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Title:
How do full-time lecturers in higher education view their career development, in relation to studying part-time for a doctoral degree and participating in research publication, while having to balance between work and family life?

How do full-time lecturers in higher education

view their career development,

in relation to studying part-time for a doctoral degree and

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while having to balance between work and family life?

by

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Abstract

The author's personal experience as a lecturer in a higher education institute (HEI) in Hong Kong for ten years has led her to acknowledge the complexities of this context and the changing demands on lecturers. Being made redundant in 2010 caused her considerable stress, in particular because she did not understand fully the reason for her redundancy. Studying the Doctor of Education (EdD) unit 'Learning and Teaching in the Global University' enabled her to begin to understand her experience, and she decided to undertake research that would explore other lecturers' experiences, whilst allowing her to reflect on her own. The overall purpose of this research is to explore the working lives of a small group of higher education lecturers in Hong Kong, all of whom have been affected by the increased pressure on them to conduct research.

The experiences of the higher education lecturers were explored using narrative inquiry. As participants spoke about their experiences, they were able to reframe them so that they were constructed as more positive and as having a more settled place in their life. The author made transparent, and intertwined, her own beliefs and values with the stories that she heard in order to ensure reflexivity. In doing so, she invites readers to recall their own memories and experiences of similar difficulties in their working lives.

From this in-depth research, the author has gained insight into the situations of the participants and the different kinds of pressure that they experienced. This insight enables her to suggest how higher education lecturers can strike a balance between teaching, placement supervision, research and administration, as well as between work, study and family lives. The study is particularly pertinent to the current higher education context in Hong Kong but may have wider application to other higher education contexts.

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It is hard for me to believe that my dissertation work is coming to an end. Without the helping hands of those around me, I am sure my study journey would not have run as smoothly as it did. First of all, I would like to express my gratitude to the Lord; without His lead, I would not have taken any steps towards doctoral degree study. May all glory come to the Lord! ‘In his heart a man plans his course, but the Lord determines his steps’ (Proverbs 16:9 New International Version).

Without the patience and guidance of my supervisor, Dr Sheila Trahar, it would not have been possible to finish my doctorate. Sheila has given me professional advice not only on my dissertation, but also my career difficulties and the ups and downs of life. To say ‘thank you’ alone cannot express the depths of my gratitude to Sheila, but I say it nevertheless!

Thank you also to my interviewees, Hanifah, Latifah, Bahirah and Inas. I learned a lot from all of you and your experiences. I have shaped my understanding of higher education and become settled in my workplace. I know everyone’s path is different, and every life has both sweet happiness and some sadness or disappointment, but at least we have spent some quality time together to give each other support.

I have intruded on my friend Joanne and her family many times with my requests to correct my grammar. Joanne has never refused, and after she had read through my essay, she passed it to her father, David, and her husband, Andrew, for them to check it as well. How lucky I am to know this kind and beautiful lady! Thank you so much.

My family has provided unconditional love for me since I was born. With their love, I can try my best to see as much of the world as I can. Whenever I face a problem, they are always there behind me. I love you all, my father, my mother and my younger sister.

Author's Declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Research Degree Programmes and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate's own work. Work done in collaboration with, or with the assistance of, others, is indicated as such. Any views expressed in the dissertation are those of the author.

SIGNED: [redacted] DATE:______17.11.2017_______

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Chapter 1

Introduction

In this chapter, I first illustrate the origin of and reason for massification in higher education globally, and then focus specifically on Asian countries, especially those whose ethics are influenced by Confucianism. Then I justify the rationale for conducting this study and briefly explain why narrative inquiry is an appropriate method of investigation in this research. Afterward, I give a broad picture of the dissertation in which I summarise each chapter in order to provide an overview of the whole study.

1.1 The reasons for massification of higher education globally

Article 26 (1) of the 'Universal Declaration of Human Rights' by the United Nations suggests that '[e]veryone has the right to education. […] [H]igher education shall be equally accessible to all on the basis of merit.' This is an idealistic picture through which massification of higher education may be accomplished. In fact, according to the 'Draft Report: Concerning the Preparation of a Global Convention on the Recognition of Higher Education Qualifications' (2015) by United Nations Educational, Scientific and Cultural Organization (UNESCO), higher education (HE) worldwide is developing towards massification and diversification. The 'nine changes' in HE, the new dynamics of current global trends, described in the report are massification of HE, diversification of HE provision, changes in the paradigm of learning, employability, quality and quality assurance, internationalisation of HE, academic mobility, internationalisation of research and financing of HE.

Table 1 shows the number of students in tertiary education worldwide, which attests to the **Massification of Higher Education**. In 1970, there were 28.5 million students in tertiary education worldwide. By 2012, the number of students in HE had grown drastically to 196 million (UNESCO, 2015: 5-6).

Year	Number of students in tertiary education worldwide
1970	28.5 million
2000	100 million
2005	139 million
2010	181 million
2012	196 million

1.2 Massification of higher education in Confucianism-influenced Asian countries

At the regional level, in Asia, the number of students in HE has growth massively, from 41 million in 2000 to 105 million in 2012, a 155% increase (UNESCO, 2015: 6). Another change mentioned in the report, **Diversification of Higher Education**

Provision, is not only about teaching methodology, but also technology-based delivery of HE, such as the prevalence of Massive Open Online Courses (MOOCs). Cross-border HEIs are increasing in both number and scale (UNESCO, 2015: 7), and cross-border recognition of qualifications may become more common in the near future. The structure of HE is also changed by the fast growth of private HE, the enrolment in which is now close to 40% of the total enrolment in HE. In terms of **Changes in the Paradigm of Learning**, with the focus shifting from teaching to learning, learning now includes both formal and informal types of learning, both inside and outside HE. This change is aimed at enhancing creativeness and entrepreneurship in order to prepare and equip graduates for the labour market, to enhance research and to contribute to forming equitable and democratic societies. The focus on **Employability**, which involves productivity, economic growth and competitiveness in global markets led by businesses, shapes students into employable graduates with entrepreneurial skills. Within **Quality and Quality Assurance**, both the internationalisation of quality assurance (the ongoing proliferation of national qualifications frameworks) and the development of regional or meta-qualifications frameworks are valued, and in fact help to further facilitate the cross-border recognitions mentioned earlier. **Internationalisation of Higher Education** has also increased, with educational diversity and the exchange of education resources across different countries having become more prevalent. Next is **Academic Mobility** – in 2012 four million students studied abroad, among which 6% studied in East Asia, and the number is increasing (UNESCO, 2015: 8). The needs and characteristics of graduates are therefore also changing. With **Internationalisation of Research**, 'research is also going through an intensified process of internationalisation, facilitated by the establishment of regional research areas and the international competition for research funding' (UNESCO, 2015: 9). Local and regional research is changing as there is more collaboration and competition among HEIs. The last reported change is **Financing of Higher Education**; since the expansion of student population is too great to be funded and managed by the public sector, funding now comes from both public and private sources.

HE around the globe is changing, and so is that in Asia in its unique ways. According to the Asia Development Bank's (ADB) (2011) publication, 'Higher Education Across Asia: An Overview of Issues and Strategies', if a country in the Organisation for Economic Co-operation and Development (OECD) keeps investing in HE, its economy and society will greatly benefit. A study shows that investment in HE results in tangible benefits, as not only are graduates educated, but the country's economic output increases by 3%−6% over time (LaRocque, as cited in ADB, 2011).

Despite the benefits mentioned above, ABD (2011) also explains the pressures related to HE in Asian countries. Such concerns come from the desire of parents and students to receive HE and gain corresponding qualifications. Confucianism is embedded in many Asian minds, especially those of the Chinese, who are one of the most eager groups to invest in education; sayings such as ‘the worth of other pursuits is small; only the study of books excels them all’ (「萬般皆下品，唯有讀書高」) are common (Weng, Li and Foo, 2016: 218). Another one is ‘education will automatically reward you with wealth and fortune’(「書中自有黃金屋，書中自有顏如玉」) (Huang and Chien, 2013: 185). Students from Confucianist backgrounds are expected to keep studying, especially due to their parents’ expectations; most parent compare their children’s academic achievement to others’ (such as relatives, colleagues/neighbour/friends’ children etc.) as a stimulation to their own children to keep studying and achieve good academic results. Students are therefore expected to continue studying at least until they are a degree holder. However, governments have limited budgets, and therefore have been employing strategies to improve the management of HEIs, aiming to lower expenditure and encourage new sources of funding. As a result, continued study in a HEI may cost a family the financial expenditure required to pay tuition. However, if the parents and students are willing to attend a HEI, it is because they predict they will have rewards after graduation, such as a stable and high-status job. Even the number of student drops in these few years because of limited budgets, massification in HEI remain continues in that enrolment remains high.

In this research project, I have examined in depth the situation of a small number of lecturers in HEIs in Hong Kong through narrative inquiry. Through collecting their life stories, I gained insights into their values as teachers, beliefs towards part-time studies, job duties that might be unexpected (e.g. research and/or academic publication), and with these in the background how they balance work and family, as well as teaching, research and part-time studies. I believe that better support by different stakeholders can be provided for them after understanding their difficulties and needs. Ultimately, I hope to present this picture of the experiences of practising lecturers to those who want to become lecturers in HEIs, in order for them to, for example, consider whether they should gain a master’s degree, and continue to develop and study as they work as a lecturer in a HEI, or instead to complete a doctoral degree and then work in a HEI.

1.3 The rationale for conducting this study

At the very beginning of conducting this research, it was purely was to understand my own situation – as a lecturer who worked in a HEI for two years and then received the shocking news of being made redundant because of no funding from the government. In finding the lack of funding to be the issue, proving that the layoff was not my fault, this process acted as a kind of psychological healing. When further investigating the funding issue in HE in Hong Kong, however, I discovered many challenges facing lecturers seeking to remain in a HEI, therefore I would like to explore lecturers' difficulties and how lecturers cope with them. Therefore, I use narrative inquiry as my methodology.

1.4 Narrative inquiry

Narrative inquiry is an appropriate research methodology for understanding people – what they think and why they behave as they do – because it is a humanistic and interpretive approach, based around experiences. It is concerned with individual truths rather than generalisations. When people give their own views and opinions, we discover explanations that fit into our understanding by restructuring our own experiences into a logical coherence. We develop our personal understanding of social life by constructing and reconstructing our observations. Narrative inquiry involves participating with, thinking about, telling and retelling stories. This type of research also involves writing about and collecting personal stories and the significant events that have influenced us most. This process indicates the concern with and interconnection between human centeredness, relationships, environment and culture.

I was in the same situation as that of my former colleagues, the participants in this narrative inquiry. As lecturers, we used to focus only on teaching, placement supervision and administrative work, but we were then encouraged to conduct research, although this requirement was not stated in our contracts. This directly affected our employment as the job specifications of lecturers were changed. I was interested in understanding the lecturers' experiences and how they coped with the challenges posed by the change to their workload, particularly the amount of effort and time needed when they also had to conduct research.

Stalker (2009) argues that our historical knowledge merges with our daily life. Hence, even though my former colleagues and I are no longer working in the same institute, we still belong to the same fraternity. I am also part of the stories that they told me, because we have a common understanding of the context (such as knowing the relevant policies, the departmental structure, the people who worked in the department and their working style) and we have suffered under and experienced almost the same conditions. Using narrative inquiry gave me the opportunity to reflect and think critically about what I am doing and why. It challenged my preconceptions, and helped me to clarify my thoughts and to base my decisions on what I have heard (Mason, 2002 as cited in Stalker, 2009). Using narrative inquiry allowed me to research and interpret lecturers' experiences and to compare their perspectives with mine.

1.5 Overview of the dissertation

Following this introductory chapter there is a *Literature Review* chapter, in which I introduce the development of HE and explain the effects of its massification on Hong Kong. This directly affects sources of funding of HEIs, which are changing from being publicly funded to being self-financed. I then focus on the reasons why lecturers pursue part-time studies and the challenges and difficulties they may face. In particular, I review whether and how the culture of 'publish or perish' has affected lecturers globally, including those in Hong Kong. In connection with that, I then discuss the problems of writing academically in a second language and publishing in high ranking journals, which in turn shape lecturers' academic identity. The second important part of the *Literature Review* concerns work-life balance. I pay particular attention to that of female academic staff and lecturers and discuss the dilemmas they face due to balancing their work and family responsibilities under Confucianism. Lastly, I explain the theoretical framework – the Theory of Planned Behaviour – and illustrate how I implement it in my study.

After the *Literature Review* comes the *Research Methodology* chapter in which I explain my philosophical framework within interpretivism, as well as how and why narrative inquiry is appropriate under this framework and why it is suitable for my study. Furthermore, I illustrate why I selected interviews as my research method and discuss how I used thematic analysis to analyse my data.

Chapters 4 to 8 are *Data Analysis* chapters in which I report the findings of the current study. One chapter is devoted to each participant, and Chapter 8 is an imaginary dialogue between all the interviewees. Specifically, Chapter 4 (*Latifah*) is based on my interviews with the first participant. She shares her philosophies of teaching and research, describes the ups and downs of her journey as an EdD student before and after she became a mother and explains how she balances work and family lives. In Chapter 5 (*Hanifah*), another participant reveals how she balances her teaching, studying and family lives. Despite gaining a Teaching Excellence Award she has been refused promotion. Then, in Chapter 6 (*Bahirah*), another participant tells us how to gain a doctorate as a lecturer in a HEI and talks about where to get support for doing research. Chapter 7 (*Inas*) is about a participant who is soon to retire; for that reason, she bravely reveals information about some extreme cases in the department, those that have not been explored previously. For Chapter 8 (*A coffee break with five women: thematic analysis*), I have composed an imaginary dialogue between all the interviewees. The purpose of this fictional conversation is to present a debate and raise the issues in the system as well as the needs of the lecturers.

In Chapter 9, I summarise the points made and provide some recommendations in order to answer my research questions. I also identify the strengths and limitations of this research, reflect critically on the methodological approach and theoretical framework, and also indicate the context in which the knowledge from this research can be added.

1.6 Summary

In this first chapter I have looked at changes in HEIs from both the global and the Asian perspectives, namely the massification of HE, diversification of HE provisions, changes in the paradigm of learning, employability, quality and quality assurance, internationalisation of HE, academic mobility, internationalisation of research, and financing of HE. I also briefly looked at how Confucianism has affected Asians', especially Chinese people's, beliefs about education. Then I detailed and explained my interest in studying my former colleagues. As a result of this interest, I investigated their work as lecturers in a HEI in terms of how they viewed their work situations, including their duties, workload and balance between work and family lives, using narrative inquiry as my methodology. Lastly, I provided an outline of my whole dissertation by introducing and briefly describing each chapter.

Chapter 2

Literature review

Introduction

I first contextualise this review of literature by providing an overview of the move towards massification of higher education (HE) in Hong Kong and the consequent increased pressure on academics to engage in research and to publish its outcomes. I then move on to discussing the challenges faced by those who are full-time lecturers and also studying part-time in Hong Kong within this climate of 'publish or perish', such as the pressure of writing academically in English (most quality journals with high rankings are in English, which is a second language for most Hong Kong academics), which may affect their academic identity. I end the chapter by highlighting the importance of work-life balance, specifically focusing on female academics living under Confucianism, who may suffer from certain pressures because of the multiple roles they play. Lastly, I explain the reason I use a theoretical framework – the Theory of Planned Behaviour – and how I analyse my research data.

2.1 Changes in the Hong Kong higher education landscape

The transformation of Hong Kong HE, an impact of globalisation, has resulted in a new state-education relationship. ‘Under the influence of social interaction globalization, higher education institutes are developing a consumerist mentality which transforms education into a product exchangeable in an open market’, resulting in commercialization (Mitchell & Nielsen, 2012: 7). The Education Commission’s (2000) ‘Review of Education System Reform Proposals’ highlights the economic transition of Hong Kong from a labour market to a knowledge-based economy that values creative and innovative industries. Many therefore believe that education also needs to be changed in order to cultivate employees who can thrive in the new mode of economy, thereby enhancing the global competitiveness of Hong Kong in terms of human capital, both for future development and global needs (Asian Development Bank, 2007).

2.1.1 Massification of Hong Kong higher education

In 2000, Tung Chee-hwa, the Chief Executive of Hong Kong, promoted the massification of HE in his Policy Address by saying,

> In developed countries and some major cities in Asia, up to 60% of senior secondary school graduates pursue tertiary education. For Hong Kong, however, the rate is just about half that, not only are we lagging far behind, but we are failing to meet the

> needs of a knowledge-based economy. It is imperative we catch up. Our objective is that within ten years, 60% of our senior secondary school leavers will receive tertiary education. By then, we will need to provide about 28 000 additional places for higher education, bringing the total number to around 55 000 (2000, paragraph 66).

It can be seen from Tung's statement that the promotion was mainly due to comparison with other Asian cities. At the same time, some scholars (Curry, 2012; Ko, 2011; Chan, 2007) have suggested that the massification may also have been due to labour market changes. In the 1960s, Hong Kong's economy mainly relied on manufacturing and agriculture; HE was only available to a very small proportion of the population, catering for the privileged upper class, the 'elites'. Nowadays, 93% of Hong Kong's GDP comes from services, and Hong Kong's future will depend on its people and their skills and abilities rather than factory production lines (Curry, 2012). As the Education Commission (2000) suggested in its 'Review of Education System Reform Proposals: Excel and Grow', 'the world has changed, so must the education system' (p. 1). Education reforms have been put forward as a response to the world's knowledge-based economy, and education is indeed one of the key factors affecting

Hong Kong's competitiveness in the world regarding future development. To enhance the competitiveness of human capital in Hong Kong, education needs to be changed.

