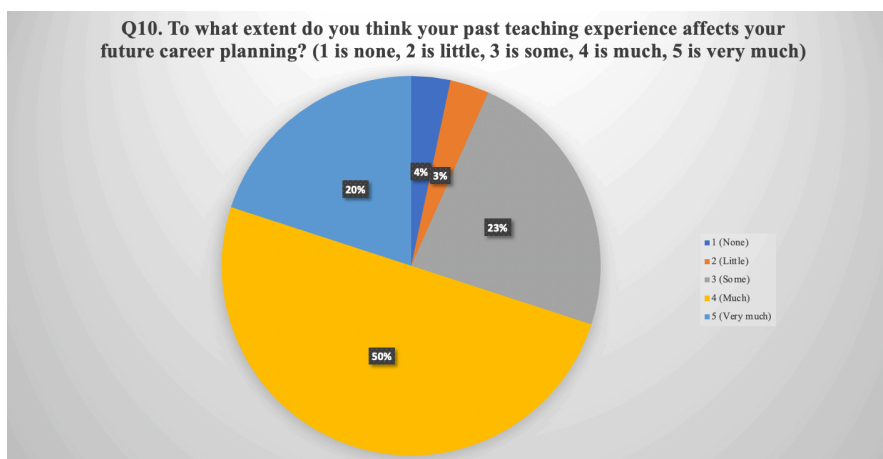

Figure 10: The degree of pre-service teachers believed that their past teaching experience

affected their future career planning

Teachers' self-efficacy refers to school teachers' beliefs in their competence to achieve in teaching (Friedman, 2003; Bandura, 1997). From the findings, it is clear that at least 90% of the pre-service teachers followed their educational beliefs, which could motivate and help them face difficulties (figures 6 and 7). Also, all pre-service teachers during the interview admitted that teachers' self-efficacy affected their face-to-face teaching (appendix 4). For instance, PT1 and PT4 had the following comments:

PT1: "My educational beliefs and beliefs in my teaching ability influence my teaching and self-confidence. For example, it will **affect my teaching fluency and attitude towards students**. When I am confident, I will **teach quicker and smoother** in the class. Also, educational beliefs will **affect my teaching methods** because my educational belief is student-oriented, so I mainly help my students explain complex vocabulary, communicate and get along with them more, and assist them in their learning."

PT4: "My educational beliefs and beliefs in my teaching ability **affect my teaching and job satisfaction**. **If I do not believe in myself and think I will not teach them well, those students will feel the same way as I did**. Moreover, if I do not trust myself when I teach them, **they will not think I speak convincingly**. It **affects their confidence in me**. My educational philosophy is that I believe that students have many potentials and abilities, so I will not judge them only by their grades. **Because of my educational philosophy, I will be more patient when teaching my students**."

As PT1, PT4, and other pre-service teachers mentioned during the interview, their students would not want to listen to them when they lacked teaching beliefs of their educational philosophy and ability (appendix 4). Therefore, if they lacked teachers' self-efficacy, it would

affect their teaching quality, self-confidence, and job contentment during the internship (appendix 4). Moreover, in figures 8 and 9, most pre-service teachers revealed that teachers' self-efficacy influenced their teaching behaviors, individual states, and relationships with others (including students, colleagues, and school management). As shown in figure 10, they believed that their past teaching experience affected their future career planning. They would base on the teaching experience to decide whether they want to become a teacher in the future or seek other positions. Therefore, teachers' self-efficacy and teaching experience were essential for pre-service teachers to face their difficulties and design their future career plans.
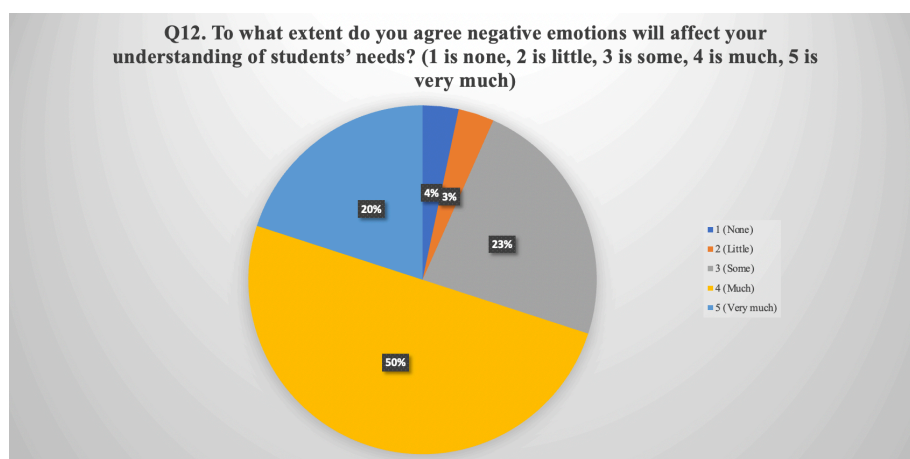
2. Social-emotional ability

Figure 11: The degree of pre-service teacher's negative emotions that would affect their understanding of students' needs
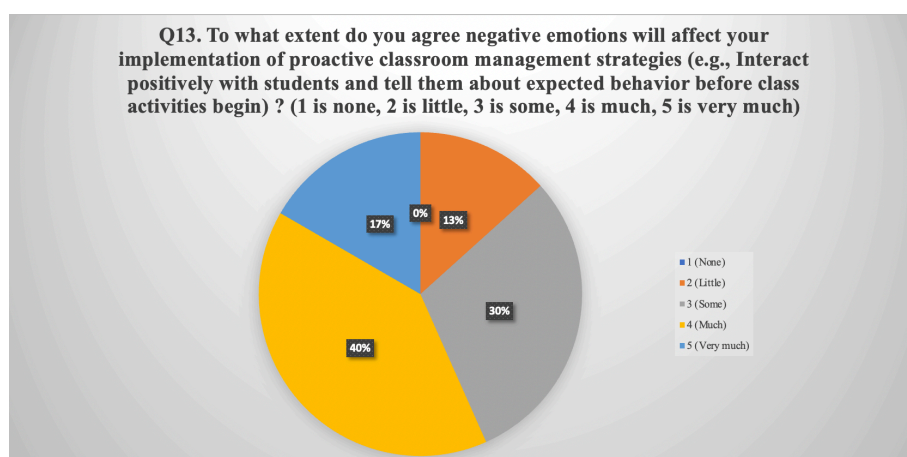
Figure 12: The degree of pre-service teachers' negative emotions that would affect their implementation of proactive classroom management strategies

Social and emotional competence is an essential ability to maintain relationships with others (Zhang, 2021; Halberstadt et al., 2001). It contains two parts: social ability and emotional ability. Figures 11 and 12 illustrated that the majority of pre-service teachers agreed that negative emotions would affect their understanding of students' needs and their implementation of proactive classroom management strategies. For instance, their negative emotions would influence their positive interactions with their students.

Also, half of the pre-service teachers revealed that their emotional ability affected their teaching performance during the interview (appendix 4). Their emotions, especially negative emotions, would affect their pressure, teaching quality, and progress. As PT1 stated,

"My emotions **affect my teaching performance and quality**, which will be **lower than usual**. For example, during a class, my students kept making noise and could not be quiet, so I was furious at that time and patted the table to quiet them down. **Because I was angry**, when I explained the steps of a math question, **I would talk less, and my voice became deeper**, which was not my usual gentle voice."

PT2 also said, "My emotions **affect my teaching performance and psychological stress**. When they did not like the activities that I spent a lot of time and effort designing, or they did not pay attention to the class, **I would feel upset**. **My psychological pressure increased because of my feelings and their inattentiveness**, which would cause ineffective learning, and **the teaching progress to fall behind and waste each other time.** "

Besides that, all pre-service teachers believed that social ability influenced their face-to-face

teaching during the interview (appendix 4). They explained that the relationships with students and subject teachers were essential for them during the internship because when the students and colleagues liked them, the lessons would go smoothly, and colleagues would be willing to exchange teaching experience and skills with them. For example, PT2 and PT4 have explained this in the interviews:

PT2: "My social skills **greatly influenced my internship, especially in the communication and relationships with colleagues and students**. During the internship, I have a good relationship with my colleagues and students. When I approached teachers politely to seek help, **they were glad to help me**. This **helped me better design my classroom activities**. Also, my students would be **active during class and made my class run smoothly**."