To put this into perspective, in 1965-1966, university student enrolment as a percentage of total population in each of the relevant age groups was only 2.2%. By 1995-1996, enrolment had risen to 17.8%. In 2015, the percentage of students registered in University Grant Committee- (UGC-) funded programmes (all degree courses) reached 23.1% (UGC, 2016). Including sub-degree education, about 70% of students receive post-secondary education (LC Paper No. CB (4)1181/15-16(04) #35), actually reaching the goal Tung set in his 2000 Chief Executive's Policy Address. Table 2 shows the number of students enrolled in UGC-funded programmes from the academic years 1965-1966 to 2015-2016, as well as the corresponding percentages.

Year	Student enrolment of UGC-funded programmes (Full-time equivalent)	Student enrolment as a percentage of average population in each of the relevant age groups (age 17-20)
1965-1966	1,099	2.2%
1970-1971	1,479	1.9%
1975-1976	2,121	2.1%
1980-1981	2,579	2.2%
1985-1986	3,779	3.8%
1990-1991	8,571	10.2%
1995-1996	15,070	17.8%
2000-2001	14,433	16.5%

2005-2006	14,973	18.5%
2010-2012	15,960	19.4%
2015-2016	17,410	23.1%

Table 2: The number of students enrolled in UGC-funded programmes from the academic years 1965-1966 to 2015-2016.

2.1.2 Expenditure of UGC-funded Universities relative to GDP

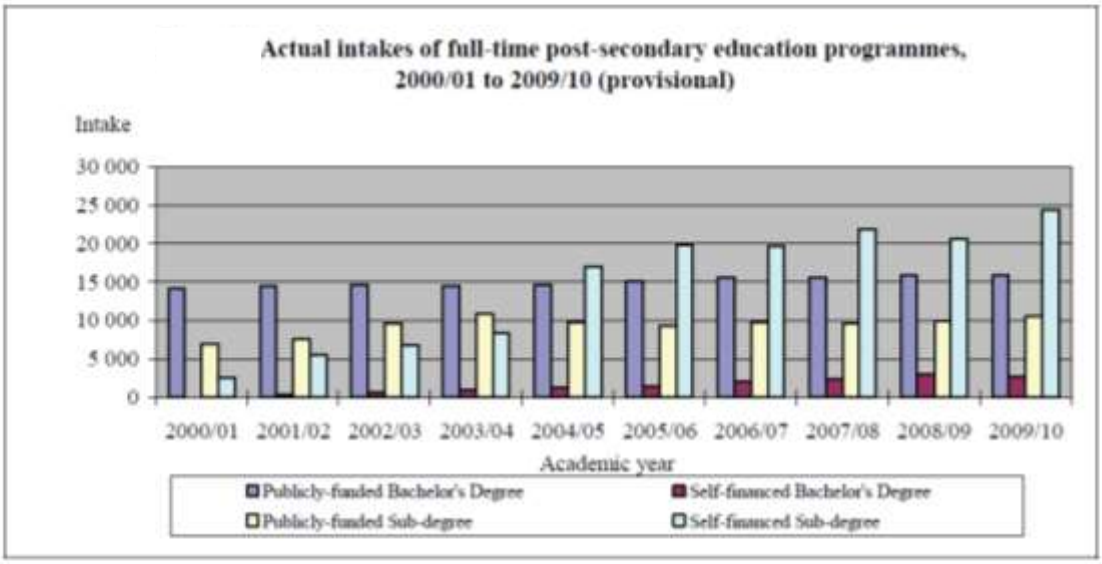
Obviously, massification of HE requires funding. However, both the United Nations and Asian Development Bank clearly illustrate that governments around the world have not provided sufficient funding for HE, which is the case in Hong Kong as well. In 1996-1997, the total expenditure of UGC-funded institutions was HK$14,667 million, 1.12% of the territory's GDP. By 2006-2007, total expenditure of UGC-funded institutions had gone up to HK$19,108 million, which accounted for 1.23% of GDP. Over the next ten years the expenditure increased by more than 70%, totalling HK$32,882 million in the academic year 2015-2016, which was 1.35% of the GDP of the same period (UGC, 2016). Table 3 shows the expenditure and ratio of the expenditure to GDP from 1996-1997 to 2015-2016.

Year	Expenditure of UGC-funded Universities (HK$m)	Ratio of Expenditure of UGC-funded Universities to GDP
1996-1997	14,667	1.12%
2000-2001	17,994	1.37%
2006-2007	19,108	1.23%
2010-2011	23,381	1.26%
2015-2016	32,882	1.35%

However, the number of students in HE has also grown, so despite the increase in expenditure, funding from the government has not been able to keep up with the expansion in the number of students. 'There is ever more urgency in seeking out efficiency gains so that funding is spent as much as possible on the key activity of academic endeavor' (UGC, 2010, 109).

2.1.3 Publicly-funded and self-financed higher education institutes in Hong Kong

Higher Education Institutes (HEIs) in Hong Kong have been attempting to secure sufficient funding from sources other than the government, for example by running Sub-degree programmes (e.g. associate degree programmes) and applying for different research funding. Table 4 shows the publicly-funded and self-financed Bachelors' Degrees and Sub-degrees between 2000/01 and 2009/10 (UGC, 2010, 156). It can be clearly seen that the number of both self-financed Bachelor's Degree and Sub-degree programmes has been increasing.



Liefner (2003) calls this change in funding sources one from state-orientated to market-orientated. This change promotes an entrepreneurial culture due to customer-based evaluation and the profit-making nature. The government has actually encouraged autonomy in quasi-governmental and non-governmental HEIs. UGC (2005), in its document 'Education Quality Work: The Hong Kong Experience', mentioned this:

> Statements from the Government (and associated policies in relation to student loans) encourage expansion of the higher education sector – in the hope that up to 60% of the age group will engage in post-secondary education by 2010, largely via self-funded programmes (p. 11).

Table 5 below shows the financial position of self-financing community colleges or other similar self-financing arms of University Grants Committee-funded institutes.

Financial Position of Self-financing Community Colleges or Other Similar Self-financing Arms of University Grants Committee-funded Institutions

Self-financing community colleges or other similar self-financing arms offering sub-degree programmes	Surplus(or Deficit) ($ million)	
	2014-15 financial year	Accumulated amount (as at 2014-15 financial year)
Community College of City University (CCCU) [1]	11.4	937.3[3]
School of Continuing Education, Hong Kong Baptist University [1]	2.912	(38.33)
Academy of Film of Hong Kong Baptist University's School of Communication [1]	1.563	3.049
Lingnan Institute of Further Education, Lingnan University [2]	(32.983)	(10.607)
Community College at Lingnan University [2]	(14.333)	137.238[4]
School of Continuing and Professional Studies, The Chinese University of Hong Kong (CUSCS) [5]	1.8	288
The Hong Kong Institute of Education - Unit of Associate Degree Studies [1] *(operation to cease in the 2016/17 academic year)*	1.8	4.4 *(Estimate for the 2016/17 academic year)*
Hong Kong Community College, The Hong Kong Polytechnic University (PolyU HKCC) [1]	(68.004)	501.719[6]
School of Professional and Continuing Education, The University of Hong Kong[7]	(26.033)	827

2.1.4 Consequences of self-financed higher education in Hong Kong

These self-funded programmes encouraged by the government have resulted in more individualistic, competitive and entrepreneurial management. Mok (2003) calls this change in the role of the government regarding supporting HEIs one from 'provider of welfare benefits' to 'builder of markets' (p. 119). This agenda can also be inferred from UGC's 2004 document named 'To make a difference, to move with the times':

> The UGC considers that public resources should be focused on areas of excellence where they appear in institutions across the whole sector. This recognizes that all the institutions in Hong Kong have their own unique strengths in which they can aspire to 'international competitiveness'. It also recognizes that research intensive institutions will have more areas of international competitiveness than others and will naturally attract more public resources. Such public resources will, however, need to be very carefully targeted, so as not to dilute the effect. It also recognizes that research intensive institutions should be able to attract more private funding, for the benefit of themselves and the system (p. 7).

Together with the consequences that emerging and evolving economies bring, HEIs need to nurture students who can adjust to the rapid changes around the globe. First, as has already been discussed, they need to seek funding from sources other than the government. Since most of these funding opportunities are research-related, HEIs' demand for research is increasing (Asian Development Bank, 2011). In order to encourage HEI lecturers to participate in research, the incentives of promotion, tenure and research funding, in return, are directly related to research publications (Flowerdew, 2000; Ho, 1998; Kampourakis, 2006; Min, Abdullah & Mohamed, 2013; Sullivan, 1996). One of the reasons for promoting publications among HEI lecturers is to create so-called ‘world-class’ universities. Deem, Mok and Lucas (2008) look at how the concept of the ‘world-class’ university is manifested in Europe and Asia respectively. In Hong Kong, they found academics suffering increasing pressure from the demands of international research, high quality teaching and contributing to professional and community services. These three factors are precisely the indicators UGC looks at when allocating limited resources. As a result, a culture of ‘publish or perish’ has emerged among Hong Kong academics and educators.

2.1.5 Summary

‘Publish or perish’ appears not only in Western countries, but also affects academics in Hong Kong. Academics are expected to publish, but what about lecturers? If they are too, to what extent are lecturers in Hong Kong involved in research and publication? Before we examine this situation, we need to first look at lecturers’ challenges.

2.2. Challenges facing Hong Kong higher education institute lecturers

It is commonly known that, in Hong Kong, a lecturer's main job duty is teaching, because they need to teach more than academics in order to release academics so they can focus on research. In other words, teaching occupies most lecturers' daily time schedule, which includes module design, teaching preparation, face-to-face contact time with students, and marking of assignments. Finishing all of this work may take more time than their office hours. At the same time, some lecturers are keen to study part-time in their spare time. For employees who are engaged in part-time studies while having a full-time job, they must use their valuable yet limited non-work hours to fulfil both work and study responsibilities at the expense of other commitments such as family and social life (Hung & Mondejar, 2001). Therefore, in researching lecturers, it is important to know first the number of people studying part-time in Hong Kong and the reasons behind their pursuit. Several studies have shown that lecturers particularly suffer from tension between work and life (Kember, 1999; Hung & Mondejar, 2001; Bates & Goff, 2012). I will look at what kinds of challenges lecturers face under this circumstance, and the pressure they feel under the atmosphere of 'publish or perish', as well as the difficulties in using a second language in academic writing in order to publish.

2.2.1 Pursuing part-time higher education in Hong Kong

Before looking at the challenges that lecturers may face, it is necessary to examine how common it is for people in Hong Kong to study part-time while working full-time. In Hong Kong, in 2010-2011, 6,451 students were enrolled in part-time HE programmes; the number had dropped slightly to 5,498 students in 2015-2016 (UGC, 2016). Table 6 shows the number of students enrolled in UGC part-time studies from the academic years 1995-1996 to 2015-2016, and a falling trend can be observed. This may be because of the introduction of various self-financed part-time programmes and the restricted UGC funding for other part-time programmes (LC Paper No. CB(4)1090/15-16(02), 2016; Education Bureau, 2013). Among all students in 2005, as shown in Table 7, 58.7% were enrolled in full-time HE programmes, with 41.3% in part-time ones (Census and Statistics Development, 2005). The actual number of people studying part-time while having a full-time job may be even higher, as the massive number of non-UGC-funded programmes are not shown in these statistics. All in all, in Hong Kong, it is common for people to pursue part-time studies in HEIs.

Year	Number of UGC part-time students
1995-1996	21,984
2000-2001	22,064
2005-2006	11,716
2010-2011	6,451
2015-2016	5,498

Table 6: The number of students enrolled in UGC part-time studies from the academic years 1995-1996 to 2015-2016.

In the year 2005, persons aged 15 and over who were studying/had completed higher education in Hong Kong in the past three years by mode of study				
	Studying higher education in Hong Kong		Completed higher education in Hong Kong in the recent three years	
Mode of study	No. of persons ('000)	Percentage	No. of persons ('000)	Percentage
Full-time	99.4	58.7	69.1	63.4
Part-time	70.0	41.3	39.8	36.6
Total	169.4	100.0	109.0	100.0

Table 7: The number and percentage of students pursuing full-time and part-time high education in Hong Kong in 2005 (Census and Statistics Development, 2005).

Enrolment programmes in level and funding status	Academic Year			
	2012/13	2013/14	2014/15	2015/16
Sub-degree Publicly-funded programmes	2,100	2,000	1,900	1,900
Sub-degree Self-financing programmes	8,200	7,400	6,700	6,400
Undergraduate Publicly-funded programmes	1,500	1,500	1,500	1,500
Undergraduate Self-financing programmes	8,600	8,600	8,800	9,100

Table 8: Students' enrolment in part-time publicly-funded and self-financed programmes from 2012/13 to 2015/16 (Education Bureau, 2013).

To further investigate the age distribution of people interested in pursuing part-time studies, the Census and Statistics Department conducted a survey with 848,200 people. The results show that among those interested in undertaking further studies, 24.2% were aged 25-34, 25.9% aged 35-44 and 23.3% aged 45-54 (Census and Statistics Department, 2005). Among the 848,200 persons, slightly more of them were never married (15.9%), compared with those who were married (13.7%). In terms of gender, there were more females than males in HE across all marital status groups. In particular, the percentage of females who were never married was the highest, at 17.3% (Census and Statistics Department, 2005). Regarding reasons for undertaking further studies, the main ones included upgrading educational attainment and enhancing vocational skills (Census and Statistics Department, 2005). The above statistics clearly show that those aged between 25-54 were most interested in pursuing further studies, possibly in order to remain in their existing job position or to be promoted. The fact that more than 50% of men and women were married suggests that they have families to take care of, and I will focus on the pressure felt by working women under Confucianism in section 2.3.5. It is important to find out if they experience any difficulties or burdens in order to suggest how they can be provided with specific support.

2.2.2 Challenges facing lecturers related to part-time studies

Before examining the challenges of lecturers pursuing part-time studies, it is important to understand the duties involved in their full-time work. From my previous personal experience of working as a teacher educator in the HEI where the research participants were from, the main duties and responsibilities of lecturers in the academic year 2007-2009 included:

1. To assist in the planning, organising and coordinating of teaching and assessment/examination of modules;
2. To support schools through in-school seminars, workshops etc.;
3. To develop teaching and learning materials;
4. To teach pre-service and in-service teacher education programmes;
5. To give guidance to students in the capacity of personal tutors;
6. To supervise students on teaching practice;
7. To coordinate the administration of programmes; and
8. To perform any other duties as required by the HoD. (HEI, March 2006)

It is only when a lecturer can fulfil the above requirements that they can consider undertaking part-time studies. One thing to highlight here is that lecturers are not required to conduct research or to publish in journals. However, the last requirement, namely to perform duties required by the HoD, could include publications, even if publishing is not explicitly stated in the contract.

Bates and Goff (2012) examined their own first year part-time PhD studies while working full-time in Canada using narrative journals. They found both benefits and challenges in this situation. In terms of benefits, full-time work provided stable income. As their work and studies were in the same area, they co-related and supported each other, creating synergy. Working full-time also facilitated the accessibility to library resources, such as books, journals, online resources and call book from other HEI etc. By using these resources just listed in turn helped the researchers with time management, which supported them in carrying out different roles and tasks whilst also preventing procrastination, which could have been detrimental. Furthermore, interestingly, they found that once they had learned more about a particular area in their research, they also tended to look more critically at their own teaching practice, enhancing their professional development. Staying informed with up-to-date developments in their field, they were also able to incorporate new knowledge, concepts and research discoveries into tasks in their workplace.

Of course, Bates and Goff also discovered some challenges. For example, the number of programme options, funding opportunities, face-to-face contact with faculty members and peers in the same cohort, as well as opportunities to attend conferences, meetings and defences were limited for part-time students that they met. They also faced constant juggling of responsibilities of the multiple roles they were playing, namely those of family, work and being a student. They continued to develop as scholars, which meant they might have the chance to engage in collaborative research projects, but this would add yet another role and more challenges to their already busy lives. Although they enjoyed the synergy mentioned above as their teaching and research were in the same area, the blurred boundary could be a problem, for example by causing struggles and conflicts because of the multiple duties of their different roles.

As mentioned at the beginning of this section (2.2.2 challenges facing lecturers related to part-time studies), it is clear that lecturers are not required to perform duties related to research or publication. This makes me wonder why I kept hearing, from my former colleagues both when I was working in this HEI and after I left, that they need to conduct research; it seems to be a must for HEI lecturers nowadays, at least from the point of view of lecturers. This seems to be related to the 'publish or perish' atmosphere in Hong Kong HEIs, which will be discussed below.

2.2.3 'Publish or perish'

'Publish or perish' has been discussed for a few decades. A search on Google Scholar suggests that the phrase appeared as early as in 1963:

> Today there is much being written in the various scientific fields by researchers who must 'publish or perish.' In order to receive grants or promotions it is necessary for them to keep their names in print over articles that show their capacity for learning and writing. Although they may be engaged in full time teaching, it is mandatory that they conduct research and report it in the literature (Brandon, 1963, p. 109).

When Brandon talked about the idea of publish or perish, he also believed that everyone had different talents, and if everyone contributed and/or discussed ideas, they could then be developed and expanded. It can be seen that, originally, publish or perish was meant to encourage academics to share their ideas in academic journals and receive grants and/or promotions. However, after more than half a century, the meaning of publish or perish has changed slightly.

2.2.4 How lecturers have been affected by 'publish or perish'

The pressure to publish can be observed in Asian countries such as China and South Korea, where substantial individual cash bonuses, in order to stimulate publication, have been offered for more than a decade (Van Dalen & Henkens, 2012). Unfortunately, bad practice and misconduct have also appeared in various parts of the world due to scholars and lecturers not wanting to 'perish'. In the UK, for example, almost 2% of researchers admit to having fabricated, falsified or modified data at least once (This Week editorial, 2015); whereas in China, it is estimated that around one third of research involves some form of plagiarism, forgery or modified data, and the funding for these research projects amounts to US$150 million (Qiu, 2010).

Kampourakis (2016), a journal reviewer of *Science & Education*, reports having read a large number of low-quality manuscripts. He believes that one of the reasons for this problem is the push to publish a large number of papers in order to meet tenure and funding requirements. He also urges researchers to pay attention to teaching, while recognising that '[t]eaching experience may be irrelevant in order to get a research grant'; he also adds that 'in such cases previous research experience and published work should matter. But when someone [an academic] is hired to teach and do research, why privilege one over the other?' (p. 250). Bence and Oppenheim (2005) raise another issue, that not all journals are of equal worth, and evaluation of the ranking of the top or core journals within a discipline can be very subjective.

The ‘publish or perish’ culture has indeed been criticised by various scholars (Bence & Oppenheim, 2005; Deem, Mok & Lucas, 2008; Kwan, 2010; McGrail, Richard & Jones, 2006; Min, Adbullah & Mohamed, 2013; Sullivan, 1996; Van Dalen & Henkens, 2012). For example, Bence and Oppenheim (2005) report that in the late 1980s, there was a debate that focused on quantity versus quality. Some researchers just published as many papers as they could, regardless of whether the papers submitted were of high quality. Some journals instead focused on quality, emphasising that quantity did not guarantee quality of the research published, and suggested that stressing the number of publications might cause over-production of poor quality journal articles. The situation in the Hong Kong context will be discussed later, in section 2.2.5 in this chapter.

In terms of the relationship between publications and university ranking, Min, Abdullah and Mohamed (2013) suggest that ‘today, almost all top world university rankings are using bibliometric systems, based predominantly on research publication index and web visibility, as the main objective measures to evaluate university performances and academic influences' (p. 143). In particular, Min et al. (2013) did a search on a faculty's publication record in Malaysia in 2011 and traced the database for analysis. Results show that there were a total of 115 journal articles from five professors, 11 associate professors and 52 lecturers. Among the authors, three-quarters co-wrote with research students and a quarter of them with colleagues. The most interesting finding of Min et al.'s (2013) research project is that a large number of lecturers participated in research publication. This is precisely related to what this current study focuses on, namely whether lecturers need to conduct research in order to keep their jobs.

Flowerdew (2000: 134) asserts that '[a]cademic tenure and promotion in Hong Kong are dependent upon publication in international refereed journals.' Apparently, 'publish or perish' is similarly affecting academics, and even lecturers, in Hong Kong. The following section discusses the situation in Hong Kong in terms of expectations on HE academic and teaching staff to conduct research and publish.

2.2.5 'Publish or perish' in Hong Kong

In Hong Kong, research publication is affecting not only academics, but also doctoral (PhD) students. Kwan (2010) interviewed 30 PhD students from seven universities in

Hong Kong in order to investigate whether they found Instruction in Research Publishing (IRP) useful and supportive. The author discovered that publishing journal articles during PhD studies is not an easy task, particularly because of challenges unique to the Asian context – for example, having to use an unfamiliar scholarly writing style, which entails certain linguistic demands and requires using words in ways that resemble a native speakers' writing style, despite not being a native speaker – on top of the general difficulties involved in conducting research and writing theses. Kwan concludes that four competences are required in this process, namely discursive competence, competence in strategic research conception, competence in strategic management of research and publishing and competence in publishing the thesis-in-progress. Her research shows that a systematic review of IRP provision across institutions in a specific local context is still lacking. For example, the unique challenges in attempting to publish journal articles while the research is in progress would require further exploration, as would the effects that tightened substantiation, reappointment, promotion and faculty recruitment in research and teaching universities have on doctoral students. This is the result of one single study only, but it can be concluded that the demand to publish has affected not only academics, but also PhD students. From this study, we clearly discover that lecturers cannot only focus on their own work, but must also use all possible methods to remain in their position and to keep reappointment, such as part-time doctoral study, community collaboration and support etc.

On the other hand, Boyer, Altbach and Whitelaw, as cited in Braine (2005) conducted a survey on academics from 14 countries. In Hong Kong, 37% of academics suggested that they frequently felt pressured to conduct more research than they would like to, and 55%, the highest among all countries, explained that the pressure to publish reduced the quality of teaching at their institutions. The result clearly shows that academics and lecturers in Hong Kong are willing to do research, but that their main concern is that this research does not negatively affect the quality of teaching. In the following section, I will discuss the other difficulties that academic staff and lecturers may face when having to publish.

2.2.6 Writing academically in a second language

Belcher (2007) analysed 75 manuscripts submitted to *English for Specific Purposes* in 2003, and found that there was a difference in the acceptance rates of journal publications between writers from the USA and China (including People's Republic of China, Republic of China, Hong Kong and Singapore). 83% of manuscripts by authors from the USA were accepted, whilst only 24% of those from China were accepted. The results seem to imply that whether one writes in one's native tongue affects the chance of one's manuscript being accepted. Looking further, among the 24% of manuscripts from China accepted, 75% originated from Hong Kong. In other words, out of 75 manuscripts, 13.5 were by authors based in Hong Kong. Belcher explained this by suggesting that there is 'substantial financial support for research' (p. 17) in Hong Kong. Despite this support, however, English is not the first language (L1) of most residents in Hong Kong. Thus, it is pertinent to ask, is language proficiency an issue among Hong Kong scholars attempting to publish?

On this subject, Flowerdew (2000) studied, using a single case study, the process of a Hong Kong academic, whose L1 was Cantonese, writing in English for a research project for publication in an international journal. This Cantonese academic had had considerable exposure to English throughout his life, and considered both Chinese and English his mother tongues. In his reflective journal he wrote,

> I think Hong Kong scholars to be published in international journals is real hard. I think first of all it's the language problem. I think the journal editors' first impression of your manuscript they discover that it is not written by a native speaker - no matter how brilliant your idea, they will have the tendency to

> reject. (I, author, December 15, 1998) (Flowerdew, 2000, p. 135).

When his manuscript had been rejected by the journal reviewer, he was upset about the comments he received:

> What makes me feel bad is I get letters from the reviewer, and in the first two sentences it will say this is definitely not written by a native speaker - they shouldn't point this out as part of the main criteria for rejecting the article. (I, author, December 15, 1998). (Flowerdew, 2000, p. 135).

From the completion of the original draft in November 1996, to the paper finally being published in June 1998, the writer went through almost two years of the review and revision process. He submitted his paper to various journals, receiving a rejection from his target journal (A Journal). However, he received a recommendation to publish his paper in another journal (B Journal), so he submitted it to B Journal. The editor showed interest in his paper and would have considered it with revisions, but the publishing opportunities for the period of that year (1997-1998) were already filled, and the editor did not want to make him wait, so he suggested him to consider C Journal. Finally, his paper was published in C Journal after editing by an in-house editor, who cut his paper from 43 pages to 29 and rewrote each sentence. In the process the author also had to answer 45 questions regarding the detail of his research.

Flowerdew concluded that a NNS [non-native speaker] works on a manuscript has to spend more time than an NNS [non-native speaker] does. The researcher added an interesting view: 'one wonders if the editors of B Journal would have been willing to put in so much time to a poorly presented manuscript if it had been written by an NS. Perhaps an NNS was accorded a special privilege' (2000, p. 145).

In another study by Flowerdew (1999a), 26 Cantonese-speaking Hong Kong scholars, from various disciplines, and of different genders, ages and ranks (such as two professors, five associate professors, 15 assistant professors and four lecturers) from six universities were interviewed. Thirteen scholars (the term used by Flowerdew) among the 26 expressed their view on the disadvantages of publishing in English; they felt that they were less able than NSs to express themselves in English in a sophisticated manner. Among them were three lecturers. Nine scholars (which included two lecturers) perceived that they had a less rich vocabulary and eight (including two lecturers) stated that it took them longer to write. Among different parts of the research articles, introductions and discussions were deemed the most problematic to write. Interestingly, the lecturer who admitted all of the above three disadvantages of being a NNS when publishing in English was from the English discipline. The study did not explain particular problems that this lecturer faced, but the problems described do suggest that there are differences between NSs and NNSs in using English to think and write when trying to publish in academic journals.

In a similar but larger-scale study, Flowerdew (1999b) sent out 2,300 questionnaires to academics in six universities, and 585 completed and useable questionnaires were received, of which 94% indicated that refereed journal articles (in English) were the most important type of publication compared to non-refereed ones. At the same time, 86% believed that English was the major media to attract international audience, and 84% thought that journal articles in English were more important than conference paper and books/book chapters. As for language, 92% of the respondents indicated that English was the most important language for them in which to publish, whereas only 7% thought Chinese was the most important. Furthermore, 68% stated that they had a disadvantage compare with NSs in writing English. Therefore, 32% of the academics (again, a term used by Flowerdew) would collaborate with their doctoral supervisor who was a NS when writing a paper in English, 23% would do so with overseas NS colleagues and 21% with NS peers.

2.2.7 Publishing in A* ranking journals

What is even more challenging than publishing in journals is the need to publish in top-ranking ones. For example, the HEI where I conducted the current research provides for the staff a list of journals in both English and Chinese, one of which is most staff member's first language, in order of ranking. The journal list was drafted based on a list called 'Excellence in Research in Australia' (ERA), developed by the Australian Research Council for the internal ranking of journals. There are four ranks: A* (top 5% in its field or subfield) demonstrates its outstanding evidence of academic quality, impact factor and international standing; A (next 15%) reveals very strong evidence of academic quality, impact factor and international standing; B (next 30%) meets the basic criteria of refereed academic journals with some direct or indirect evidence of regional or international standing; and C (remaining 50%) meets the basic criteria of refereed academic journals, but its international standing is not obvious. One of the purposes of the list is to:

> [provide] an instrument that can enable colleagues to easily provide evidence indicating the quality and standing of their publications. Colleagues are always welcome to provide other forms of evidence to show the academic merit and quality of

their work (Ranking English-language Journal Publications provided by the HEI, 2010, p. 1).

The difficulties facing lecturers in publishing in these top rank journals might be related to language, logical thinking, structure of the article etc. and also whether the author is a native English speaker or not.

2.2.8 Implementation of 'publish or perish' in Hong Kong

'Under a "publish or perish" environment, academics in Hong Kong are becoming more "instrumental" when choosing publication venues and […] indexed journals are major targets for getting their works published […]' (Deem, Mok & Lucas, 2008, p. 89). With regard to other factors that affect publication, McGrail et al. (2006) and Liefner (2003) both discover that family-related variables such as marital status, number of children or ageing parents have little or no effects on publication. Particularly, Liefner suggests that there is no correlation between an individual lecturer's behaviour related to publishing change and the shift of the nature of HE funding from state-oriented (UGC) to market-oriented (self-finance).

In Hong Kong, research performance and quality of HE personnel is monitored by UGC through research assessment exercises (RAEs). UGC's RAE (2014) Guidance Notes indicate that

> [a]lthough the RAE is based on individual research outputs, the UGC wishes to stress that it is **not** intended to be an assessment of individuals' research performance. Rather, it aims to assess institutional research performance by cost centre. A subject assessment panel will produce a quality profile for each cost centre. Institutions should not use the inferred information for internal evaluation of the performance of the researchers concerned, because staff appraisal must involve dimensions other than research, however broadly defined. Even for research alone, methodologies that are appropriate for assessment in the aggregate for funding purposes may not be appropriate for the assessment of the performance of individuals for purposes of personnel decisions (UGC, 2014: 6, my emphasis).

This clearly shows that the number of research publications is not meant to be used to assess individual HE staff members' performance. Unfortunately, as discussed earlier in this chapter, past research indicates that academic staff and lecturers are driven into research and publishing. Again, job security and promotion, tenure and research funding are directly related to one's research output and number of publications. There is obviously a gap between claims made by UGC and the actual practices in HEIs in Hong Kong. Also, as can be seen from Min et al.'s (2013) study in Malaysia, many lecturers (52 out of 68 in their study) participate in research, but it seems that not much attention has been paid to their actual duties and needs. Hence there are two gaps, namely that between policy and practice, and that between the suggested and actual job duties of lecturers. Therefore, my research aims to investigate the gap between the expectations of UGC (cf. UGC, 2014: 6) and how the participants describe their job duties.

2.2.9 Academic identity

According to Clegg (2008), academic identity is a lifelong and complex personal project, rather than a fixed property. She suggests that such identity is formed in various ways, such as by a series of departmental activities or by fragmented snapshots from the classroom, and also discusses how our own concept of individual identity fits into academic life. It is also influenced by the discipline one is in and one's institute or department plays an important role, which affects one's sense of individual identity and personal commitment. Jawitz (2009) also mentions that an academic breeds identity from their values, knowledge, working style and self-esteem, which vary greatly depending on each academic or lecturer.

In the past, teaching and research focused on individualistic actions and assumptions of academics, and this was thought to be the only way to process knowledge (Brew, 2006). On the contrary, nowadays, teaching and research are both shaped by the relationship between participants and knowledge-builders in meaning-making, which is dynamic. This new way of knowledge building has also resulted in a shift to inquiry or research-based modes of teaching and learning, in which knowledge is constructed through communication and negotiation in social contexts.

In HE, this means that everyone needs to be inclusive and to be included (Brew, 2006). All participants bring different skills and knowledge to the field. For Brew (2006), everyone is to be treated equally as each participant contributes their knowledge. Dewey famously advocated that education should cultivate students' growth and development through experience, whereas I think HEIs need to do the same with their employees, because all employees have their own strengths that could contribute to HEIs. Research is not only about understanding and developing knowledge, but also personal meaning-making.

Forest (2002) claims that whatever you would like to be, you need to construct it in your own reality, and that there are two ideological relationships between teaching and research for lecturers. First, teaching and research should coexist and support each other, so good teaching equals good research, and vice versa. An institute should therefore employ and promote lecturers who are excellent in both areas. However, a lecturer's time, skills and resources are limited, and a person may not be good at both teaching and research. Since a lecturer's time and resources are limited, more time spent on one area must result in less time to participate in the other (Forest, 2002). However, publishing journal articles requires specific skills and English competency (as mentioned in 2.2.6 and 2.2.7), so not every lecturer would be suitable for this. As a result, those who have journal article publications may have bargaining power in terms of remaining in their position, promotion etc. Conversely, if lecturers have no publications, they may feel inferior.

Levine (1980, as cited in Forest, 2002) suggests that compatibility and for the sake of fairness, teaching-oriented and research-oriented lecturers need to have fair remuneration. At the same time, Forest (2002) suggests that it is necessary for academic staff and lecturers in HE to improve in both teaching and research. In evaluating the performance of teaching staff, personality is a key indicator. Therefore, to improve one's teaching means to enhance one's personality traits and attitudes. For research staff, ideally, they do not only discover knowledge, but also transmit it to students. Since everyone may be good at different tasks, if we can work on and keep developing our strength areas, when we collaborate with other experts and contribute our strengths, we may work with a better outcome compared with working on our own.

Even when there are concrete guidelines in the employment contract stating what roles and responsibilities lecturers have, in real life they may have more complex and varied tasks, as they need 'to perform any other duties as required by the head of department (HoD)', as discussed in section 2.2.2. Lecturers may therefore need to change their vision and expectations in order to fulfil those duties. We may conclude that lecturers' identity is subjective because of not only their values and beliefs, but also the institute's culture and positioning. Their identity in turn affects their sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness.

For a HEI, in order to obtain a sufficient flow of capital, research is key, especially when funding from the government has changed from being state-oriented to market-oriented (Liefner, 2003) (as discussed in section 2.1.2). HEIs need to re-focus based on the government's expectations. Again, the identity of each lecturer must be changed in order to fulfil a HEI's requirements for obtaining external funding. Because of this dramatic change, the tension between teaching and research will appear, as lecturers have limited time. Hence, some lecturers may try to satisfy the research requirements of a HEI, adjusting their own identity in order to be a productive researcher with many research outputs.

2.2.10 Summary

With a full load of work duties and demands from other aspects of life, lecturers worldwide, including those in Hong Kong, bear huge pressure and experience tension, not only from fulfilling job requirements but also due to the 'publish or perish' culture, and all of these in turn affect a lecturer's identity.

It is now clear that it is indeed challenging for lecturers to strike a balance between work and life when some are also engaged in part-time studies at the same time.

Difficulties include a reduction in the amount of time they are able to spend with family and friends. The following section looks at these difficulties and challenges in detail.

2.3. Work-life balance

After having gained a better understanding of how the culture of 'publish or perish' has developed, and of lecturers' difficulties and the pressures they face regarding research publication, this section discusses work-life balance, particularly focusing on the effect of stress on lecturers' physical and mental health. This will be done by first outlining the challenges in achieving work-life balance; then examining the constructs related to work-life balance; followed by discussing the consequences of job stress among academics in Hong Kong. Difficulties experienced especially by female academics will then be discussed, including the tension between work and family responsibilities and obligations under Confucianism. Finally, work-life balance among academics and educators in general will be discussed.