PT4: "My social skills **helped me build relationships with students and colleagues**. This was important for me during the internship because **if students liked me, they would listen to me and concentrate in class**. And because I had a good relationship with subject teachers in the internship, **they would be pleased to teach me how to improve my teaching ability**."

Although they had a great relationship with students, peers, and colleagues, they agreed that their social abilities needed to be improved. As some of them were introverted persons, they revealed that they would try to actively communicate with in-service teachers and attend workshops related to social skills in university to enhance their social skills (appendix 4).
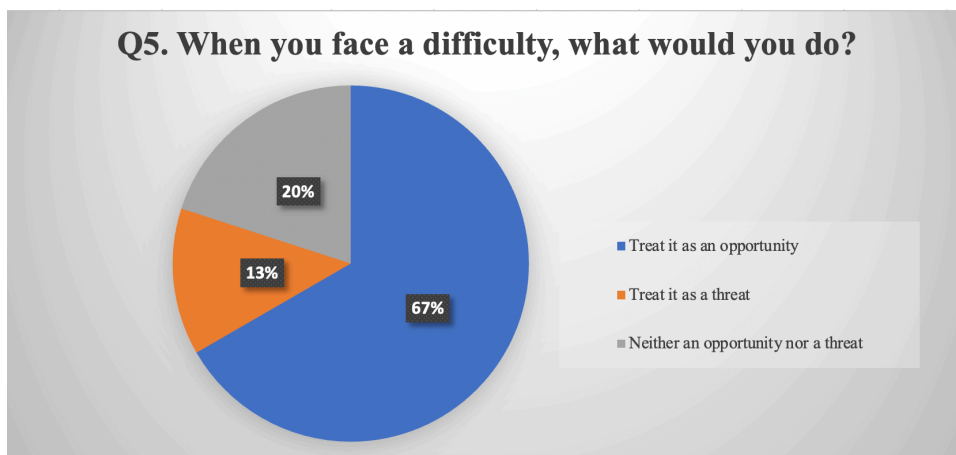
3. Resilience

Figure 13: The choices pre-service teachers made when they faced difficulties

Figure 14: Most pre-service teachers proactively looked for solutions when they faced a difficulty
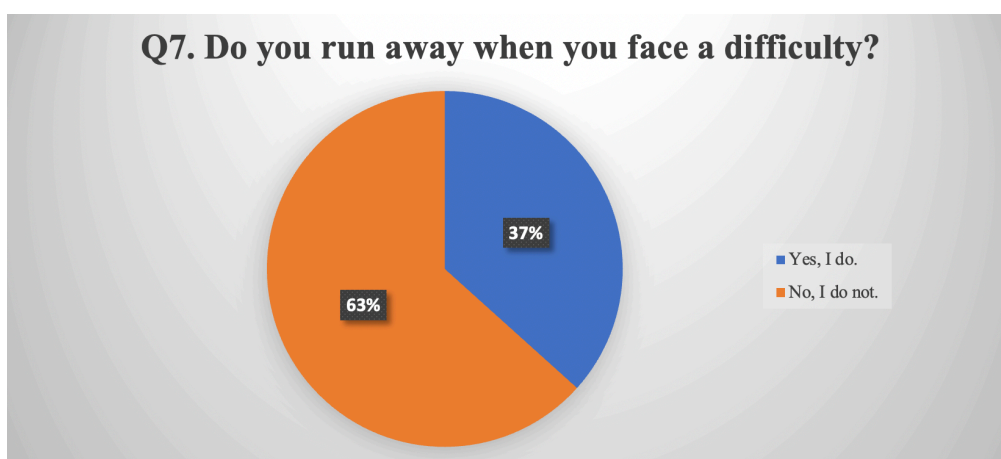
Figure 15: Most pre-service teachers would not run away when they faced a difficulty

Resilience refers to the skills, abilities, knowledge, and insights that people accumulate in overcoming adversity and challenges (Saleebey, 1996), such as self-management and time management. Also, it helps people to recover from adversarial emotions. As shown in figures 13, 14, and 15, when most pre-service teachers encountered difficulties, they would treat them as opportunities and proactively look for solutions instead of escaping. Although most pre-service teachers recover from emotional states quickly, they illustrated that it would affect their teaching and job satisfaction. PT6 commented that his job satisfaction and enthusiasm would decrease if he encountered various difficulties (appendix 4). After they digested their negative emotions, they could communicate with their students as usual and gain a deeper understanding of their students' needs. For instance, PT2 said,

"After I have digested the emotions, I would communicate with my students to understand why they have not submitted their homework. After discussion, I would have a **deeper understanding of their learning needs**. For example, they thought the assignment was too difficult. Then, I needed to adjust its difficulty. "

Moreover, PT3 also explained that resilience would help to avoid bringing negative emotions to the lessons when teaching (appendix 4). Besides that, most pre-service teachers claimed that problem-solving ability and time management were the key elements that affected their teaching (like designing activities and teaching strategies) and needed improvements (appendix 4).
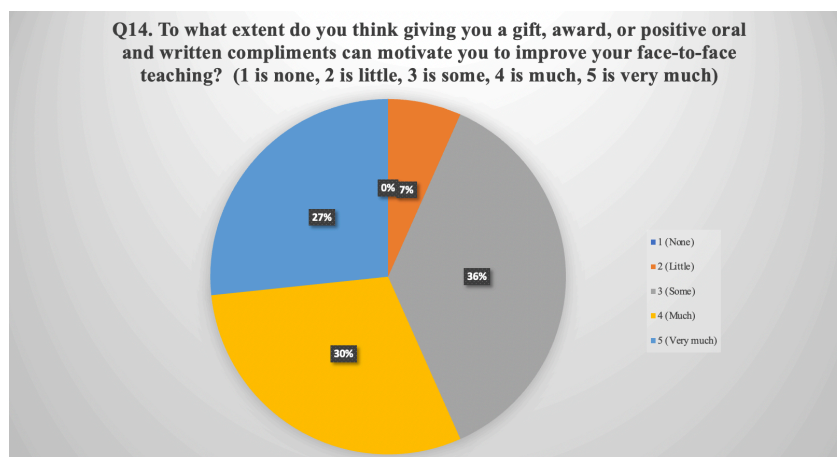
4. Positive reinforcement

Figure 16: The degree of pre-service teachers' thought of giving them a gift, award, or positive oral and written compliments could motivate them to improve their face-to-face teaching

Positive reinforcement was a measure that could be adopted in various ways, like giving oral and written compliments (Mantasiah et al., 2021). As shown in figure 16, the majority of pre-service teachers who identified positive reinforcement could be motivated to improve their face-to-face teaching. It could increase their self-confidence and give them the affirmation of their teaching. During the interview, all pre-service teachers agreed that if the positive feedback from university teachers and in-service teachers included suggestions for improvements, they would work diligently to improve their teaching (appendix 4). As indicated by PT5,

"Positive reinforcement will motivate me and increase my self-confidence. If it is with suggestions for improvement, it will **make me work harder to improve my teaching**. "

Discussion

During the COVID-19 period, pre-service teachers underwent two different internships: online teaching and face-to-face teaching. They were already familiar with using online resources and online teaching during their first internship. However, face-to-face teaching may bring pre-

service teachers more difficulties than online teaching since they lack face-to-face teaching experience. This study discovered that pre-service teachers faced four significant difficulties: teaching content and restriction, teaching strategies, classroom management, and psychological pressure during their second internship. The majority of pre-service teachers were not prepared and performed well in their classroom management, teaching content, and teaching strategies, which reflected that their teacher education should be enhanced. These results were consistent with part of the findings of AI Abiky (2021). The discovery of AI Abiky (2021) mainly investigated the difficulties faced by Saudi Arabia's pre-service teachers in online teaching.