2.3.1 Definition of work-life balance

The definition of work-life balance has proven elusive (Kalliath & Brough, 2008) and the term may mean different things for different people and in different fields of work. In simple terms, 'work' is normally conceived as paid employment, whilst 'life' includes activities outside work (Guest, 2002).

In Kalliath and Brough's (2008) review of literature, it is found that there is no single definition of work-life balance that applies to everyone. Instead, six conceptualisations of work-life balance are identified, namely: 1. Multiple roles; 2. Equity across multiple roles; 3. Satisfaction between multiple roles; 4. Fulfilment of role salience between multiple roles; 5. A relationship between conflict and facilitation; and 6. Perceived control between multiple roles. They conclude that there is a common thread of meaning among the six conceptualisations, which is that of 'perceptions of good balance', which is perhaps the core meaning of work-life balance (p. 326). As a result, Kalliath and Brough (2008) conclude that work-life balance is:

> the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities (p. 326).

It can sometimes be a challenge to achieve work-life balance due to a number of reasons. First of all, time-based conflict occurs when the time spent on one role makes it difficult for a person to give sufficient time to another (Kinman & Jones, 2008), which is common for everyone, and people usually cope by prioritising the tasks (urgent ones are to be dealt with first). Work and life can be divided into four areas, namely work, family, friends and self (Bird, 2003) and individuals more often than not allocate varying amounts of time to each. If one cannot strike a balance and allocate enough time in a certain desired role, tension may appear. Secondly, balance includes both physical and psychological measurements (Guest, 2002). The Leisure and Cultural Services Department proposed a 'Healthy Exercise for All' Campaign encouraging citizens to take part in at least 30 minutes of moderate intensity physical activity per day (Leisure and Cultural Services Department, 2014). However, according to a survey by the Chinese University of Hong Kong's Communications and Public Relations Office (2016) studying attitudes towards physical exercise among people aged 18 or above, among the 723 respondents, 34% rarely or never exercise and 52.4% say that they are too busy and have no time for exercise. At the same time, it is sometimes hard to distinguish between work and life because of the blurred boundary in some situations, such as working from a home office, as you may not differentiate between working hours and personal time. It can be hard to achieve work-life balance in Hong Kong, in terms of physical exercises.

2.3.2 Work-life balance among employees in Hong Kong

The Public Opinion Programme of The University of Hong Kong, commissioned by Community Business Limited, conducted a public opinion poll entitled ‘Work Life Balance Survey of the Hong Kong Working Population’ in 2008. The objective of the survey was to measure ‘the current status of Hong Kong people's work and personal life, their satisfaction of work-life balance as well as their expectation of a balanced life’ (The University Hong Kong Public Opinion Programme, 2008, para. 1). Interviewees aged 15 or above with full-time work were randomly selected and invited to complete a telephone survey. The same survey has been conducted for the past ten years.

According to the results of the 2008 survey (the only one that the public can have access to), employees in Hong Kong work long hours; on average, in a working week respondents worked 49.6 hours, and in 2004 the average working time per week was 55.2 hours. There are also age and gender differences. For example, those aged under 30 worked 52.3 hours while those aged over 50 worked less, only 47.3 hours. On the whole, 62.4% of the interviewees regularly worked overtime unpaid, and when gender is taken into consideration, 72.9% of all male respondents worked overtime unpaid, while 46% of female respondents reported working overtime unpaid. No explanations were given to account for the gender differences but it could be that women are more likely to be expected to take care of family matters in Hong Kong society, and are therefore less likely than men to work overtime.

Also, 51.7% of the respondents needed to work late into the evenings. Reasons included having too much work to do (80.8%), not being able to leave the office before the boss (32.1%), having to support co-workers (27.6%), not wanting to be seen to leave the office first (22.6%), and working long hours as the only way to get promotion (9.2%). On the whole, and regardless of age, participants described themselves as having a little too much work to do.

These work patterns are associated with impacts on employees' health. For example, 82.5% of the respondents reported suffering from stress and 75.4% from lack of exercise. 46.4% had poor diet and 45.6% suffered from exhaustion resulting from work. 31.6% suffered from insomnia, 27.5% from depression, and 23.3% from general poor health. 27% actually reported having to take sick leave in order to recover from working long hours.

Regarding satisfaction with the amount of time spent with family and friends, on the whole interviewees were slightly dissatisfied (average score being 2.53 on a five-point scale where '5' suggested very satisfied). From this it can be seen that there are indeed tensions between work and social life.

At the end of the survey, participants were also asked whether they would consider leaving their jobs in the next 12 months. Compared to the results in the 2004 survey, those who indicated that they would consider the option had decreased by 50% by 2008. The researchers attributed the drastic drop to the 'shortening of working hours and improved working culture' (The Public Opinion Programme of The University of Hong Kong, 2008: 20). However, it should be noted that there was a financial crisis in Hong Kong in 2007 due to global recession (Government of the Hong Kong Special Administrative Region, 2009). The unemployment rate in the first eight months of 2008 was 3.2% and surged to 4.1% at the end of 2008. In fact, the situation remained negative in the following year, 2009:

> With the gloomy business sentiment as seen from the latest business tendency survey and with the cut-back in private sector vacancies posted with the Labour Department, labour market conditions are likely to worsen further in the wake of

> the deepening global recession (Government of the Hong Kong Special Administrative Region, 2009: 88).

Therefore, the fact that more survey respondents indicated that they would remain in their job positions and not leave in the next 12 months, compared to the results in 2004, may not necessarily be due to shortening of working hours and improved work culture. Even when working hours are shortened, factors such as heavy workload, overtime work and working on weekends are still common in Hong Kong, and affect employees' physical and mental health, as well as time with family and friends.

2.3.3 Work-life balance among professional women in Hong Kong

There have also been other studies in Hong Kong related to work-life balance, focusing on women. Lo, Stone and Ng (2003), using face-to-face and telephone interviews, studied the experience of 50 married professional women in managing the work-family interface. Interviewees were aged between 30 and 50, married (with at least one child), earned around HK$20,000 per month, and their profession required higher education and/or specialised training. Out of the 50 participants, 46 indicated experiencing some degree of work-family conflict (ranging from mild to intense). The five main sources of work-family conflict were: little support from husband (17), feelings of burnout/exhaustion (14), no family time (14), children's homework (12) and time conflict (10). Their main problem was having to squeeze time to balance the role in family and that at work; playing two roles proved difficult because each role demanded time, energy and commitment. Lo, Sone and Ng explains the situation in terms of both traditional values and contemporary lifestyle in Hong Kong:

> According to the philosophical traditions of Confucianism, the home sphere is for women, while the work sphere is for men. … These pressures appear to be endemic in Hong Kong culture. The traditional nature of the Asian family, compounded by long working hours and the well-known tyranny of Hong Kong's school system (Cheung, 2000), might easily lead to a lifestyle characterized by exhaustion and little or no family time (Lo et al., 2003: 384).

2.3.4 Work-life balance among academic staff and lecturers

Lewis (1988, as cited in Kember, 1999) conducted a study of married women with children, who were re-entering higher education after a break of several years in three different regions, namely Papua New Guinea, Hong Kong and Australia. Several conflicting tensions due to multiple roles were found, including demands from work, family, friends and community. It is obvious that for adults who have other life commitments, such as a full-time job and/or family obligations, part-time studies pose certain kinds of challenges; for example, academic staff and lecturers may need to work overtime because of marking.

Fu and Shaffer (2001) also studied the impact of work and family demands among 267 academic, administrative and general grade staff members working in universities in Hong Kong. They found that parental demands and hours spent on household work were significant time-based conflicts, known as ‘family interference with work’ (FIW), whereas hours spent on paid work were important determinates of ‘work interference with family’ (WIF). Fu and Shaffer suggested that human resources managers might consider family-friendly policies, such as flexible work hours. Also, family-supportive programmes, such as child-care facilities could be introduced to help those struggling between family and work obligations. However, Fu and Shaffer’s study is 16 years old; from this current research, we may understand whether Fu and Shaffer’s suggestions have been generally implemented in Hong Kong.

2.3.5 Dilemmas experienced by female academic staff and lecturers

due to work and family responsibilities under Confucianism

Dual-duty mothers are common in Hong Kong, and Confucianism may be an additional psychological burden for female academic staff and lecturers in Hong Kong. Mothers who are full-time academics would on the one hand pursue career development with their talents, work abilities and aspirations. At the same time, some may be affected by ideas about what good mothers should look like in a Confucian society like Hong Kong, and as a result experience conflicts between work duties and family obligations.

Confucian philosophies emphasise relationships, of which the main ones are: ruler and subject, father and son, husband and wife, brother and younger brother, and those between friends. These relationships are governed by obligations and rules of behaviour, of which there are three principal qualities: benevolence, righteousness (or justice), and propriety (or courtesy) (Holroyd, 2001). Propriety or courtesy includes filial piety. In a patriarchal society, a woman is expected to put family, including parents (and parents in law, grandparents), siblings (before they are married), husband and child(ren) before herself (Ho, 1998). Holroyd (2001) asserts that Confucian values are embedded in the mindset of women in Hong Kong. It is usually the daughters, for example, who play the role of taking care of the family of ill parents. 'The Confucian construction of authoritarianism and cognitive conservatism transfer into the importance of fulfilling external moral criteria which then become internalised as impulse control and the compulsion to fulfill filial obligations' (Holroyd, 2001: 1126). Hong Kong is a city influenced by Confucianism, which means most people are embedded with different levels of Confucian's beliefs and values. From time to time, females may have different degrees of impact or conflict with the society.

2.3.6 Consequences of job stress among academics

In Kinman and Jones's (2008) study of academics in the UK, a huge gap between present and ideal levels of work-life balance is found. Working during evenings and weekends is commonplace, and levels of psychological distress are high, coupled with work demands that make academics withdraw from family and friends. Sources of stress include heavy workload, time and resource constraints, long working hours, lack of recognition, striving for publication and keeping up with technological advances. Participants in their study therefore want to have more separation between work and home lives. Some seriously consider leaving academia although most report experiencing some degree of satisfaction from work despite the stress, which is one of the main reasons why they have decided to stay in their jobs.

Siu, Lu and Cooper (1999) compared managerial stress in Hong Kong and Taiwan. Through random sampling and purposive sampling, they received 347 responses to a self-administered questionnaire on job stressors and job strains. The self-report measured managers' work stress, organisational conditions and job characteristics. They discovered a relationship between job satisfaction, and mental and physical well-being. In Hong Kong, they found that female managers scored higher in sources of stress and intention to leave, and had lower job satisfaction and worse mental and physical well-being than male managers. In Taiwan, female managers reported experiencing more stress with their managerial role compared to male managers. In both groups, those with more work experience reported higher job satisfaction, better physical and mental well-being, and had lower intention to leave. Organisational climate appeared to be an important predictor for several health or strain effects in Hong Kong managers, whereas hassles and managerial role were common predictors for physical and mental well-being among Taiwanese managers.

Regarding education, there is a lot of research on job stress experiences among primary and secondary teachers in Hong Kong, but fewer focus on university lecturers. One exception is the project by Leung, Siu and Spector (2000), who studied 106 university academic staff and lecturers (86 males and 20 females) from four HEIs in order to identify their sources of stress and investigate their effects on job satisfaction and psychological distress. The sample size was about 1.85% of total number of university teachers in 1996-1997. Four universities were randomly selected, and the knock-at-the-door method was used to invite participants to fill out a self-administered questionnaire. The participants either returned the questionnaires immediately or the assistant went back to collect the questionnaires after two weeks. They found six stressors, namely recognition, perceived organisational practices, factors intrinsic to teaching, financial inadequacy, home/work interface and new challenges. Results showed that recognition and perceived organisational practices were the best predictors of overall job satisfaction in the organisation. Financial inadequacy was the best predictor of job stress. Perceived organisational practices and home/work interface were important predictors of psychological distress. The results also showed that there were no gender differences, but some differences in stress outcome between employees at different levels and of different marital status. Teaching staff of higher rank had higher job satisfaction than those of lower rank; whereas married professors had greater satisfaction toward their job than single professors, and single professors had higher psychological distress than married professors.

Looking specifically at the health problem of neck pain, Chiu et al. (2002) studied cases of one-year prevalence of neck pain and possible risk factors among academic staff. There were five possible occupational risk factors for neck pain: individual factors (age and gender), time factors (length of employment and working hours), exposure level (job nature and workstation design), repetitiveness (pause pattern and changes in posture), and psychosocial work environment (psychological factors and musculoskeletal disorders). Self-administered questionnaires were sent to 780 full-time academic staff at one university in Hong Kong and 211 questionnaires were received, of which only 150 questionnaires were found valid (invalid questionnaires being those from respondents who had already suffered from neck pain even before they became an academic staff member). Results showed that 46.7% of participants had neck pain after becoming an academic staff member. Overall, including the 45 subjects who had neck pain before becoming academic staff, the percentage of academic staff who suffered from neck pain for at least a year was 58.9%. There were gender differences and neck pain differentiations. In particular, more female (60.7%) staff suffered from the problem than male staff (38%). There was also a significant association between head posture during computer processing and neck pain: 60.5% reported having a forward head posture. Results showed that about 27% participants had received treatment for the neck pain, and 60% needed medical advice. There was, however, no correlation between reading posture and neck pain, or between sitting posture and neck pain. 68% reported that they had a poor psychosocial working environment, and there was a positive correlation between working environment and neck pain. The researchers drew the following conclusion:

> Academic staff in tertiary institutions were found to be a high-risk group of job-related neck pain as supported by the high 1-year prevalence of neck pain (47%). Gender, length of employment, forward head posture during computer processing, and the number of rest periods during computer work were found to be risk factors for occupational neck pain.
>
> (Chiu et al., 2002: 89).

Neck pain is one of the symptoms of working in the same position for a period of time. As mentioned before, everyone has 24 hours a day; whether we could spend eight of those hours sleeping could be a significant index of our health in the future. The Nobel Prize in Physiology or Medicine 2017 was awarded to Hall, Rosbash and Young ‘for their discoveries of molecular mechanisms controlling the circadian rhythm’ which influences our body clock. In short, if we lack sleep for a long period of time, it affects the function of our brain, potentially resulting in depression, bipolar disorder, cognitive function, memory function, some neurological diseases etc.

It can be seen from the above studies that job stress could harm one's physical health, and this not only affects the staff themselves but the sector as a whole. As Leung et al. (2000) succinctly pointed out, stress-related medical expenses, absenteeism, and turnover are costly. If academic staff and lecturers in HEIs have physical health problems, this will affect not only their daily lives, but also the students in their taught modules.

2.3.7 Possible ways of coping with stress

Darabi, Macaskill and Reidy (2016) invited 216 academic staff members from 92 British universities in the North of England to participate in their study, which aimed to examine coping strategies employed when feeling stressed. There were 144 female and 72 male participants, holding either full-time or part-time positions and working at various academic, teaching and research grades. A questionnaire was used to measure their perceived levels of stress, subjective well-being and mental health. The researchers found that there were no significant differences between genders, full-time and part-time employments or levels of seniority within the university. The study did reveal, however, that academics who showed a higher level of gratitude, self-efficacy, hope and optimism reported lower levels of stress and higher levels of well-being, life satisfaction and positive affect, as well as lower negative affect. Futhermore, these characteristics can be developed through positive psychology interventions, the practice of positive thinking and exercising strength to achieve wellbeing. Meanwhile, academics who reported using problem-focused coping strategies experienced less stress. The researchers suggest that 'higher levels of character strengths can help employees cope better with the stress that is inevitably a part of academic life' (2016: 17). Full-time workload, including lesson preparation, marking, dealing with students' issues and administrative work, may occupy a lecturer's private time outside office hours. If a lecturer undertakes part-time studies, they also need to spend some of their personal time working on assignments. In such cases, the tension and pressure could be even larger.

Hung and Mondejar (2001) investigated the relationship between work, family and part-time education in Hong Kong. They conducted research in two universities using a questionnaire survey, successfully inviting 459 out of 525 full-time employees who were studying part-time at the two universities. They discovered that one's end results (such as examination results) were closely related to one's own personal attributes, such as intelligence and ability, rather than motivational factors such as support from employers or families. Having said that, if the employers supported the employees' further studies, the employees tended to want to strike a balance in their workload in order to work full-time and study part-time effectively at the same time. Therefore, organisational support for personal development is indeed positively related to employees' self-perceived job performance. Hung and Mondejar's (2001) study reveals that most employees consider employers' support for their studies very helpful. The quality of family life also has a significant effect on employees' motivation and commitment to their work. The current study examines the kind of challenges HEI lecturers face and need to navigate.

Aiming to understand from students' own perspectives problems that part-time students face by mainly focusing on what happens outside the classroom, Yum, Kember and Siaw (2005) studied 53 part-time students from eight universities in Hong Kong. Through semi-structured interviews with these students, the researchers were able to categorise their coping mechanisms into sacrifice, support and negotiation of arrangements, within four life domains, namely self, work, family and social life.

On the other hand, Hung and Mondejar's (2001) study previously discussed concludes that employers' support for employees' studies is very helpful. '[For] part-time graduate students […] often the support from family and friends helps keep a balance; those with relationships reported an easier time managing life, work and school.' (O'Connor and Cordova, as cited in Bates & Goff, 2012: 375). Self-support and external support may help lecturers to cope with their full-time work and part-time studies at the same time. However, the intentions of full-time lecturers doing part-time studies, including their motivations and values, have not been investigated. Therefore, there is a gap in the literature that demands further investigation.

Many participants in Lo et al.'s (2003) study on married female professionals in Hong Kong suggest that Human Resources (HR) interventions in dealing with work-life balance, such as flexitime for working mothers, would be effective. They also think that parental leave and flexible hours can create friendly work arrangements. Lo concludes that implementing family-friendly policies is a win-win solution for both the employers and the employees. The study, however, has two limitations. First, data was collected using the snowball method; the participants might thus be of a similar background. Also, Lo did not mention the interviewees' work status –

whether they worked full-time or part-time, and participants having different work statuses obviously would have different perceptions of work-family conflict.

2.3.8 Summary

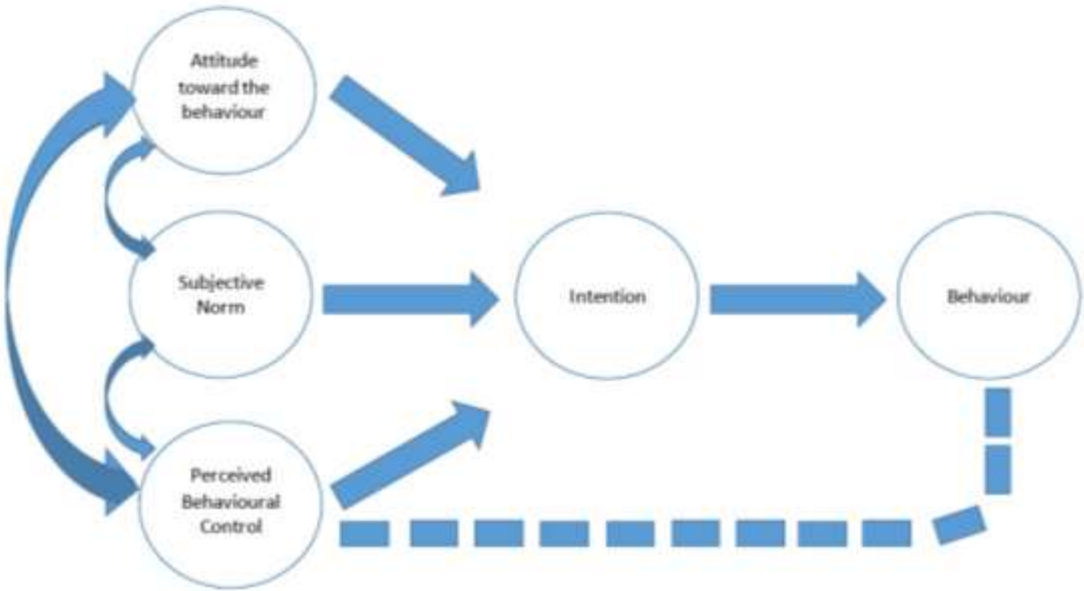
In this section, I first provided a definition of work-life balance. Then I moved on to outlining the work-life balance situation among employees in Hong Kong in general. Unique work-life interface issues experienced by professional women in Hong Kong, and particularly by female academics, were then discussed. Specifically, I explained the dilemmas between work and family responsibilities experienced by female academic staff and lecturers under the influence of Confucianism. Finally, consequences of stress and possible ways of coping with stress were presented.

2.4 The theoretical framework

As mentioned, the Theory of Planned Behaviour (TPB) was used in the current research as a theoretical framework for analysing the interviewees' intentions under different categories. My study focuses on people's behaviour, particularly whether and how HEIs in Hong Kong encourage lecturers to engage in research and publication, as well as lecturers' participation in part-time studies. The TPB may help explain their behaviour by looking at their intentions, beliefs and values in their pursuits as lecturers.

The TPB was put forward by Ajzen in 1985. It was developed based on the Theory of Reasoned Action (TRA) by Fishbein and Ajzen from 1975. The TRA analyses how behaviour of an individual is controlled by their intention. However, the TRA ignores external factors, and this was why the TPB was later developed to fill this gap.

TPB suggests that one's *intention* is shaped not only by their *attitude* and *subjective norm*, but also by their *perceived behavioural control*, which in turn influences their *behaviour*. The central element of this theory is 'the individual's *intention* to perform a given behavior' (Ajzen, 1991: 181), but such intention can only be assessed when the individual has the chance to make choices. The following graph shows the interrelationship between each element:



Theory of Planned Behaviour (TPB), Ajzen (1991: 182)

The theory also explains the relative importance of attitude, subjective norm, and perceived behavioural control. The more favourable or positive the attitude and subjective norm, such as having an important person (for example a parent, spouse, family member or friend) who wants them to demonstrate a particular behaviour, and the greater the perceived behavioural control (including time, money, skills, opportunity, ability, resource or policy), the stronger an individual's intention to display the behaviour under consideration. I will explain below the detail of each element:

Attitude refers to 'the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question' (Ajzen, 1991: 188). Attitude is a continuous assessment of an individual preference, like or dislike towards a particular object or idea. Through the expression of an attitude, we can possibly predict a person's behaviour.

Subjective norm refers to 'the perceived social pressure to perform the behavior or not' (Ajzen, 1991: 188). Sometimes, an individual experiences social pressure when they display certain behaviour, such as being evaluated by some important persons or group (e.g. parents, spouse, friends and colleagues etc.) when the behaviour is demonstrated. If people surrounding the individual encourage them to take the action (subjective norm), they have a greater intention to do so.

Perceived behavioural control refers to 'the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediments and obstacles' (Ajzen, 1991: 188). When a person engages in certain behavior, they form a perception of how much control they have over the resources and opportunity for managing, which include their own abilities and skills, time, money, as well as external policy. Obviously, some are more controllable by the individual than others.

Intention is an action tendency of an individual in wanting to take a particular action, and this is a necessary decision process of the choice of action before the acted behaviour (Ajzen, 1991).

As a general rule, the more favourable the attitude and subjective norm with respect to a behaviour, and the greater the perceived behavioural control, the stronger an individual’s intention to perform the behaviour under consideration would be. The relative importance of attitude, subjective norm, and perceived behavioural control varies from individual to individual, and from situation to situation.

2.4.1 The rationale for using the Theory of Planned Behaviour

In fulfilling the complex role of a narrative inquirer, I am not only a researcher in this study, but also a former colleague of my participants, with whom I have been acquainted for at least three years, and with whom I still keep in touch as friends. I do not claim that I stayed long enough time with my participants, but at least we have quite a lot of common experiences between us which we can both understand the taken-for-grantedness in the moment-by-moment relationships and happenings in our work environment (Clandinin & Connelly, 2000). Our common experiences may reduce my sensitivity to and questioning of their behaviour or action. As a result, I have set a deterministic and essentialised theoretical framework.

2.5 Summary

At the beginning of this chapter, I first provided an overview of the massification of higher education in Hong Kong and how, as a consequence, an increasing number of academics participate in research and publication under the ‘publish or perish’ atmosphere. I then moved on to describing the challenges that full-time lecturers face while studying part-time. Then, differences in publishing particularly when using one's second language, and the difficulties of publishing in A* journals were discussed. After that, I highlighted the importance of work-life balance, and the impact of Confucianism on working women in Hong Kong. Lastly, I introduced the Theory of Planned Behaviour, and explained how I have used it to inform my study, in particular in the analysis of the data gathered from my participants.

Chapter 3

Methodology

Introduction

In this chapter I first explain my research questions, and then I illustrate the paradigm in which the study is positioned. Following this, I explain the rationale for using qualitative research and the development of my interest in narrative inquiry using relevant methodological literature to discuss how I position myself as a narrative inquirer in the unique research context. I also describe the practical steps that I took and detail the different types of data collection methods, and how the data were analysed. Finally, I articulate the ethical complexities in gathering narratives from former colleagues who continue to work in the organisation in which I used to work.

3.1 The research questions

In the previous chapter, the problems associated with the gap between the government's (UGC's) expectations and lecturers' views on 'publish or perish' were established. Even though full-time lecturers bear enormous teaching duties and other workloads, including placement supervision and administrative work, many of them still choose to participate in part-time studies as well as research publication, for varying reasons. When I started this study, five out of seven lecturers in my former HEI had participated in part-time doctoral study; additionally, there is a rumour of lecturers being pushed to get involved in research work, which is outside of lecturers' duties. Therefore, the aim of this study was to explore lecturers' reasons for participating in part-time studies in order to help us understand their pressures, how they deal with conflicts between work, family and life, and the importance of investigating how different stakeholders could support them.

The research questions and sub-questions were:

1. How do lecturers view having a full-time job and doing part-time study at the same time?
   i) What are their reasons for participating in part-time study?
   ii) What difficulties do they encounter in working full-time and studying part-time?
2. What are a lecturer's duties (i.e. do they include research and publishing)?
   i) How do they view research and publishing?
   ii) How do they equip themselves in fulfilling their duties?
3. Do lecturers experience any stress or pressure, and how are conflicts between work, family, friends and personal time experienced by the lecturers?
   i) If yes, how do they deal with the pressure and conflicts?
   ii) What kind of support would help them overcome the challenges?

These research questions are related to the unique challenges female lecturers face. In the Confucian tradition, women take care of children and do house work, while men work outside and earn money (Lo, Stone & Ng, 2003). Although many married men now share parts of the housework, taking care of the children is still seen as mainly the duty of the mother. On top of this, working on weekends is common in Hong Kong (Welford, 2008). This working outside regular office hours obviously has implications for how these female workers spend time with their families, on leisure and on their own. Therefore, I want to find out how these women (who may actually be working mothers) with multiple roles deal with their time constraints, as well as whether HEIs can support working mothers who are furthering their studies part-time.

3.2 Philosophical framework

Guba and Lincoln (1994) suggest that research paradigms function as basic belief systems based on ontological, epistemological and methodological assumptions. The empirical analytic approach (positivism) is a natural scientific, positivistic and quantitative research approach. Researchers need to be objective and seek generalisations and explanations through instrumental practical purpose (Habermas, 1972). Positivists discover the reality of things, events, or relationships between them by using their senses and observing; they expect others to find the same result as them. The purpose of research positioned within positivism is to understand cause and effect in order to develop general and universal laws that explain the world (Bassey, 1996). However, this is not the most effective way to understand people. Interpretivism, on the other hand, is the opposite of the empirical analytic approach, usually employing qualitative methodological approaches, and therefore I have positioned my research within interpretivism in order to comprehend the social world.

Hays and Singh (2012: 37) provide guidelines for researchers to establish a philosophical framework. They state that

> …scientific pursuit involves an active and continual reflection on how the researcher envisions the intersection of perspective (ontology), knowledge construction (epistemology), values (axiology), and dissemination of findings (rhetoric). These overlap and influence my research design decisions (methodology).

According to Usher (1996: 11), ontology addresses the question ‘what is the nature of the world? What is reality?' I will present a snap shot that a conversation between my student and I (in section 3.3), it demonstrates that I believe reality is subjective, as it is a person's unique experience. These experiences are others' histories, and the realities that formed their feelings and perception towards the world exist; in short, their experiences formed the way they perceive the world. Therefore, reality is multiple, created and mind-dependent (Smith and Sparkes, 2009). From my experience stated above, I present my ontology through the subjective lens to discover a phenomenon around me (Guba & Lincoln, 2005). Furthermore, Hays and Singh (2012) suggest that researcher subjectivity can be an important asset to qualitative research, the methodological approach that I used.

The meaning of epistemology is 'knowledge' (Usher, 1996). Knowledge can be exchanged in social interactions. In qualitative research, knowledge is believed to be socially constructed by the context or dialogue between people's relationships (Hays & Singh, 2012), as knowledge is concerned not with generalisation, prediction and control, but with interpretation, meaning and illumination (Usher, 1996: 18). Social interactions have meaning and interpretations which can enlighten me because two parties (interviewees and me) have cognitively intersected; therefore, knowledge is descriptive and subjective. The participants in this research project are my former colleagues, and we went through some life events together, during the time when we both worked in the same department. This in turn has allowed me to have some basic understanding of the situation when trying to make sense of our conversations. Knowledge is constructed between my participants and me, and reality exists by sharing, and our communication and interaction, both verbal and non-verbal, direct and indirect, help to enrich the experiences that I did not have, as if I had even been a part of them. Hence, knowledge cannot stand alone independently without sharing and interpretation. From this knowledge exchange process, our experiences constitute a unique phenomenon. It provides me with a way of making heard the lecturers' voices, which I did not pay attention to before this study, and which are seldom heard and respected publicly (Lieblich, Tuval-Mashiach & Zilber, 1998).

On the other hand, Hays and Singh (2012) explain an axiological stance that values researchers as an instrument in their design, emphasising the importance of relating their experiences and assumptions about the study to the research-participant relationship. Using the example of the conversation between student and I (section 3.3), from our interactions, I learnt something from my students through their own stories they were telling me. I reflected on why the stories resonated with me. The reflexivity is the medium through which connections are made between what I heard and the meaning this had for me. This knowledge acquisition through reflexivity creates meaning and value in my life.

Rhetoric encompasses the various formats in which qualitative data are presented (Hays & Singh, 2012). I value the relationship with different people, for example, my students and my interviewees in this research; they trusted me and shared their difficulties with me. I knew little about their experiences, and in order to show my respect for their sharing, I try to present the 'participant voice' rather than take on an 'expert stance' in the report writing in this dissertation, as I believe we are equal in terms of our social status, position and identity.

Methodology involves decisions about aspects such as selection of research paradigms and traditions, research questions and data collection methods (Creswell, 2006). I believe that various data, including the participants' life experiences, everyday conversations or context and the environment around us are definitely core data for understanding people's ways of thinking, which create the phenomenon around us. As I am part of them, my voice should be included in this study. Therefore, I am sure there are no other methodologies more suitable than narrative inquiry as I discuss in Section 3.3.

Connelly and Clandinin (1999) suggest that narrative is situated in a matrix of qualitative research. Furthermore, Josselson (2006: 3) states that 'narrative research, rooted in interpretive hermeneutics and phenomenology, strives to preserve the complexity of what it means to be human and to locate its observations of people and phenomena in society, history and time'. Therefore I declare my philosophical framework falls within the category of interpretivism.

3.3 Why qualitative research?

My appearance and tiny build make me look far younger than my actual age. I had an unforgettable experience when I left the HEI I was working in, the one in which this current research took place, and moved on to work in a vocational training organisation which offered various vocational modules. Most students enrolling in these modules were seeking to change jobs and most of them were middle aged, in their 40s or older. I remember that in one lesson, we shared the reasons why they would change jobs. Some of them started to explain their life experiences – the ups and downs. I did not know how to respond to their sharing because I could not even picture many of their struggles. I realised that I was like a frog in a well, which knows nothing about the great ocean; I knew very little about the world around me. One student concluded by saying, 'Miss, you aren't sophisticated.' He seemed to be able to read my mind. I took a deep breath and replied, ‘Yes, you’re right. I’m a lucky person. I grew up in a loving family. I didn’t go through many tough times. Life has treated me well for I haven’t experienced what you all have experienced. Therefore, I love listening to people’s experiences, and your experiences have broadened my horizons and enriched my understanding.’ Listening to others’ stories makes me realise that indeed I am interested in understanding people. I am sure all life stories that I have heard on different occasions would enlighten my perspective, which makes me think more about people’s personal difficulties and their own feelings. As a result, I am learning to love others through hearing and understanding their situations and difficulties. On the other hand, when someone around me faces similar difficulties and challenges to those that I have heard beforehand, I have a talent for linking together relevant life stories and relating them to the person for consolation and comfort. Therefore, I see myself as a medium; as a story teller, I use my own experiences and others’ stories to comfort people or even give them life direction. To make a difference in someone’s life is sometimes as simple as listening to their story and responding with similar experiences to show empathy.

The current study focuses on lecturers’ intentions and behavioural changes, which cannot be captured by quantitative research, for example by the measurement and analysis of causal relationships between variables, numbers, statistics, amounts, intensities or frequencies and looking at the results (Denzin & Lincoln, 2005). I love observing and understanding people, finding out the relationship between a person and the environment around them, and finally passing the message of these stories and my observations on to others. My study is therefore situated within the qualitative approach.

3.3.1 What is qualitative research?

Qualitative research places importance on context and process, and attempts to comprehend the relationship between social life and individual subjectivities (Luttrell, 2010). Hays and Singh (2012) also suggest that qualitative research is the study of a phenomenon, and such phenomena tend to be exploratory in nature, which may not always be directly observable, easily defined or previously explored. The methodology therefore requires researchers to spend extensive and intensive time collecting and analysing data in order to investigate from a new angle. Denzin and Lincoln (2005) explain that qualitative research involves an interpretive, naturalistic approach to the world, which means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Nelson, Treichler and Grossberg (1992) describe qualitative research as an interdisciplinary, transdisciplinary, and sometimes counter-disciplinary field, which includes the humanities and the social and physical sciences. It is multi-paradigmatic in focus. Qualitative researchers are sensitive to the value of the multi-method approach. They are committed to the naturalistic perspective and to the interpretive understanding of human experience.

All in all, qualitative research is used for the study of phenomena, of the relationship between social life and individual subjectivities in a natural setting. My study is to reveal a phenomenon of lecturers' situation in HEIs. Whether it is merely hearsay or not, most people in general think jobs in a HEI are superior to others. I focused on lecturers' social interaction between their students, colleagues, senior management and family members in their daily lives as well as in particular events that my interviewees encountered. Some of their life events I was not able to easily observe, such as how they communicate with senior management and family members, but through their explanation I was able to understand their actions, how they figure their life events in order to fit them into their perception of their lives. They let me understand and interpret their situations and how they fit their experiences into our social world. I will spend time to collect and analyse data, interpret and make sense of this phenomenon in order to create a new angle. Therefore qualitative research is suitable for my study.