On the contrary, this current study focused on Hong Kong pre-service teachers' difficulties in face-to-face instruction. For instance, in the findings of AI Abiky (2021), pre-service teachers did not comprehend the nature and requirements of online education, and they lacked in-service teachers' feedback to improve their online teaching. However, this current study showed that Hong Kong pre-service teachers had online teaching experience and skills. Also, during the face-to-face teaching internship, they gained a lot of feedback from their subject teachers in the internship school to enhance their teaching skills. Nevertheless, part of the difficulties of pre-service teachers was similar, such as teaching content and limits and teaching methods. The results of this study and the findings of AI Abiky (2021) also indicated that pre-service teachers did not know how to adapt teaching strategies appropriately and were challenged by the time limits when conveying teaching content.

Furthermore, the current study showed that a small portion of pre-service teachers believed that leading activities or doing administrative work in the school was difficult, which enhanced their pressure. Also, some pre-service teachers revealed that it was easier and less stressful to do classroom management in online education. These results were consistent with the findings of Ak & Gökdaş (2021), Oberle & Schonert-Reichl (2016) and Milkie & Warner (2011). From the

findings of the current study and lessons pre-service teachers learned- mainly focused on teaching strategies, social skills, and self-management, there were four major factors that influenced them to encounter those difficulties, which were consistent with the four factors in the literature review. Moreover, the current study showed pre-service teachers agreed that positive reinforcements with suggestions of improvements could improve their self-esteem and enthusiasm and motivate them to enhance their teaching, which was consistent with the findings of Bernier et al. (2012). The teachers' self-efficacy greatly influences pre-service teachers' abilities to endure and resist their difficulties, and pre-service teachers plan for their future career path, which was consistent with the findings of AI Abiky (2021) and Bandura (1997).

However, the current study showed that some pre-service teachers felt helpless and lonely because of a lack of support and psychological pressure instead of strong regulations of social distancing and lockdown measures due to COVID-19. Therefore, it was not consistent with the findings of Ozamiz-Etxebarria et al. (2021), Pokhrel & Chhetri (2021), and Smith & Lim (2020).

Conclusion

There were some limitations in the current study, which were the limited sample size, and the generalizability of the findings was limited. The limited sample size affected the objectivity of the current research because it might not represent most of the pre-service teachers' opinions in Hong Kong. Therefore, the results of this study could not describe the difficulties of most pre-service teachers in Hong Kong. Also, little previous research on Hong Kong pre-service teachers' difficulties and the lessons they have learned influenced the basis of the literature review for the current study. As the generalizability of the findings was limited, it might affect the hypothesis, theory, and collected data of this research. For example, compared to the research results from other countries, such as China and Spain, the current study discovered that Hong Kong pre-service teachers easily recovered from their internship difficulties than

theirs.

Moreover, some recommendations for further studies are listed below. Firstly, they can expand the research sample size and follow up with the reason for pre-service teachers who have not encountered difficulties. Secondly, they can follow up on the causes of some pre-service teachers treating difficulties as threats and avoiding them. Thirdly, how teachers' self-efficacy, social-emotional competence, resilience, and positive reinforcement mutually influence each other are worth investigating in the future.

Teaching in an unfamiliar environment caused certain difficulties and psychological pressures on pre-service teachers during both internships. To cope with this situation, there are some recommendations. University can provide more courses related to classroom management and social skills and include a short teaching practicum to enhance pre-service teachers teaching abilities. Also, university teachers should keep in touch with pre-service teachers to know more about their needs and difficulties to provide prompt support. For instance, they can hold a short meeting per two weeks by phone or online. For internship schools, in-service teachers should offer more feedback and support to pre-service teachers, such as conducting a quick brief meeting per two weeks to check on pre-service teachers' status and providing their teaching materials to pre-service teachers as a reference before letting them create their notes instead of doing it from the beginning by themselves. These suggestions may be helpful to cultivate better pre-service teachers in the future.

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<u>Appendix</u>

Appendix 1: Questions of the Questionnaire Survey

The main questions of the questionnaire survey are as follows:

Q1. Which university are you from? 你來自哪所大學？

☐ The University of Hong Kong 香港大學

☐ The Chinese University of Hong Kong 香港中文大學

☐ The Hong Kong University of Science and Technology 香港科技大學

☐ The Hong Kong Polytechnic University 香港理工大學

☐ Hong Kong Baptist University 香港浸會大學

☐ City University of Hong Kong 香港城市大學

☐ The Education University of Hong Kong 香港教育大學

☐ Lingnan University 嶺南大學

☐ Hong Kong Shue Yan University 香港樹仁大學

☐ Hong Kong Metropolitan University (Former name is The Open University of Hong Kong)

香港都會大學（前稱香港公開大學）

☐ Others 其他:

Q2. Did you encounter any difficulties in the second internship? 在第二次實習時，你有遇

到什麼困難嗎？

☐ Yes, I do. 有

☐ No, I do not. (Please refer to Q3) 沒有（請到第3題繼續作答）

2.1 If yes, what kinds of difficulties did you have? (You can choose one or more answers) 如

果有，你遇到了哪些困難？ （你可以選擇一個或多個答案）

☐ Teaching content and restriction 教學內容及限制

☐ Feedback and support 反饋和支持

☐ Evaluation of students (e.g., Give grades to students on their assignments and assess their abilities) 對學生的評價（例如，給學生的作業打分並評估他們的能力）

☐ Classroom management （課堂管理）

☐ Administration work from BP school (e.g., Led an activity and invigilated a test) 實習學校的行政工作（例如，帶領活動和監考考試）

☐ Psychological pressure from teaching (e.g., Lack of teaching experience and teaching performance) 來自教學的心理壓力（例如，缺乏教學經驗和教學表現）

☐ Psychological pressure from internship schools (e.g., Worry about scoring results of the second internship and integrating into school culture) 來自實習學校的心理壓力（例如，擔心第二次實習的評分結果和不能融入學校文化）

☐ Psychological pressure from university (e.g., Worry about scoring results of the second internship) 來自大學的心理壓力（例如，擔心第二次實習的成績）

☐ Students' diversity and interests 學生的多樣性和興趣

☐ Teaching strategies (e.g., Teacher-centered approach and student-centered approach) 教學策略（例如，以教師為中心的方法和以學生為中心的方法）

☐ Others 其他:

Q2.2 How did you solve the difficulties? 你是如何解決困難的？

_____

Q2.3 What have you learned from the difficulties? 你從困難中學到了什麼？

_____

Q3. Do you think your educational belief (belief about teaching and learning) can motivate

you to face difficulties? 你認為你的教育信念（對教與學的信念）能激勵你面對困難嗎？

☐ Yes, I do. 能

☐ No, I do not. 不能

Q4. Do you think your abilities can help you face difficulties? 你認為你的能力可以幫助你面對困難嗎？

☐ Yes, I do. 能

☐ No, I do not. 不能

Q5. When you face a difficulty, what would you do? 當你遇到困難時，你會怎麼做？

☐ Treat it as an opportunity 把它當作一個機會

☐ Treat it as a threat 把它視為威脅

☐ Neither an opportunity nor a threat 既不是機會也不是威脅

Q6. Do you proactively look for solutions when you face a difficulty? 當你遇到困難時，你會主動尋找解決方法嗎？

☐ Yes, I do. 會

☐ No, I do not. 不會

Q7. Do you run away when you face a difficulty? 當你遇到困難時，你會逃避嗎？

☐ Yes, I do. 會

☐ No, I do not. 不會

Q8. To what extent do you think your educational belief affects your…? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你認為你的教育信念在多大程度上影響了您的……？ （1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

<u>1. Teaching behaviors</u> 教學行為

1a. Teaching performance 教學表現

1b. Teaching strategy (Teacher-centered approach and student-centered approach) 教學策略

（以教師為中心的方法和以學生為中心的方法）

1c. Classroom management 課堂管理

2. Personal state 個人狀態

2a. Mental health management 心理健康管理 (正面思想)

2b. Physical health management 身體健康管理 (早睡早起，身體好)

2c. Pressure management 壓力管理

2d. Job satisfaction 工作滿意度

3. Relationship with colleagues 與同事的關係

4. Relationship with school management (e.g., Principal and vice-principal) 與學校管理層的關係（例如校長和副校長）

5. Relationship with students 與學生的關係

Q9. To what extent do you think your teaching abilities affect your…? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你認為你的能力在多大程度上影響了你的……？ （1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

1. Teaching behaviors 教學行為

1a. Teaching performance 教學表現

1b. Teaching strategy (Teacher-centered approach and student-centered approach) 教學策略

（以教師為中心的方法和以學生為中心的方法）

1c. Classroom management 課堂管理

2. Personal state 個人狀態

2a. Mental health management 心理健康管理 (正面思想)

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2c. Pressure management 壓力管理

2d. Job satisfaction 工作滿意度

3. Relationship with colleagues 與同事的關係

4. Relationship with school management (e.g., Principal and vice-principal) 與學校管理層的關係（例如校長和副校長）

5. Relationship with students 與學生的關係

Q10. To what extent do you think your past teaching experience affects your future career planning? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你認為你過去的經歷在多大程度上影響了你未來的職業規劃？（1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

Q11. To what extent do you think your past experience can help you face difficulties? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你認為你過去的經歷能在多大程度上幫助你面對困難？（1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

Q12. To what extent do you agree negative emotions will affect your understanding of students' needs? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你在多大程度上同意負面情緒會影響你對學生需求的理解？（1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

Q13. To what extent do you agree negative emotions will affect your implementation of proactive classroom management strategies (e.g., Interact positively with students and tell them about expected behavior before class activities begin)? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你在多大程度上同意負面情緒會影響你實施積極的課堂管理策略（例如與學生積極互動，並在課堂活動開始前告訴他們預期的行為）？（1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

Q14. To what extent do you think giving you a gift, award, or positive oral and written compliments can motivate you to improve your face-to-face teaching? (1 is none, 2 is little, 3 is some, 4 is much, 5 is very much) 你認為在多大程度上給你禮物、獎勵或正面的口頭和書面表揚可以激勵你改進你的面對面教學？（1是無，2是小程度，3是有些程度，4是大程度，5是非常大程度）

Q15. Do you willing to participate in a further interview? If yes, please write down your email address in the text box. The interview time and place can be flexibly arranged. 你願意參加進一步的採訪嗎？ 如果願意，請在文本框中寫下你的電子郵件地址。 面試時間和地點可以靈活安排。

Appendix 2: Questions of the In-depth Interview

The main questions of the in-depth interview are as follows:

1. Can you tell me more about your difficulties in face-to-face teaching?

你能告訴我更多關於你在面對面教學中的困難嗎？

2. How did the difficulties affect your face-to-face teaching? Please explain with examples.

這些困難對你的面對面教學有何影響？ 請舉例說明。

3. How did you solve these difficulties during the second practicum? Please explain with examples in detail.

在第二次實習期間，你是如何解決這些困難的？ 請舉例詳細說明。

4. What have you learned from this internship?

你從這次困難中學到了什麼？

5. What factor(s) do you think will affect pre-service teachers' face-to-face teaching the most? Why? Please explain with examples.

你認為哪些因素對職前教師面授教學的影響最大？ 為什麼？ 請舉例說明。

6. Do you think your beliefs in your abilities affect your teaching? Why and how?

你認為你對自己能力的信念會影響你的教學嗎？ 為什麼以及如何？

7. Do you think your educational belief affects your teaching? Why and how?

你認為你的教育信念會影響你的教學嗎？ 為什麼以及如何？

8. What do you think about your face-to-face teaching performance compared with the last online teaching practice? Why? Please explain with examples.

與上次在線教學實踐相比，你如何看待你的面對面教學表現？ 為什麼？ 請舉例說明。

9. In your face-to-face teaching, do you think your emotion(s) affect your teaching performance? Why or why not?

在你的面對面教學中，你認為你的情緒會影響你的教學表現嗎？ 為什麼或者為什麼不？

10. How did your social skills affect your second internship?

你的社交技能如何影響你的第二次實習？

11. Do you think improvement is needed for your social-emotional ability? Why and how? Or why not?

你認為你的社交情感能力需要提高嗎？ 為什麼以及如何？ 或者為什麼不呢？

12. Do you think the support (like emotional support from peers, school teachers, university teachers, and guidance from the school teachers) for the second internship is enough? Why?

你認為第二次實習的支援（比如來自同齡人、學校老師、大學老師的情感支持、學校老師的指導）是否足夠？ 為什麼？

13. When facing difficulties, do you easily solve them?

遇到困難時，你會輕鬆解決嗎？

14. If not, how long do you take to solve difficulties?

如果沒有，你需要多長時間才能解決困難？

15. When facing difficulties, do you easily recover yourself from an emotional state (or negative emotional state)?

面對困難時，你是否容易從情緒狀態（或消極情緒狀態）中恢復過來？

16. If not, how long do you take to recover yourself from an emotional state (or negative emotional state)?

如果沒有，你需要多長時間才能從情緒狀態（或消極情緒狀態）中恢復過來？

17. Do you think your ability to solve difficulties affects your teaching? Why and how? Please explain with examples.

你認為你解決困難的能力會影響你的教學嗎？ 為什麼以及如何？ 請舉例說明。

18. Do you think your ability to recover from an emotional state affects your teaching? Why and how? Please explain with examples.

你認為你從情緒狀態中恢復的能力會影響你的教學嗎？ 為什麼以及如何？ 請舉例說明。

19. Do you think positive reinforcement (like oral and written compliments) improves your teaching? Why and how? Please explain with examples.

你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？ 請舉例說明。

Appendix 3: Figures of Questionnaire Surveys
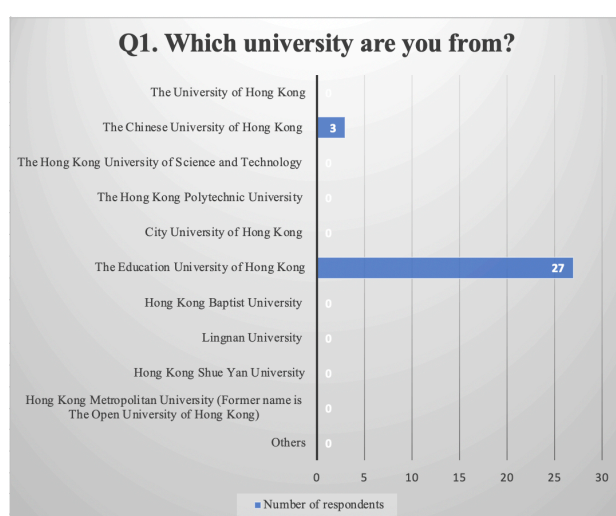
Figures of questionnaire surveys:

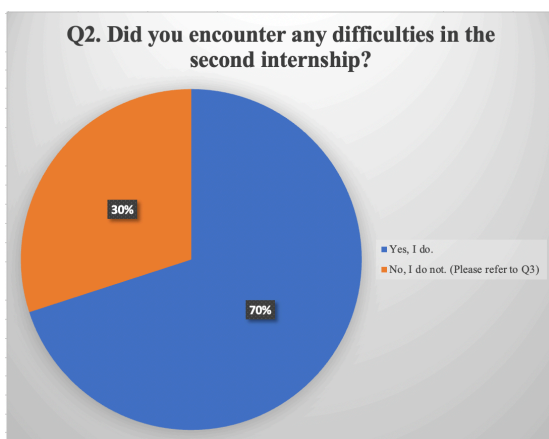Figure 1: The universities of origin of pre-service teachers