3.4 What is interpretivism?

As mentioned in the introduction, the humanistic and interpretive approach is based around experience, which is why narrative inquiry is an appropriate research methodology for understanding people – what they think and why they behave as they do. In order to understand the meaning of interpretivism, I have searched for its definition. Delanty (1997) claims the world has its meaning because all cultures and historical periods have their own different values; the values of a society are constituted linguistically and meaningfully. Reality is socially constructed. Interpretivism provides its methodological individualism to construct reality from the human mind (Bassey, 1999) through discourse and action, for which researchers tend to reply upon participants' views of the situation being studied (Creswell, 2003). As a result, an influence of self-understanding or world discovery can be perceived (Delanty, 1997) based on researchers' own background and experiences. Interpretivists disagree, so they have their own understandings, beliefs and concepts;

we understand that our perception of the world may be similar to, but not necessary the same as, others' perceptions of the world, so there can be different interpretations of what is real (Miles & Huberman, 1994). Of pertinence to my study, 'publish or perish' appears in Hong Kong, and seems to affect not only academic staff members, but also lecturers. In trying to publish journal articles, there are a number of factors that support or impede success. One example is language competency. Chinese people learning another language may be aware of their inadequacy and worry that they will 'lose face' (mianzi) if they are wrong (Wachob, 2006). As a result, when discussing how lecturers view their duty regarding research publication, in terms of requirement from their HEIs or their ability, interpretation cannot be avoided in our conversation. Hence, reality is subjectively constructed in the human mind; one person's reality differ from another's, although they may share some similarities. This interpretive study tries to make connection between lecturers' experiences and behaviour. As a result, this interpretive connect our minds and others' experiences in which we can understand ourselves and others. Therefore focusing on meaning and interpretation is of extreme importance (Crossley, 2000). Interpretivism assumes that all human action is meaningful and hence has to be interpreted and understood within the context of social practices.

In interpretivism, I am the interpretivist. Since I am part of the field, I always collect information in unnoticed ways; what I hear and observe, for example, or a conversation which 'collaborated' act of both participants and I are to reflect and create a unique meaning for me (Miles & Huberman, 1994) which I do not begin with a theory (Mackenzie & Knipe, 2006). I am part of the world which I am observing and so, by observing, may change what I am trying to observe. Therefore, I am a member of a particular culture at a specific historical moment in the HEI where I was working (Miles & Huberman, 1994). Afterward, interpretivists 'generate or inductively develop a theory or pattern of meanings' (Creswell, 2003: 9). Some of the information I provide in this study is not from a formal interview with my participants; rather, it is casual information I have collected, such as corridor talk, lunch chat and conversation during travel to the HEI etc. When I analysed my interview data, I recalled some of this casual information, linking the diverse information together and making the data more concrete and giving it more dimensions – what Clandinin and Connelly (2000: 50) call *inward* and *outward*, and *backward* and *forward*. Meanwhile, referring to my study, part-time study whilst under a full workload is not healthy for one's physical, mental or psychological needs, unless we become used to working under this kind of circumstance. Being acquainted with my participants, I collected not only what they verbally told me, but also what I observed. Our culture is deeply embedded in our mind; we may not explain our behaviour in terms of it, but we are affected by Confucianism. When I analysed the interviews, I interpreted participants' behaviour based on our culture. Therefore, interpretivism sees that 'human actions are based on social meanings, such as beliefs and intentions' (Bassey, 1996: 43).

Usher (1996: 18) explains that human action is given meaning by interpretive schemes or frameworks. Therefore, even though interpretivism does not begin with a theory, but I use the Theory of Planned Behaviour to interpret and analyse my participants' intentions and behaviour (see Chapter 2.4) in order to describe the pattern that they have which is the phenomena of the world in attempting to get shared meaning with others.

3.4.1 How does interpretivism relate to narrative inquiry?

Delanty (1997) suggests that in order to understand human actions, such as beliefs and intentions, interpretive researchers

> stand for the subordination of explanation and description to interpretation, which cannot be reduced to mere observation. The structure of social reality, which consists of objectifications of human meaning, is too complex for

> observation to provide us with realistic representation. Therefore the scientist must interpret in order to reach the deeper levels of reality (p.40)

Narrative inquiry involves collecting stories of people's perceptions, experiences and personal feelings about specific events they have participated in. These can be as simple as an everyday conversation, or a more complex, complete story, which is acquired in unstructured and in-depth interviews, in order to allow the deepest strata of these experiences, with their specific meanings, to be manifested. The experience of doing narrative inquiry can be accessible to reflection, recognition and identification in order to interpret the phenomena of meaning and understanding (Jovchelovitch & Bauer, 2000; Webster & Mertova, 2007). After the phenomena are revealed, we can come to understand a part of the world. This in turn reveals who we are as we recount and present these events, which helps us fulfil the core purpose of social research – to improve our lives in the future.

As an interpretive researcher, narrative inquiry allows me, through active effort, to interpret experiences, making the world we live in meaningful (Smith & Sparkes, 2009) through my perspectives and voice, which I gain by engaging in reflexivity. Reflexivity is 'a search for deep perspectives on particular events and for theoretical insights' (Bassy, 1999: 44), which are 'culturally derived and historically situated interpretations of the social life-world' (Crotty, 1998: 67). Therefore, my voice cannot be separated or be excluded from the study.

3.5 Selecting narrative inquiry as the research methodology

As mentioned earlier, I needed a research methodology that was informed by interpretivism and reveal phenomena. Therefore, narrative inquiry was the most suitable and appropriate methodology for this study.

The first time I heard about narrative inquiry was after I had completed six modules in the EdD programme of the University of Bristol and was ready to submit a research proposal for my dissertation. I heard about narrative inquiry from the person who had agreed to be my supervisor, Dr. Sheila Trahar. I fell in love with it immediately, even though I had never heard of it before. If I had only wanted to get my research completed and receive my doctoral degree, I could have chosen a more traditional qualitative research approach. I was determined, however, to adopt narrative inquiry, as I could see its value of collecting stories to study phenomena of the social world. I felt very strongly about it also because it seemed to be the most appropriate methodological approach both for me and my research topic.

In using narrative inquiry as my methodology, I had to find out why this methodology was suitable for my study, and also why I valued stories. Then one occasion came to mind – a chat that I had had with a 'stranger'. It was 2005, and I was about to complete my dissertation for my degree programme. My dissertation was related to how a non-English speaking teenage immigrant received English support from her local authority in the UK. I interviewed the teenager and her mother. They had lived in the UK for several years and the teenager spoke good English while her mother's English proficiency was more limited. The mother invited me to attend a parents' evening when she collected her daughter's academic results. She usually asked a social worker to help with translation but this time, she asked me as the first language of both of us was Cantonese.

When I arrived at the school, I saw tables and chairs having been set up in the school hall. Two chairs and a table were placed in front of each teacher. It was my first experience attending this kind of event in England. The teenager took us to her teachers. Her mother and I sat down, and then the teacher explained her academic results and predicted her A-Level results. I was there to translate what the teachers said and to help her mother ask questions. I remember vividly what the art teacher said. The teacher explained that the teenager had very good artistic techniques and encouraged her to study art in the future; her mother, however, rejected this suggestion. She believed that Chinese people should not study the subject as it would not allow them to sustain their life in the future. Many artists did not have a stable income unless they became famous, which rarely happened. The teacher told me a story of how a former student strove assiduously and finally achieved success. The teacher told me the whole story once (as far as I remember, it took her about five minutes to do so), and I translated it faithfully to the mother. The teacher was amazed by what I had done. I could not understand why she was amazed because I thought repeating a story was easy.

Now, I understand why I value stories – because through them I am touched by people's life experiences. Also, every time I recall a story, I realise that I see it differently and come to see it from different perspectives. This is perhaps the reason why I fell in love with narrative inquiry when I first encountered it, as it matches my personal life philosophy, to value personal stories that I hear and pass them on to others who have similar situations or difficulties, using life stories to heal and to comfort those in need, in order to provide possible solutions and positively affect their lives. A life story spoken at the right time might change someone's life forever. I believe every single thing that has happened in one's life is preparing him/her for a moment that is yet to come.

3.5.1 What is narrative inquiry?

No single definition can capture narrative inquiry completely. Narrative inquiry is a type of research that looks at writing about and collecting the personal stories and significant events that influence us the most, which is a form of study based around life experiences. It is concerned with individual truths rather than generalisations (Webster & Mertova, 2007). When people give their own views and opinions, we discover explanations that fit restructured experiences into our understanding. We develop a personal understanding of social life by constructing and reconstructing our observations, which we do by interacting with, thinking about, telling and retelling stories (Connelly & Clandinin, 1999) along a plot of connected events that occur over time sequentially and provide an overarching explanation (Smith & Sparkes, 2009). This methodology indicates the interconnection between human centerdness, human relationships, environment and culture; because life is permeated by a mixture of psycho-socio-cultural factors, people understand their lives through narratives (Smith & Sparkes, 2009). Therefore, in narrative inquiry, knowledge is shared, and space is opened for multiple ways of knowing. As a result, there is no one single method to collect data and there are various ways to present the findings (Connelly & Clandinin, 1999; Webster & Mertova, 2007).

3.5.2 Why is narrative inquiry suitable for my study?

When I first started working in the HEI, I had a chance to work with a part-time lecturer called Cindy. Although I was a full-time lecturer, I knew very little about what the job of a lecturer entailed, except the factual information stated in my contract. It was the end of the first semester, and we were about to submit student grades, and Cindy talked to me. She knew some of my colleagues, and she told me the 'myths' in my department. At the end, she said, 'You didn't know the unspoken rules before you became a lecturer!'. She was right – I knew almost nothing about being a lecturer, as I had just graduated from a degree in the UK, and this was my first job in Hong Kong.

As a result, I needed to form the perspective of how I conduct a narrative inquiry that related to my own concerns as a researcher, particularly from my own experience as a lecturer. Hence, based on my personal developments and changes, through social constructed by other lecturers through not only observation, but also interpret their experiences. Additionally, I added my personal voice to this study in order to present a particular phenomenon to my audience through narrative inquiry. As Usher (1996) illustrates, interpretivism is understanding the learning experience through 'dialogue' between ourselves as researchers and that which we are trying to understand.

As previously mentioned, I viewed my participants' experiences through a subjective lens, at the same time using empathetic listening skills to understand their experiences, feelings and beliefs. I also valued and respected their voices. I know doing narrative inquiry is more than this. As a researcher, I am entering my participant's life experience, and 'experience is the starting point and the key term for all social science inquiry' (Clandinin & Connelly, 2000: xxiii). 'Experience' helps us understand the environment around us. Therefore, my own experience should play a part in my study as it is a starting point for comprehending the phenomenon being studied. Trahar (2011: 45) reminds me that:

> as researchers, in order to make sense of what others are telling us, we need to draw on our own histories, especially when what we are hearing resonates with our own lives. By including her own voice, the audience is more able to 'situate' the researcher, and so is more able to understand her perspective.

Reflecting on my experience as a lecturer in my former HEI and of the development and influence of the ‘publish or perish’ culture in Hong Kong HE helped me connect with my participants.

3.5.3 My participants

I emailed all of the lecturers, seven in total, who were working at the HEI at the time to participate in this study. All of them were female. There was no gender preference when I selected my participants. It was like in a fire station; normally you will find males working there, but there is no restriction on females working there. It was the same situation in my department; all the lecturers were female. Normally, females dominate in my department, but there are male colleagues as well. My study focused on lecturers, however, and at the time there were seven females at this level; not one lecturer was male.

Four people agreed to speak with me. The first interviewee is Latifah. Originally from Mainland China, she was about 30 years old at the time of the interview and had one toddler. She completed a Master’s degree abroad, and had worked in the institute for around 10 years. The second interviewee is Hanifah, who was about 50 years old with two primary school age sons, and had also worked in the institute for around 10 years. She had hired a domestic helper to do housework, cook and take care of her sons. The third interviewee is Bahirah, who was 30 years old and single, and had been employed by the institute for eight years. She was living with her parents and younger sister. The last interviewee is Inas, who was 60 years old and had joined the institute seven years earlier. All of my participants are to this day still working in the same HEI and department, except Inas, who retired in 2015.

First of all, I invited one of my former colleagues to participate in my pilot study face-to-face, and she agreed immediately (this pilot interview is described at the end of 3.5.4 Narrative Interviews). Then, I invited the other lecturers (six of them) by email on 3 December 2013. Only two agreed to take part in my study, whereas one declined and three did not reply to my email. The second email was sent on 5 January 2014 to those who did not reply to my first email. I received a reply in this round from a lecturer who agreed to be interviewed. The third email was sent on 22 April 2014 to the two remaining colleagues; however, they did not reply to any of my emails. Therefore, I was successful in inviting our participants out of the total of seven colleagues.

I continue to have a good relationship with all four of my interviewees; whenever and wherever we meet, we exchange our latest updates, and we even touch on some personal topics, since we care about one another. Thus, I am grateful for and treasure our relationships, which are built on trust.

I valued what they told me. I anticipate that from their experiences, opinions and feelings, I can reveal my perspective on the duty of a lecturer post and also on the career path and development for remaining a lecturer or for promotion among academic staff. In order to express my appreciation for their messages and to make sure that my interpretations were as close as possible to the meanings they were trying to convey, I conducted two interviews. Before the second interview, I provided each participant with the transcript of our first interview, allowing them to check if their narratives were explained and interpreted correctly. Details of the interview arrangements will be explained in the following section.

3.5.4 Narrative interviews

To gain a deep understanding of the lecturers' beliefs and intentions, I conducted narrative interviews with each of them. The interviews were unstructured and 'highly participant-centred' (Squire, 2008: 48). By not providing a list of questions for the participants, I let them talk about any episodes and opinions that were related to their experience as a lecturer in this HEI, their part-time study (if applicable), teaching and research and work-life balance. Before the interviews, I let my participants select an interview venue that they felt comfortable with. In the interview, I first explained to them the purpose of the interview and discussed confidentiality in detail. They all understood that their participation was voluntary and that they could withdraw at any time in case they felt uneasy. They also signed a consent form (Appendix 1) to indicate this understanding. Other ethical issues will be discussed later in this chapter.

In order to allow my four interviewees to add more information and/or to amend what they had said, face-to-face interviews were conducted twice with each participant. The first interviews lasted around an hour each. In the beginning of the first interviews, I asked them one open-ended question, which was 'how do full-time lecturers in higher education view their career development by studying for a part-time doctoral degree and participating in research and publication while they also need to balance between their work and family life?' They were free to express their personal feelings and talk about their experiences without being interrupted, and there were no right or wrong answers.

In order to gain a fuller picture of the participants' experiences, the interviews covered four areas by following the approach suggested by Clandinin and Connelly (2000: 50): *inward* and *outward*, and *backward* and *forward*. 'Inward' refers to personal internal conditions, such as feelings. 'Outward' refers to the environment. 'Backward and Forward' are time references, referring to the past, present and future. All my interviewees were at the same rank in the same department of the same HE. Thus, we shared a common understanding of, for example, the management structure and the departmental culture, which were elements of the 'Outward' direction. We also shared part of the 'Backward' and 'Forward' while I was working in the department. It can be said that the lecturers shared more or less similar experiences in the 'Outward', 'Backward' and 'Forward' directions; the main difference was 'Inward', namely their personal experiences and feelings. As we may not have shared the same preconceptions or perspectives, an alignment of our understanding was very important. I did not only want to know what they were experiencing at the time of the interviews, but also their past and their predicted future, as these helped me understand their intention and value to my topic.

Jovchelovitch and Bauer (2000) also emphasise that during an interview, interruptions by the interviewer should be kept to a minimum, because the influence of the interviewer needs to be minimised. Having said that, non-verbal encouragement can be used to sustain the story-telling. Using most interviewees' first language, Cantonese, also helped them to feel comfortable and made it easier for them to discuss their experiences and express their opinions. Although Latifah, one of the participants, came from Mainland China, she was fluent in Cantonese.

As an interpretive researcher, Bassey (1999: 42) reminds me that language is a 'symbolic system', the meaning of which might be different for my participants and me. After the first interviews, I translated our conversations into English and sent the documents to the interviewees, together with the original Cantonese voice recordings. Cohen, Mansion and Morrison (2000, 281) suggest that 'transcriptions inevitably lose data from the original encounter'; I therefore did this as an attempt to arrive at a similar understanding to those of my participants, to ensure that my interpretation of their voices in the interviews was as accurate as possible. The interviewees could also read the translated transcripts before their second interviews.

The second interviews were then conducted for amendment and clarification purposes. In the second interviews, the interviewees and I listened to the recordings of the first interviews and either of us could stop them at any time; the participants could amend or clarify a statement, and I could raise questions about anything mentioned that I did not fully understand. However, only Hanifah made some amendments. The whole process took seven months to complete. Table 9 shows the detail of each interview conducted with the participants.

Name of the interviewee	**Latifah**	**Hanifah**	**Bahifah**	**Inas**
1st interview date	18 Sep 2013	5 Dec 2013	5 Dec 2013	25 Feb 2014
1st interview venue	her office	her office	a coffee shop	a private room in a library
Transcript sent out	10 Oct 2013	5 Jan 2014	23 Jan 2014	2 Mar 2014
2nd interview date	25 Oct 2013	11 Jan 2014	5 Feb 2014	8 Apr 2014
2nd interview venue	her office	a restaurant	her office	a private room in a library

Table 9: Details of each interview.