Figure 2: Most pre-service teachers have encountered difficulties in their second internship
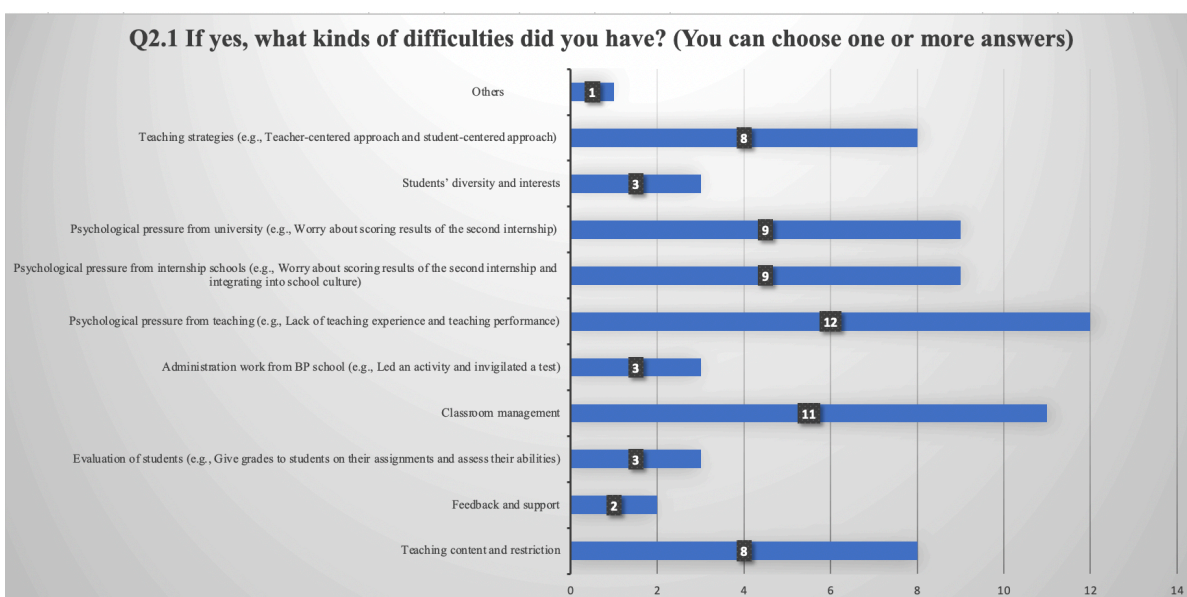

Figure 3: Four significant difficulties faced by Hong Kong pre-service teachers
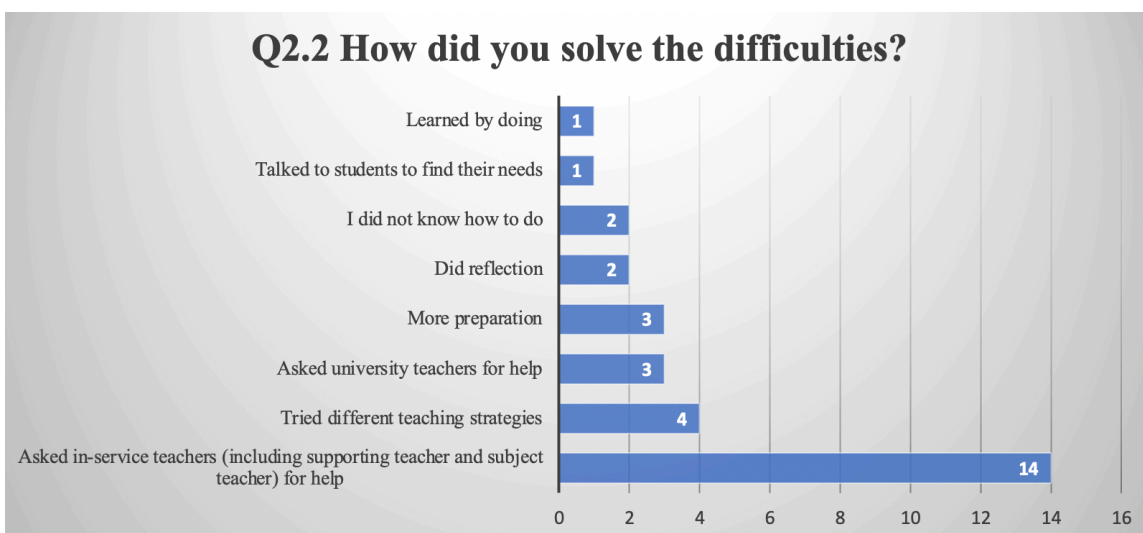
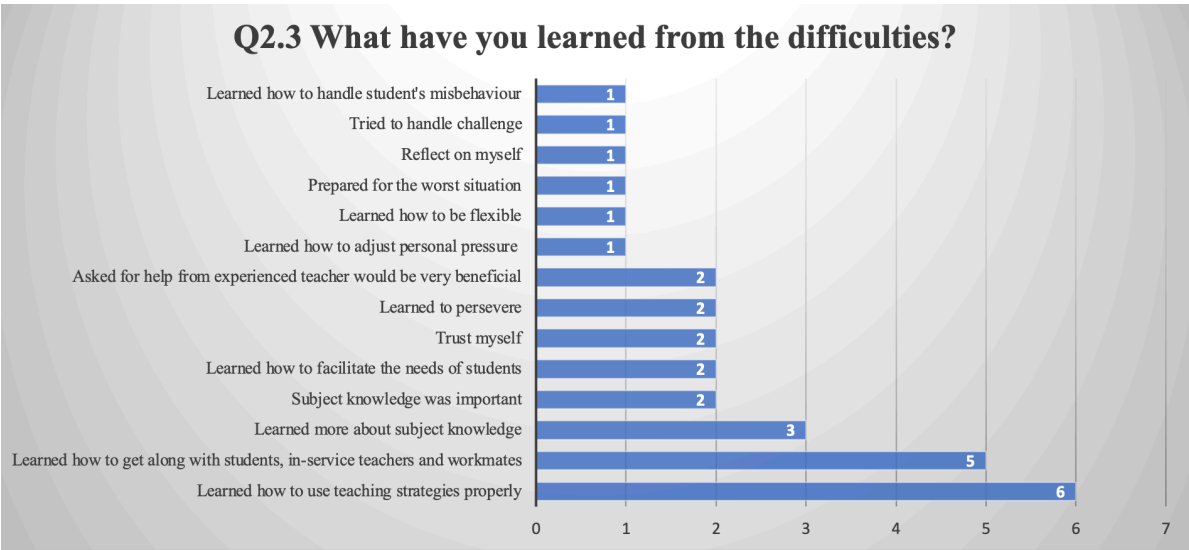Figure 4: The methods of solving difficulties by pre-service teachers

Q2.3 What have you learned from the difficulties?

Category	Value
Learned how to handle student's misbehaviour	1
Tried to handle challenge	1
Reflect on myself	1
Prepared for the worst situation	1
Learned how to be flexible	1
Learned how to adjust personal pressure	1
Asked for help from experienced teacher would be very beneficial	2
Learned to persevere	2
Trust myself	2
Learned how to facilitate the needs of students	2
Subject knowledge was important	2
Learned more about subject knowledge	3
Learned how to get along with students, in-service teachers and workmates	5
Learned how to use teaching strategies properly	6

Figure 5: The lessons pre-service teachers gained from difficulties

Q3. Do you think your educational belief (belief about teaching and learning) can motivate you to face difficulties?
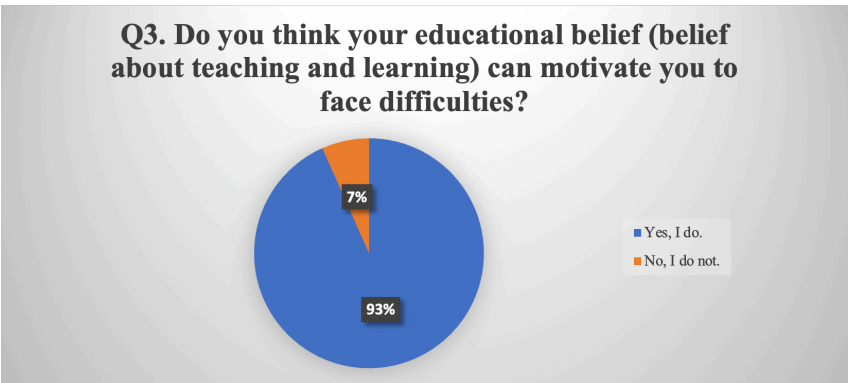
- 7% No, I do not.
- 93% Yes, I do.

Figure 6: Most pre-service teachers believed that their educational beliefs could motivate them to face difficulties

Q4. Do you think your abilities can help you face difficulties?

- 10% No, I do not.
- 90% Yes, I do.

Figure 7: Most pre-service teachers believed that their abilities could help them face difficulties
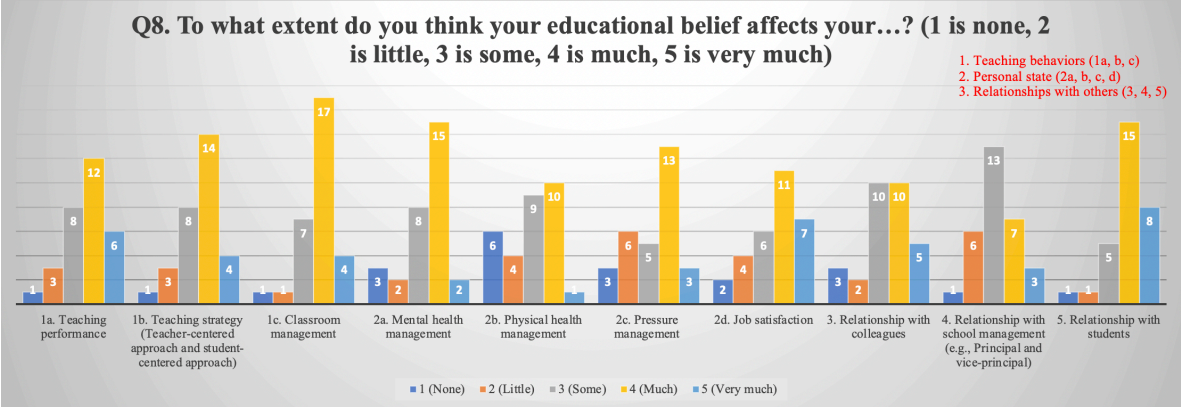

Figure 8: The degree of pre-service teachers believed that their educational beliefs affected their teaching behaviors, personal states, and relationships with others
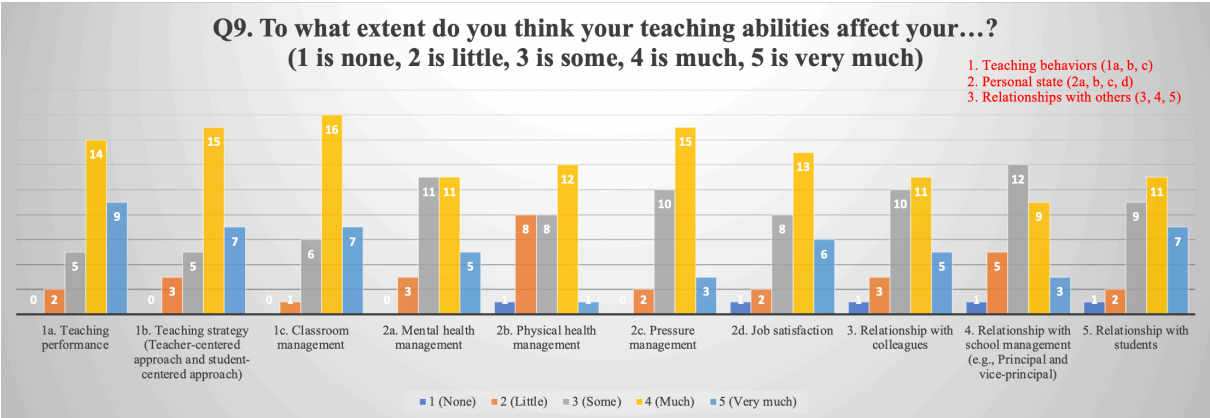

Figure 9: The degree of pre-service teachers believed that their teaching abilities affected their teaching behaviors, personal states, and relationships with others
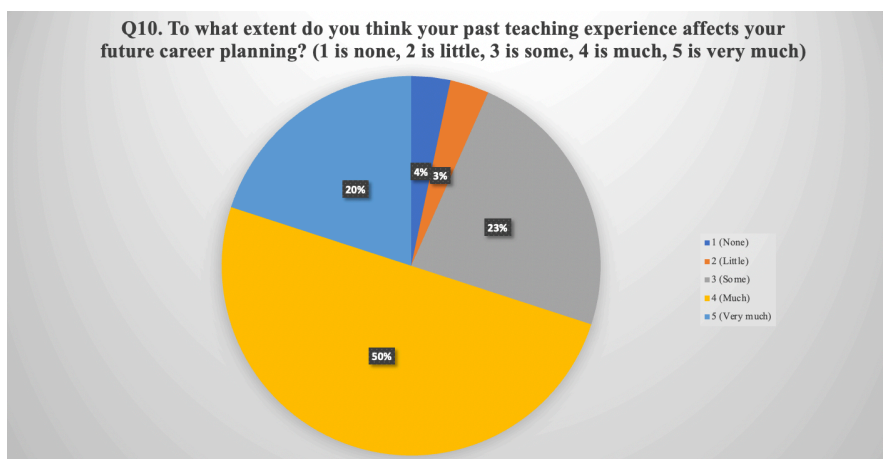
Figure 10: The degree of pre-service teachers believed that their past teaching experience affected their future career planning
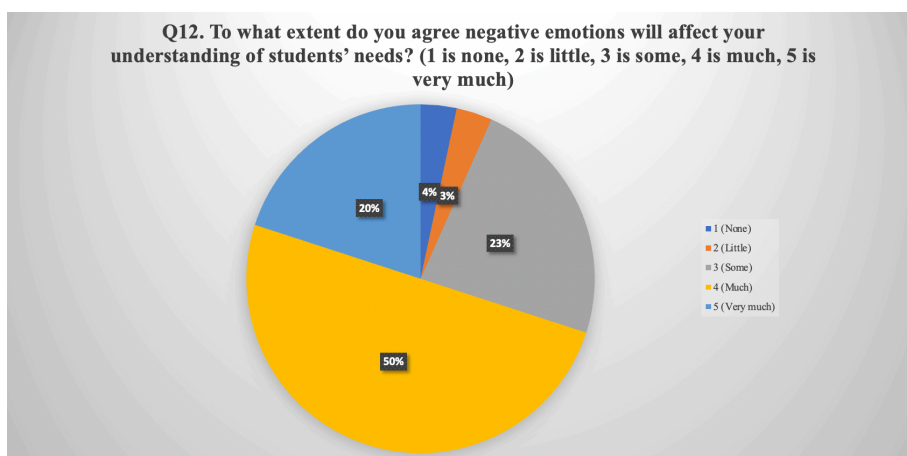

Figure 11: The degree of pre-service teachers' negative emotions that would affect their understanding of students' needs
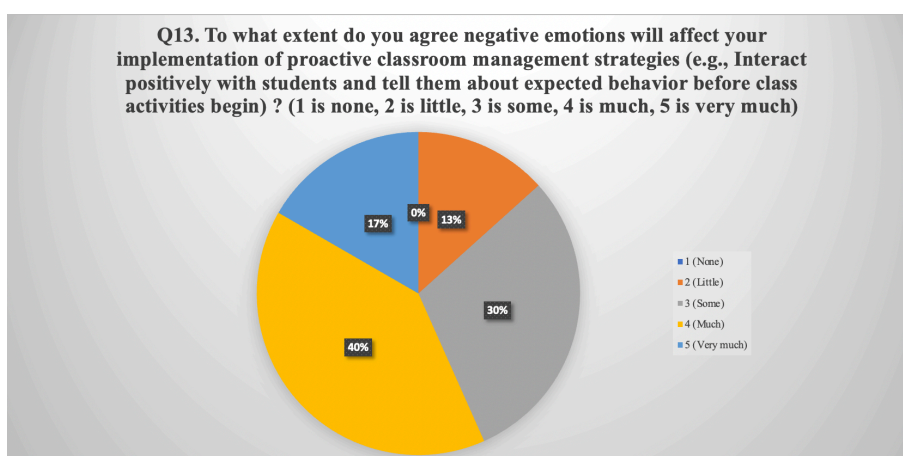
Figure 12: The degree of pre-service teachers' negative emotions that would affect their implementation of proactive classroom management strategies
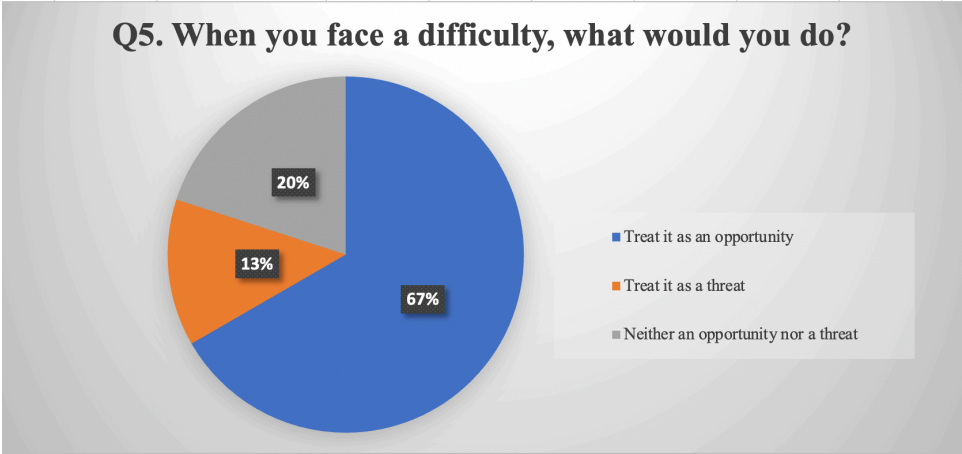