By using narrative interviews, I encouraged the participants to express what they wanted to share freely. The advantage of using this method was that the interviewees could control their stories. However, as mentioned previously, sometimes my interviewees struggled with this interview structure. For example, sometimes they stopped speaking, expecting me to ask a guiding question. I repeated what they said to clarify their meaning, and this also allowed them to review what they had said and also gave time to think about what they would like to tell me next.

The first interview was conducted for the pilot study. As it was the first time I had used unstructured interviews, with which I was unfamiliar, the pilot study allowed me to experience the process, and also raised my awareness of possible unanticipated problems (Hall, 2008). In the pilot study, when I let the participant talk about her experiences as a lecturer, she talked about the topic for about 15 minutes, and then stopped. I was uncomfortable with the pause, so I asked another question, based on what she had said. Afterward, the interview assumed the form of ‘questions and answers’.

From the experience of this pilot study, I learnt that, firstly, I should hold my tongue in the interview, be patient and be more comfortable with pauses. Secondly, I learnt that timing could be another issue; during the interview, when we seemed to have talked for quite a long time, I looked at the clock but only 35 minutes had passed. I therefore tried to ask some more questions for clarification. In the interviews, however, I only provided one long question: ‘how do full-time lecturers in higher education view their career development by studying a part-time doctoral degree and participating in research publication while they need to balance their work and family life?' After asking this core question, I tried to be patient. Interestingly, when my participants had stopped a while, they referred to the question and tried to answer another part of it.

3.6 Data analysis

A narrative portrays what is real to the storyteller (Jovchelovitch & Bauer, 2000). In other words, the narrative is the storyteller's interpretation of the world. Therefore, a narrative cannot simply be judged as true or false, because it is told from the storyteller's perspective, within a particular location and time period. Through specific narratives, we understand our world. In fact, Lieblich et al., (1998: 10) suggest that dealing with narrative materials requires dialogically listening to three voices: the voice of the narrator, the theoretical framework and a reflexive monitoring of the act of reading and interpretation. At the beginning, I produced my voice throughout the data analysis chapters (Chapter 4 to Chapter 7) by supporting or providing another perspective to my readers; in order to create a holistic picture to my readers.

In my study, I use the Theory of Planned Behaviour to analyse the interviewees' intention. There are three themes related to my research questions, highlighted in this chapter (section 3.1). According to Braun and Clarke (2006: 82), '[a] theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set'. Hence, I reproduce the interview data and categorise the content under the three themes of teaching and research, part-time study and work-life balance. However, one of the interviewees went into some detail in explaining her promotion, and the process of being promoted involves teaching and research, so, in consequence, I categorise one more theme in her chapter.

Regarding reflexivity, Etherington (2004: 19) explains that it is

> an ability to notice our responses to the world around us, other people and events, and to use that knowledge to inform our actions, communications and understandings. To be reflexive we need to be aware of our personal responses and to be able to make choices about how to use them. We also need to be aware of the personal, social and cultural contexts in which we live and work and to understand how these impact on the ways

we interpret our world.

Therefore, having an awareness of how decisions were made before drawing conclusions from the materials was important. It was hoped that the ‘creation of a new sense of meaning’ (Clandinin & Connelly, 2000: 82) would result from this.

When making sense of the stories, I employed both holistic-content reading (which considers the whole story and focuses on its content) and categorical-content reading (which focuses on the content of narratives as manifested in separate parts of the story and does not pay attention to the context of the complete story), as suggested by Lieblich et al. (1998). As I listened to, transcribed and read all the stories, I came to understand the participants’ duties, part-time studies, research work and work-life balance in a holistic way. However, some of the information, such as how they each became a lecturer, could not be categorised, but it was still useful to understand the participants’ beliefs towards their job, part-time studies and research. Therefore, I present in this dissertation each life story according to different categories, one by one in the form of dialogues, presenting these in the form of questions and answers, which fall mainly under three categories: teaching and research, part-time study and work-life balance. The relevant content under each category was extracted from the interview data, in order to let my reader understand the context.

Braun and Clarke (2006) also suggest six steps for conducting thematic analysis. They are: **1) familiarising yourself with your data** (which involves transcribing the data, reading and re-reading it); **2) generating initial codes** (sorting out data under each code); **3) searching for themes** (collating codes and gathering all data to each potential theme); **4) reviewing themes** (checking the themes to see whether they work or not); **5) defining and naming themes** (engaging in ongoing analysis and generating clear definitions and names for each theme); and **6) producing the report** (conducting final analysis and relating the analysis back to the research questions and literature).

Based on these steps, I transcribed all data by myself and sent it to my participants, as mentioned before in sections 3.5.4. In order to answer the core question, three themes were examined: part-time studies, teaching and research, and work-life balance. Having said that, more themes emerged because in the narrative interviews, my participants would express whatever they thought was relevant to my study, even though I mainly aimed at investigating their duties as lecturers. I have therefore also included these additional themes in my data analysis. Relevant content from the collected data was then extracted, and related parts were put together and reproduced as a conversation between each participant and me. This was done with the ultimate aim of presenting the participants' intention under each theme.

3.7 Fictionalisation

I use fictionalisation in order to provide an imaginative dialogue in which all participants have a conversation together, although I did not arrange this kind of meeting in real life in order to make sure each participant's identity is highly protected, since each individual interview contained important and confidential information (Midgley, Davies, Oliver & Danaher, 2014). On the other hand, reproducing and restructuring the data acts as a kind of knowledge transfer (Midgley et al, 2014).

I set up a conversation with all participants at a coffee shop in order to protect the identities of the participants and research sites of my study. Also, through using a fictionalised conversation, the participants' use of language, cultural and social narratives also were hidden. At the same time, creating this fictionalised conversation helps me step back as a third person, and critically look at and reflect on the experience of being a lecturer in an HEI. I am one of the observers of our experiences.

3.8 A reflexive monitoring of reading and interpreting data

Trahar (2009) asserts that narrative inquiry is very sensitive to social and cultural differences. Particularly, my research was conducted within a context of reduced government funding of HEIs in Hong Kong. Universities now need to seek funding from different sources. This is happening in many western countries as well. Kim (2010) suggests that narrative inquiry captures unique, local experiences. Hence, I wanted to know if the pressure associated with declining funding and job security had affected western countries and Hong Kong in the same way.

Edwards and Ribbens (1998, cited in Trahar, 2009: 19) warn that in handling data, one may risk 'making oneself more central to the discourse and pushing "other" voices out to the margins'. At the same time, Webster and Mertova (2007) suggest that there is no single method for collecting data for narrative inquiry. Every person's experiences, feelings and situations are unique; the research methods should therefore be tailored to suit particular topics and in order to provide a holistic picture to the readers. Importantly, 'interpretive decisions are not "wild", […] but require justification' (Lieblich et al., 1998: 10). Hence, in order to avoid only hearing what I expected, I also provide other relevant information as supporting materials, such as government and the HEI's policy documents, emails, my previous lecturer contract, corridor talk, and information on physical settings, creating a context in which readers can make sense of the data. All this information is intertwined with the dialogues between my participants and me. At the end of each chapter relating one of my participants' life story, I provide a reflection in order to present my voice.

3.9 Role of the researcher

I am not only a researcher in this study, but at the same time also a companion of my former colleagues. I am 'a member of the landscape' (Clandinin & Connelly, 2000: 63). The interviewees and I were equals; we showed care towards one another, shared feelings of connectedness, worked in a similar context and faced similar difficulties for a few years. It is impossible for me to only play the role of a researcher; I was both a researcher and a fellow practitioner.

Since I was both a researcher and a practitioner, I needed to unravel my participants' life (Trahar, 2011) without strict control in order to present their experiences. I therefore reflected critically on my role regularly. I collected data by interviewing my four former colleagues; at the same time, I wrote down conversations and corridor talk with different people in HEI in a notebook, as well as made copies of the institute's official documents and emails. I looked at the interview data together with these other pieces of evidence, and put my observations regarding the connections in a notebook. This also helped me review my personal growth from time to time.

To make sure that the data collection was finished and the dialogues contained what the interviewees wanted to present, as mentioned before, the interview transcript was sent back to the interviewees for clarification and amendment if necessary. In fact, Kvale (1996) suggests that interview transcripts should not be created by a single party but co-constructed by both the interviewee and the interviewer. This helps to confirm that the data is complete and trustworthy.

I collected information across a relatively long time period because of my employment situation. As mentioned before, I was employed in the same department of the HEI for several contracts, sometimes on a full-time and sometimes on a part-time basis, in either teaching or administrative capacities. The table below shows my employment record in this HEI:

Period	Title	Status
July 2007 – Aug 2010	Lecturer	Full-time
Aug 2010 – Nov 2010	Lecturer	Part-time
Nov 2011 – Nov 2012	Project Officer	Full-time
Aug 2012 – Dec 2012	Lecturer	Part-time

Within the periods of my employment, I saw how the HEI and department changed gradually, for example in their environment. I also had access to official emails, the HEI's publications and documents and corridor conversations involving my colleagues and myself. My unique background and identity allowed me to observe and participate in this environment long-term. This is why I see myself as a companion with everyone I know in this department. This is why Clandinin and Connelly (2000) suggest that *consistency of data collection* is important in fulfilling the 'outward' direction.

3.10 Ethical concerns

I realise that conducting research with former colleagues who are still working in the HEI where I used to work is ethically complex. Therefore, I followed the regulations and ethics procedures as recommended by the Graduate School of Education of the University of Bristol. I took care to protect the participants' identities because all of them were working in the same department, and they might not want other colleagues to know that they were participating in this study. Therefore, some of the interviews were conducted outside the HEI, for example in a coffee shop or a restaurant. Thus, their anonymity was ensured.

Before agreeing to participate in the study, the participants had plenty of time to read the information sheet and consent form in order to make sure that they had completely understood the content of both documents, and they also had a copy of the information sheet to take home. The participants then signed the consent form, the template of which can be found in Appendix 1. All the interviewees were informed that they had the right to know the aims and the progress of the research and the potential outcomes (such as dissemination of the findings) before they agreed to participate. Additionally, all names, both those of my participants and those of persons they have mentioned, in this study are renamed in order not to expose their identity.

3.11 Summary

In this chapter, I have presented the research questions of this study. I then explained the paradigm in which I positioned the study and why I used a qualitative methodology. I also detailed the development of my interest in narrative inquiry, the reasons I chose this method and my role as a narrative inquirer in the current study. The data collection process was then explained, as were details of the data analysis and presentation. Lastly, I discussed how ethical concerns were addressed.

In the next four chapters (Chapter 4 to Chapter 7), narratives of each participant will be presented one by one in this order: Latifah, Hanifah, Bahirah and Inas. Each story will be presented according to different sub-headings, based on their sharing in the interviews. The sub-headings in each story are therefore slightly different.

Chapter 4

Latifah

Introduction

In the following four chapters, including this one, I present the stories of my interviewees one by one. The first is Latifah. In the interview with Latifah, she focused on three themes when answering my key question, ‘how do full-time lecturers in higher education view their development on the career path by studying part-time doctoral degree and participating in research publication while they need to balance their work and family life?’, namely part-time studies, teaching and research, and work-life balance. As a result, the dialogue with her as presented in this chapter is organised under each of these three themes, which have also been used as the subheadings of the chapter. Presenting the data using a dialogue of questions and answers between Latifah and me, even though I only asked one core question, makes sense because during the interview I would ask my participants questions for clarification, so the interviews were rather like friends chatting. I hope that readers will be provided not only with the content of our conversations but also clear contexts in which to understand them. Therefore, my frequency of participation as seen in this chapter is far more than it was in the actual interview.

After the dialogue, I analyse the intentions behind her behaviour using the Theory of Planned Behaviour. A diagram containing the different themes has also been created and placed in the appendices (Appendix 2). In our conversations, Latifah made certain key points, which I have understood as her beliefs and values, as well as reasons for and evidence of her intentions behind various actions; these have been put in bold. I will also analyse the data by relating it to previous literature, which is presented after the dialogue along with my reflections at the end of the chapter.

In this chapter, as in previous chapters, different ranks in the HEI are discussed, namely academic staff and lecturers. The duties of academic staff include teaching, placement supervision, research and administrative. Also, within their three-year contract, they have to publish refereed journal articles. Their teaching load and placement supervision, as compared with those of lecturers, are therefore reduced. Lecturers' main duties are teaching and placement supervision, with some administrative work; no research requirements are stated in their contract, and they are the group I mainly focus on in this study.

Latifah's narratives of her experiences in teaching and research suggest that they are inter-related and support each other. When she taught, she collected data from her students in order to understand them and support her teaching. In her doctoral degree study, she studied the same area she taught. However, even though she made a good start on her part-time studies, she faced difficulties in the middle. She explained in her narratives how she overcame these. When she looked back on significant events, she saw these as self-development milestones.

Latifah comes from Mainland China, but she can speak fluent Cantonese. She is in her 30s and has one toddler, and is a gentle and caring person. After gaining her Bachelor's degree in her home country, she received a teaching license, and then studied abroad for a Master's degree in order to receive further training. When she finished her studies, she applied to work outside her own country, and at the same time applied for a PhD programme and was admitted. After doing her studies abroad for a while, she received the chance to work in a HEI in Hong Kong; she therefore suspended her studies and came to Hong Kong, and since then, for 10 years, she has worked in the HEI.

4.1 Part-time studies

Agnes: As far as I know, you are studying for a part-time doctoral degree. Could you please tell me why you made this decision?

Latifah: At the beginning of my contract, when I was employed by the HEI, there was discussion about the possibility of the institute being **re-titled as a university** and quite a lot of **my colleagues were studying** at that moment. I think if you teach in such an institute, this **qualification** is necessary, not only in Hong Kong but all over the world. If that was the case I would need to develop lifelong learning in my area and **improve my academic knowledge**. When I read papers, I need to see things from an academic point of view, and I can get this from some kind of academic training. When I read these journals, I realise that this is not easy and acquiring the skills takes time. It has taken me a long time to understand the different kinds of research methods in the academic field.

Agnes: Do you think you have sufficient skills in academic writing?

Latifah: Not really. So I started my studies after I had worked in this HEI for a year. Before I started I researched **the differences between PhD and EdD**. EdD is more practical. If you can explain theories clearly you will be fine. I chose EdD because I wanted to complete it **as soon as I can.** Back then I hadn't yet had a child and my husband was not working in Hong Kong. I thought the course would be interesting and so I chose it.

It was easy at the beginning. I completed all taught modules in two years. However, I **failed to submit my proposal,** which was required by the university, **and could not receive a confirmation**. I submitted once, but I couldn't satisfy the requirements. I could not get it done and because of that I applied for a half-year deferral. Then I resubmitted the proposal. I **tried my best to think of new ways and methods for my research**, but I couldn't finish it. I drafted so many different versions of the proposal and yet **my supervisor and I did not yet reach a consensus**. It was like we were going in different directions. So, in the middle of it I could not think of which way to go.

I told my supervisor that I didn't want to continue my studies. I sent her and the course coordinator e-mails. I also discussed this with **my husband**. And I thought I didn't study to struggle and feel unhappy. I was **confused**. **I didn't know what I wanted to do**, and I was quite **miserable**. After I had sent those emails I felt more relaxed. However, the following morning around 8:00 I received a call from **my supervisor**. She said that I **had the potential and she predicted that I could graduate** from the course. She suggested that I could defer for a year and I might be able to work and keep thinking about my dissertation. I didn't reply yes or no then, but **deep in my mind I knew that I wanted to carry on**.

At that point, I could justify my reasons for acting that way. At the beginning of my studies I had been **happy**, but later on the work **was not enjoyable** at all. I thought I **needed a change**. I thought just being a lecturer would be good enough. Not having to study was a relief as well.

After we had chatted, she told me to rewrite some parts of the proposal. The way I thought and wrote might not be wrong but she wanted me to try a different style. I also told her I would like to have a baby. This was important planning in my family too. However, I knew it was an excuse. She was really **supportive** and said she had two children while she was studying herself. She really **understood what I needed and how I felt**.

Towards the end of the deferral I had a baby. Afterwards, when I had a meeting with her, she gave me a ride back home. We had a **good relationship**. She supported me in what I wanted to do, especially with my studies. She knew that **studying was very difficult**. She said first of all, **never give up**. She said that if there are difficulties that are making the work hard, don’t think about giving up! You just need to finish it. If you can stay focused on your studies you will finish.

After I’d presented the proposal and received the confirmation, the following month I could start to collect data. So the work started to speed up. Now I’ve finished collecting data and need to start writing. Since I need to take care of my baby, this year my **writing has been quite slow and not very efficient**. The references seem not very up-to-date and not very relevant so I will have to do it again. This will make my studies last a bit longer. At this moment, it is still an unfinished story. Every time I think of giving up, I say to myself that **giving up is not a way of solving problems**. Let’s **make one little step at a time**.

Agnes: How do you view doing part-time studies while you have a full-time lecturer job? Do you think further studies is a way to keep a job in the HEI?

Latifah: I see that some of my colleagues can work and study at the same time. I think it is **achievable**. So, I think it is about **time management**. I think a

> doctoral degree is a must and it's essential to have this qualification. And this qualification makes me more **secure in my position**.