Figure 13: The choices pre-service teachers made when they faced difficulties

Figure 14: Most pre-service teachers proactively looked for solutions when they faced a difficulty

Figure 15: Most pre-service teachers would not run away when they faced a difficulty

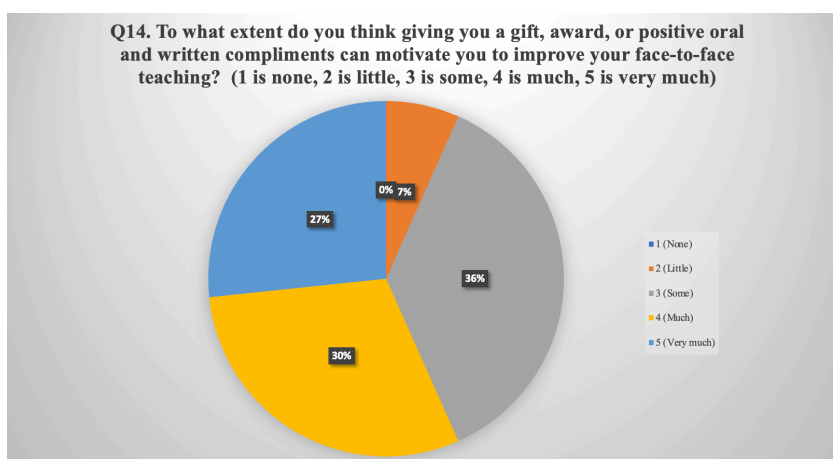Figure 16: The degree of pre-service teachers' thought of giving them a gift, award, or positive oral and written compliments could motivate them to improve their face-to-face teaching

Appendix 4: Interview Transcripts

Interview transcript of PT1

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT1:	我主要的問題是時間準備不足（例如PPT，教材，lesson plan，notes等等）。其實教學的時間很短，一節課25分鐘，我沒辦法完成我本來準備的教學內容。加上原任教學進度落後，這讓我更難去讓我的學生去吸收我所教的內容，所以他

	們只能慢慢的跟上我的教學進度。而我另外一個困難就是課堂管理吧，很難控制班上秩序。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT1:	會，因為這會影響到我的教學流暢度和順利程度，還有我對待學生的態度也會有不同。例如我相信自己能力的話，我會教快點和上課也會流暢和順利點，而且這會影響我的信心。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？
PT1:	會，這個會影響我的教學方法，因為我的教育信念是學生為本，是幫他而不是教他，所以我會盡量幫他解釋難懂的詞彙，輔助他學習，而且我會跟學生交流和相處比較多。
I:	在你的面對面教學中，你認為你的情緒會影響你的教學表現嗎？為什麼或者為什麼不？
PT1:	我的情緒會影響我的教學表現和質量，會比平時低。比如上課時，我的學生一直吵，不能安靜，我當時氣得拍桌子讓他們安靜下來。因為我生氣了，所以在講解一道數學題的步驟的時候，我就少解釋了，聲音也變沉了，不像平時溫柔的聲音了。
I:	你的社交技能如何影響你的第二次實習？
PT1:	我的社交技巧讓我跟同學和同事的關係不錯，我們會多交流和溝通，跟同伴相處的時候也是輕鬆愉快的。這樣的相處模式讓我覺得很舒服。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？
PT1:	不會，單純的讚美是不會的，但是如果讚美加建議的話，這會改善我的教學。

Interview transcript of PT2

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT2:	由於實習學校沒有太多的支持，通常我要靠自己的知識和對學科的理解向學生講解知識，而且我還要自己想教學內容和如何設計它。 在知識層面或者課堂設計方面，如果我想豐富和多樣化的話，我必須自己去尋找和設計，而不是靠實習學校的幫助。這樣讓我消耗很多時間。另外，因為這是一所特殊教育需要的學校，我對學校的文化和學生背景並不熟悉。由於缺乏實習學校的支持，所以在早期的時候，我承受著很大的心理壓力。而且課堂管理也是我其中一個困難吧，因為我的學生有情緒問題，我經常不得不非常小心自己的語言和行為問題，擔心會激怒他們。加上我對我自己和我的學生都有很高的要求，這讓我感到壓力很大。我也希望自己能在這次實習中取得好成績，學生們可以按時交作業給我。不過，聽了社工的意見後，明白了我的學生沒辦法達到我的要求，所以我降低了期望。
I:	你從這些困難中學到了什麼？
PT2:	在這個過程中，我學會了如何裝備自己，善用自己的時間，尤其是在教學和行政工作上，因為兩者都是繁重的工作，所以我沒有太多時間。例如，我需要修改試卷和跟進會議。此外，通過與subject teacher的交流，我的社交能力和批判思考能力得到了提升。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT2:	會，如果對自己沒有信心的話，會沒有說服力，沒辦法讓學生相信我說的話。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？

PT2:	會，這個會影響我的教學方法，因為我的教育信念是學生為本，所以我會盡力輔助他們學習。
I:	在你的面對面教學中，你認為你的情緒會影響你的教學表現嗎？為什麼或者為什麼不？
PT2:	我的情緒會影響我的教學表現和心理壓力。當他們不喜歡我花費大量時間和精力設計的活動或者他們上課不專心時，我會感到失落。由於我的失落和他們不專心上課，所以我的心理壓力增加了。他們的不專心導致學習無效，教學進度落後，更浪費了彼此的時間。
I:	你的社交技能如何影響你的第二次實習？
PT2:	我的社交技巧對我的實習影響很大，尤其是在與同事和學生的溝通和關係方面。實習期間，我與同事和學生的關係都很好。當我禮貌地向老師尋求幫助時，他們都很樂意幫助我。這有助我更好的去設計課堂活動。此外，我的學生在課堂上會很積極，使我的課堂順利進行。
I:	你認為你從情緒狀態中恢復的能力會影響你的教學嗎？為什麼以及如何？請舉例說明。
PT2:	在我消化完情緒後，我會和學生交流，了解他們為什麼沒有提交作業。經過討論後，我會對他們的學習需求有更深入的了解。例如，他們認為作業太難了，那我就需要去調整它的難度。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？
PT2:	會，因為這是老師對我的一種教學的認同和認可，我會很有成就感，覺得付出和收入成正比，增加我的自信，會繼續再努力完善我的教學。

Interview transcript of PT3

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT3:	我知道教學的內容是關於什麼的和如何去做，但是我不知道如何向我的學生解釋我們為什麼要這樣解決問題。我很難將所學的教學法應用起來，我覺得我所學的與我所做的不同，我也很難從學生的角度去理解他們的學習困難。我和我的學生在想法上存在差異。我不知道怎麼教他們，也許是因為我缺乏教學經驗。另外，在學生管理方面，我很難去督促他們積極認真地學習。比如他們上課不帶課本，我讓他們回去拿課本，但他們會說沒問題的，讓我繼續教。他們的回答讓我感覺他們沒有認真學習，我只能向我的subject teacher求助。
I:	你從這次困難中學到了什麼？
PT3:	我想我學到的是修改我的教學策略吧，因為我要用我的知識的同時教20多個學生，這對我來說不容易。 此外，我學會了如何使用不同的工具來協助我的教學和如何來教授學生一些複雜的課題。 當大學老師要對我進行觀課之前，我會向subject teacher展示我的teaching plan，讓他給我一些反饋，以改進我的教學。另外，我學會了如何與同事相處，比如教職員室的其他同事和我的subject teacher。 我學會了如何與同事和同伴友好地共事，並進行了教學交流。 在與學生的關係中，我發現跟不同性格和學習能力的學生交流時，交流的方法是不同的。 經過了解後，我對他們的學習需求和想法有了更深入的了解。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT3:	會，因為我覺得自己教得不好，所以我會好好準備。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？
PT3:	會，我的教育信念是想要把好的教育推廣到所有學生身上。這樣的信念會讓

	我準備的東西做得更好。這也會影響我的工作熱誠。
I:	你認為你從情緒狀態中恢復的能力會影響你的教學嗎？為什麼以及如何？請舉例說明。
PT3:	會的，這個能力有助於我在教學時不會容易把自己的負面情緒帶到課堂上。
I:	你的社交技能如何影響你的第二次實習？
PT3:	我會用我的社交能力向實習老師求助，以促進我的教學質量和能力。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？
PT3:	不會，單純的讚美是不會的，因為雖然我會覺得被鼓勵了，但是我不確定我這樣做是不是做得最好，但是如果讚美加建議的話，那就太好了，這會改善我的教學。

Interview transcript of PT4

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT4:	我最大的困難是在課堂上與學生互動，因為他們在上課的時候都太安靜了。有時當我向學生提問時，他們可能不明白我在問什麼，而且由於學生的學習能力不同，我可能無法照顧到所有學生的需求。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT4:	我的教學能力的信念會影響我的教學。如果我不相信自己，認為我不會教好他們，那些學生會和我有同樣的感覺。而且，如果我在教他們的時候不相信自己，他們就不會認為我說得有說服力。這會影響他們對我的信心。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？
PT4:	會的，我的教育信念會影響我的教學和工作滿意度。我的教育理念是我相信

	學生有很多潛力和能力，所以我不會僅僅以他們的成績來評判他們。因為我的教育理念，我在教學生的時候會更有耐心。
I:	你的社交技能如何影響你的第二次實習？
PT4:	我的社交能力幫助我與學生和同事建立關係。在實習期間，這能力對我來說很重要，因為如果學生喜歡我，他們會聽我的，專心上課。而且因為我在實習期間和我的subject teacher關係很好，所以他們都很樂意教我如何提高我的教學能力。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？
PT4:	會，這會增加我的自信和熱誠，讓我繼續努力，但是如果讚美加建議的話，這更會改善我的教學。

Interview transcript of PT5

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT5:	我的學生在課堂上經常不專心和吵鬧。作為一名職前教師，我不知道如何控制我的學生，讓他們聽我的。因為如果他們在課堂上有良好的秩序，這將有助於他們更好地學習。而且，之前學過的課堂管理我都忘記了，就算記住了，對這次實習也沒多大用處。 因為這是一所band 3學校，我在現實中無法使用從課本中學到的課堂管理，因為情況並不理想，所以我只能依靠實習學校的訓導主任，等學生們靜下心來再繼續教學。另外，在實習中我有很大的心理壓力。我的心理壓力來自我的大學和實習學校。一方面，我擔心我的實習成績。另一方面，我擔心我是否有足夠的學科知識來教我的學生，我的學科知識是否全面，我是否能在課堂上回答他們的問題。此外，另一個心理壓力來自於與supporting

	teacher的相處。 因為supporting teacher是我的subject teacher，所以我希望表現得更好，給老師留下好印象。
I:	你從這次困難中學到了什麼？
PT5:	我學會了如何使準備材料和各種形式的教學多樣化來讓我的課堂變得有趣。例如，我嘗試使用 Kahoot、視頻、分類問題和小組討論。我也學會了如何使用引導性問題來引導他們回答我的問題。另外，我學會了如何與同事，supporting teacher和校長相處。 雖然我不是一個外向的人，和他們相處對我來說壓力很大，但這讓我更了解學生的情況。 此外，我的subject teacher會教我一些教學經驗和觀念，以提高我的教師素質。通過與學生的交流，我和他們的關係也得到了提升，這讓我對他們的學習需要有了更深入的了解。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT5:	會，因為它能幫助我努力的去充實知識和課間的準備。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？
PT5:	一定會，因為我的是實行溫柔式的教育。例如在學生管理方面，我很少發脾氣，因為這會損壞彼此之間的關係和造成學生心靈上的傷害。所以這個觀念會讓我更努力地實行著，作為一個動力推動著我。
I:	你的社交技能如何影響你的第二次實習？
PT5:	我的社交能力會讓我跟同伴，實習老師和學生的關係變好，而且也知道如何在說話的時候避免傷害到我的學生。
I:	你認為你的社交情感能力需要提高嗎？ 為什麼以及如何？ 或者為什麼不呢？
PT5:	要的，因為我不是一個很愛社交的人，所以如果要提高我的社交能力的話，我會嘗試主動打開話題，跟同事溝通。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如

	何？
PT5:	會，積極的鼓勵會促進我奮進，增加我的信心。如果讚美加建議的話，這會讓我更努力去改善我的教學。

Interview transcript of PT6

I:	你能告訴我更多關於你在面對面教學中的困難嗎？
PT6:	我在這次實習中遇到的困難是課堂管理方面吧。在第一次實習的時候，我不需要控制順序，處理學生不當行為的壓力很小，可以簡單直接就開始上課。 但在面對面教學中，如果學生有不良行為，那麼我不需要開始教學了，因為課堂會不斷被打斷。 我認為有必要與學生建立良好的關係，並在教學之前開始相互尊重，這樣才能讓課堂順利進行。
I:	你從這次困難中學到了什麼？
PT6:	從這個困難中，我了解到男孩和女孩的想法不同，我需要使用不同的策略來教他們。 例如，男孩認為這個數學問題很簡單，即使呈現方式不同。 儘管如此，女孩們還是覺得它非常複雜，尤其是呈現方式不同，即便是一個很小的變化。而且在這個過程中，我了解到不同的學校有不同的文化。 雖然教的是同一門學科，但教學語言和做事方式與我之前實習的學校不同。 因此，我認為最重要的是我適應學校文化和工作環境的能力。
I:	你認為你對自己能力的信念會影響你的教學嗎？為什麼以及如何？
PT6:	會，這信念會影響到我的自信，氣場，學生跟我的關係，教學流暢度和質量，以及心理壓力。
I:	你認為你的教育信念會影響你的教學嗎？為什麼以及如何？
PT6:	還好，主要是看學校文化，但教育信念某程度會影響我的教學的。

I:	你的社交技能如何影響你的第二次實習？
PT2:	我的社交技巧對我的實習影響很大，尤其是在與同事和學生的溝通和關係方面。例如跟學生關係好的話，她們會主動找我聊天，跟我說她們上課不懂得的地方。
I:	你認為你從情緒狀態中恢復的能力會影響你的教學嗎？ 為什麼以及如何？
PT6:	會的，如果遇到各種困難的話，我的工作滿意度和熱情都會降低。
I:	在你的面對面教學中，你認為你的情緒會影響你的教學表現嗎？為什麼或者為什麼不？
PT6:	會的，因為我心情低落會影響到我的教學質量。
I:	你認為你的社交情感能力需要提高嗎？ 為什麼以及如何？ 或者為什麼不呢？
PT6:	要的，我會平常心面對，也會在大學參加關於講社交情感能力的工作坊來提升我的能力。
I:	你認為積極的強化（如口頭和書面讚美）會改善你的教學嗎？ 為什麼以及如何？
PT6:	會，這會增加自信心，讓我心情變好。如果讚美加建議的話，這會改善我的教學。

Declaration

I, Chan Wing Lam   declare that this research report represents my own work under the

supervision of Assistant Professor and Dr. CHENG Wai Lun Eddie, and that it has not been submitted

previously for examination to any tertiary institution.

Signed _____

Chan Wing Lam

18/4/2022