Regarding part-time studies, Latifah had applied for two doctoral degrees. The first one was a PhD, in which she attended a few lessons, but then she moved to Hong Kong to work. When she had worked for a year, she applied for an EdD. Latifah was positive most of the time, except during the year the proposal did not pass and she failed to receive the confirmation. She felt miserable, and her supervisor and she did not reach a consensus, which made her feel that there was no solution except withdrawing from the study. The situation can be understood through the Theory of Planned Behaviour detailed in section 2.4. After she talked to her supervisor (the subjective norm) about her struggles, the supervisor's attitude changed from one that kept declining her work to being supportive and encouraging. Her supervisor even said that Latifah **had potential and predicted that she would graduate** from the course (as Latifah reported that the supervisor said). The supervisor's affirmation gave her great confidence. As Ajzen (1991) suggests, the subjective norm (for the subject, the subjective norm is someone or a group who is important to them, and who may therefore influence the subject's action) has significant influence on the subject. 'Specifically, the outcome's subjective value contributes to the attitude in direct proportion to the strength of the belief' (Ajzen, 1991: 191). The supervisor provided Latifah with spiritual support and affirmed that she could succeed and graduate from the course, which in turn motivated Latifah to work continuously towards her goal. For a visual representation of this, refer to the table in Appendix 2.1.

Therefore, when Latifah later experienced low times, because of this affirmation from her supervisor she had the positive attitude to keep reminding herself that '**giving up is not a way of solving problems**' and to try to '**make one little step at a time'**, motivating herself to continue working on her dissertation.

4.2 Teaching and Research

Agnes: Could you please tell me how you see teaching and doing research?

Latifah: I'm interested in both teaching and research as **I think research helps my teaching**. I have developed my own position. I am a teacher researcher, specifically focusing my research on teaching and module improvement. All of my studies are based on my students from the course that I teach. I focus on their particular problems or questions, so there's research behind my classroom practice.

I was assigned to teach ICT. While I was teaching this subject I found that none of the teaching materials, references or readers **could help me understand why and how teachers used ICT**. Was it because there was very little information about it? Then I realised that it could be **an area to be explored**. I think teaching has affected my interests. During the preparation for my teaching I keep pushing myself to search for fresh information. I have put some new publications into the reference lists from my teaching module. **I have no ICT background, but I search for all information by myself. I think this is achievable and manageable. I am a self-learner, and I believe my students could learn from what they have explored.**

I used very traditional statistical methods to sort out data by using Excel, as I didn't have many students – only about 30. I was happy to sort the data and put it in a table. When I saw it **I was happy** as it highlighted some gaps. It was purely a research project as I wanted to know something about my students, and **it was very valuable** and simple.

Agnes: Do you have any difficulties when you do your research? How do you cope with them?

Latifah: During my research, if I face any problems **I consult the literature** – this is the first option. Secondly, I have some **team members** and we teach the same module, so I may consult them. As team members their knowledge is some kind of contribution to help me to develop. **I think this is very positive.** If there is an idea shared, I think it is part of **knowledge building**.

Later, **I was brave enough** to share my findings with my faculty by sharing the table while I was studying in local conferences. **I think this research was good** as I might discover some general problems by showing the draft to my audience. **As you start your research, you may discover that you can do it by yourself. I think this is one of the ways of understanding my own problems.** It is a natural process as I really wanted to know once I used this method what would happen. **I attended conferences** quite often at the beginning of my career path. **I was enthusiastic** about them. Whatever I produce, I would like to show it at conferences. As a result, it is just for **personal satisfaction**.

Agnes: You enjoy doing research. Can you tell me your job duties? And do you need to do research?

Latifah: My job is a lecturer. **Lecturers are not forced or required to do research.** But academic staff have more requirements to fulfil. For example, every three years they have to submit works to one or two journals of a suitable ranking. I know there are regulations for academic staff but they do not apply to lecturers. However, **they encourage us to participate**. On some projects, for example, colleagues can invite us to join as co-investigators, or to help with data collection, or to use another method to participate. **I think this is good teamwork**. I have participated in these kinds of research as **a kind of learning.**

Although Latifah explained clearly that lecturers were not required to do research, the second time I interviewed her, she had a different perspective.

Latifah: At the request of the institute, **everyone now needs to do research. Although lecturers are not required to do research they have been encouraged to do so and it is a positive development. There is lots of funding that lecturers can apply for. I think this is in preparation to guide**

teaching staff, teaching teams or lecturers to do some small pilots or researches that are related to their work. I see that as a positive way for us to move forward. This provides an opportunity for me and other lecturers.

Every time I renew my contract or mention the role of lecturer, **it is not compulsory for lecturers to do research and teaching is our main job. Officially that is clearly what we are told. Things like, do you want to work with different research projects? Or participate in any research to enhance your teaching? Or to prepare for our workplace to become a university?** In my position as a lecturer do I need to coordinate research work? I think **this is an opportunity**.

There are two issues in this dialogue I would like to highlight: first, a lecturer's intentions towards teaching and conducting research; and second, the increasing pressure on lecturers to conduct research in relation to the HEI's ranking.

Latifah's initial interest was in teaching. When she could not solve her problems in the modules she taught through reading literature or reference books, she realised that there might be a knowledge gap in that area. She therefore started to find answers by herself. When she observed her students, she found the answers. Her findings supported her teaching, and her teaching supported her research. That's why she positioned herself as '**a teacher researcher**'.

Forest (2002) suggests that it is important to find out each academic staff member's and lecturer's preference regarding their work in a HEI, namely teaching or research. This preference in turn affects the quality and outcome of their work. In Latifah's case, the institutional culture of encouraging lecturers' participation in research is slightly emphasised. The two interviews were five weeks apart. She claimed in both interviews that lecturers did not need to do research; however, in the second interview, it was emphasised that '**everyone now [needed] to do research**' even when it is not a must for lecturers, and that there is lots of funding for lecturers to apply for. This funding is for doing research, not for supplementing a staff member's income. Latifah also suggested that one of the reasons lecturers conduct research is '**to prepare for [the] workplace to become a university**'. Hence, I think Latifah's HEI needs to investigate lecturers' preference for teaching or research in order to acquire the best quality outcomes of their work and enhance their career development.

Furthermore, Min, Abdullah and Mohamed (2013) explain that most universities use a bibliometric system, visibly observing academic staff and lecturers' publications to evaluate university research performance, which highly encourages the idea that '**everyone now needs to do research**'. It could be that in Latifah's HEI, the culture has changed, although I have not heard anything about changes in assessment scheme related to publication for lecturers from anyone.

Billot (2010) argues that each academic staff member or lecturer has their own strengths, which includes potential. How an academic staff member or lecturer views their identity will affect how they make sense of and develop a sense of belonging in their place of work. For Latifah, her intention to provide the best possible module for her students and to seek answers to their queries was her motivation for doing research with her students. The co-relation between teaching and research was achieved, which showed a positive self-identity for her as a lecturer and a researcher.

Her attitude towards teaching and research was positive. For example, she thought research could support her teaching, and this is the way she understood her teaching problem, as a kind of learning, and learning as an exploration. She had a strong belief that doing research was doable and manageable. Ajzen (1991: 191) explains that since ‘the attributes that come to be linked to the behavior are already valued positively or negatively, we automatically and simultaneously acquire an attitude toward the behavior.’ Hence, Latifah’s intention for conducting teaching and research was positive and she felt able to do both as her duty (Appendix 2.2).

4.3 Work-life balance

Agnes: Could you please tell me about your daily schedule and what helps you balance between work and family?

Latifah: Let me first explain the balance between teaching and research. It **depends on the situation, level and steps involved**. Sometimes I am very busy with my teaching. I may have a heavy workload and then I need to put down my research. When I do that I need to update my reference list and read some articles, and I think it is important to read some relevant books as well. I may not have time to work on my research for a whole semester. During the summer holidays I may put in more time for my studies and research. I need **to adjust the balance depending on my workload**. **Because my teaching and research are closely related it is not so important to divide my time between them.**

Then there is this balance between my studies and family. My family and child are very precious and sometimes it is hard to focus on one thing only. For my studies I still need to work on some data and references, and I hope I can finish them as soon as possible. My child is studying at the school on campus so it is a bit better for us. When my husband and I go to work we take him to the school so we can spend around half an hour together. Then I collect him after school and play with him for about half an hour. After that our domestic helper takes him home. Then we will keep working until around 9:00 or 10:00 p.m.. **We think we will need to plan our time like this for a while.** We also plan to go back to my home country where we have long vacations, like a summer holiday. This is the way I balance my work and family.

Agnes: Can you think of anything the HEI or department is doing to help you balance between teaching, research and family life? Do you think it is helpful?

Latifah: First of all **the institute provides space for lecturers to study a part-time doctoral degree.** It is possible for staff in this institute to study. It’s true that you may study and work at the same time.

As far as I remember, officially, there is **a regulation to reduce workload** in order to provide support for staff that are teaching and studying at the same time. I think I may apply for **half a year's leave** and then I do not need to teach. I tried to apply for it, but the department still assigned two evening modules to me. When I received this news, I still felt happy as I compared it with my previous workload of teaching three days a week in the daytime. I was free for one more whole day and did not have to teach. Maybe my workload remains the same but **timetabling teams can release one day** for me so I can concentrate on and continue with my studies. I think the department has supported us. At the same time, there's a system **to apply for funding for studies**.

For me, the main benefit is that **I can select which module I would like to teach**. I teach ICT and other relevant modules. I sent an email to the Teaching and Research Committee. I told them that my data was related to these modules. From the beginning of my teaching life until now, I have always taught these modules, so I have never stopped teaching them and **I could collect data continuously**. I think this is the best benefit and support.

In this section, Laifah presented her time management skills. As her teaching and research were related, she could continuously collect data, and the Teaching and Research Committee supported her by letting her teach the same modules. When she had a heavy teaching load, she would focus on her teaching plus read some of the latest materials that benefited both her teaching and research. She saw no conflict between teaching and her studies.

Regarding conflicts between family and work life, Lo, Stone and Ng (2003) find that there are five main sources of work-family conflicts among working women, namely little support from husband, feelings of burnout/exhaustion, no family time, children's homework and time conflict. However, Latifah expressed that she communicated well with her husband regarding spending time with their child. Latifah did not mention anything about her child's homework, and this could be because the child was still a toddler, and no homework needed to be done. All in all, Latifah seemed to have found a balance between work, studies and family.

Ajzen (1991: 186-187) suggests that 'the combination of intentions and perceived behavioral control permitted significant prediction of behaviour'. I categorise perceived behavioural control into two types: controllable and uncontrollable. Latifah could adjust the balance according to her workload. She suggested that she might also take a half-year's leave, as well as request to teach the same modules. These were the kinds of behaviour that she could control. However, she could not control her teaching schedule, the fact that the HEI was encouraging lecturers to study, whether her request to reduce workload would be approved, or the arrangement by the timetabling team. On the whole, she experienced behavioural control and remained positive regarding tasks she was actively participating in when trying to balance between teaching and research, as well as between family and work (Appendix 2.3).

4.4 Researcher's self-reflection

Personally, I appreciated Latifah's positive attitude towards almost everything. First of all, she applied for a reduced workload, and when she received a similar teaching load, except that the classes had been squeezed into two evenings, she still felt thankful that she had one full day released to concentrate on her studies. Sometimes, I focus on what I do not get, but forget what I already have. Her positive attitude helps me see things from a different perspective. When I am in a happy mood whilst trying to achieve a target, it is more achievable. As Ajzen (1991: 188) also suggests, ‘as a general rule, the more favourable the attitude and subjective norm with respect to a behaviour, and the greater the perceived behavioural control, the stronger should be an individual’s intention to perform the behaviour under consideration’.

I am also pleased that Latifah appreciated the support from people around her, such as her colleagues who taught the same modules, whom she called team members. She was open-minded in receiving friends’ critical suggestions that supported her teaching and research. She trusted her domestic helper to take care of her child, and she spent time to play with her child. This grateful soul shows her gratitude towards everything. Latifah’s case has beautifully illustrated Ajzen’s (1991) explanation of the importance of the subjective norm; every person around her reinforced her determination to complete her studies.

Also, from Latifah’s story, I understand how teaching and research support each other and the resulting benefits. Doing both at the same time not only saves literature reading time, but also immerses one in both theory and practice. Latifah actually began her research when she read international journals related to her modules, but found few studies related to the concepts she was interested in. Apart from saving time, when she kept reading the latest relevant journal articles, she improved in terms of thinking, writing and building her own understanding as a practitioner.

Latifah’s story of her supervisor reminds me of my own experience when I started my degree programme. My academic results in high school were not good enough for me to be admitted to a university in Hong Kong. I therefore went to the UK to study a BTEC National Diploma and then I applied for university through UCAS. However, I did not receive offers from any universities. I talked to the International Recruitment Manager to explain my situation. He helped me to ring the Course Leader at Leeds Metropolitan University (LMU). Finally, I got a vacancy in LMU. My 20 years of study in Hong Kong previously and not getting a proper offer from UCAS made me think that I could not achieve any higher academic qualifications other than a diploma course.

I still remember that on the first day of my undergraduate studies, I was holding a cheque in my hand, waiting to pay the tuition fee, and at the same time talking to my personal tutor, Ms Vera. I honestly told her all my worries, including my financial burden, that I was using my parents’ pension to study abroad, my poor academic results and horrible English. I told her that I could not bear spending all of my parents' money and in the end not being able to graduate. I will never forget what she said to me, 'If you believe you can do it, then you can! And I'm sure you can!' Her unconditional trust, encouragement and support gave me the strength to face every single problem that I encountered during my three years at university, and even today. I was extremely touched, and it was the very first time we met. How could a stranger believe I could succeed, when I did not?

Pondering the unconditional trust exhibited by Latifah's supervisor and Vera, I also reflect on my own experience as a teacher educator. I do not always show trust towards my students, and the main reason is that I do not always see things and people positively. However, starting from the coming academic year, I would like to take a small step; I am going to write my goal on a piece of paper – 'TRUST' – and stick this piece of paper on my computer monitor to remind myself to change.

When I first became a lecturer, I did not know what doing research was for. I thought it was an excuse for the management to request lecturers to do extra work. If the senior management want lecturers to keep their knowledge up to date, reading refereed journal articles might be one of the methods, and although it is time consuming, it is manageable. However, doing research is in fact a huge extra workload for lecturers. Having said that, from Latifah's story, I also came to realise that teaching and research could support one another, and her own research in fact solved some of her problems in teaching. In particular, she found a research gap that not even journal articles could fill. Her experience has influenced my view on lecturers' doing research.

Finally, from Latifah's story, I have come to understand the relationship between teaching and research, and the huge benefit that can be generated when doing both at the same time. For example, Latifah's familiarity with ICT motivated her to acquire further knowledge through academic inquiries and discussion during her lessons, and her students' responses in turn supported her studies, creating a positive cycle. At the same time, her positive mindset drove her to overcome all difficulties and work with perseverance on her studies. Of course, the trust from her supervisor gave her courage to face her dilemmas. Moreover, her time management, and willingness to take the initiative in requesting both to teach the same modules and to have a special timetabling arrangement, helped her to balance work, studies and family.

Chapter 5

Hanifah

Introduction

The second storyteller is Hanifah, a lecturer who had been teaching in the institute for nine years, and who tried to conduct research. In this story, you will hear about a full-time working mother who had two children, and had been studying for her EdD part-time since 2009. Hanifah explained why she started studying the EdD and how she struggled to manage the workload between teaching, placement supervision, and her own dissertation, whilst at the same time striving to become involved in research work and managing her family matters. Hanifah also talked about the promotion mechanisms in the institute, revealing the conditions that needed to be satisfied in order for lecturers to be promoted.

In this chapter, I analyse our conversation under four themes, which again are shown under each sub-heading, namely teaching and research, part-time studies, promotion, and work-life balance. I reproduce our conversation from the interviews as a question and answer dialogue, where I extract all relevant content for one theme and place it under the appropriate sub-heading. Therefore, my participation in this conversation is far more than my actual involvement in the interviews. Afterward, I analyse her action and intended behaviour by using the Theory of Planned Behaviour, using bold font to indicate her beliefs and values, as well as her reasons for and evidence of her intended action. A literature review will be provided and my reflexivity will be presented at the end of this chapter.

The name 'Hanifah' means loyal follower; she was part of a faith community and a pious believer. Therefore, during our conversations she shared some parables from the Bible, which are contained within the story. Hanifah loved sharing her experiences with everyone as she was an easy going, friendly and optimistic person. Her main duties included teaching and placement visits, in which she provided her students with supervision on teaching skills.

5.1 Teaching and research

Agnes: Could you please tell me what your job title is and what your job duties in this HEI are? Are there any particular issues related to teaching and research that you may share with me?

Hanifah: I have been a lecturer in this HEI for nine years. My main job duties are teaching and placement supervision. **I love teaching; teaching is my main**

focus. I don't know how much I am able to give my students, but I think at least I can give them some of my experience, even though that was more than 10 years ago. We have **good knowledge exchange**. They share what they've observed in their placements, and tell me what's happened on the front line and keep my knowledge up-to-date. **I enjoy my teaching very much.** Some students tell me, 'you are so kind to take care of me'. Of course I do, because **I have gone through the process** as well. **I can provide support**. From my limited resources and means, **if I can help, I must.** Therefore, **I am happy in my teaching. I gain my satisfaction from it.** For example, I taught Bachelor of Education (BEd) students. Although they had already learnt how to write a lesson plan, they didn't know how to write sub-themes; when I marked their assignments, I had a headache. Therefore, this year I prepared a handout to guide them on how to write a lesson plan step by step. **I'm a problem-solver. I think that if the students gain some knowledge from me it is good.**

Recently, I applied for **special funding for replacing the teaching materials that are ten years old**, but my group has been **turned down** three times. **We think we did not succeed because of our rank – all of us are lecturers**.

The first time, Colleague A applied for it, but she was rejected. The second time I requested to be the chairperson and applied for the funding because I needed to be promoted. I referred to the committee's comments and rewrote the proposal, but we were rejected again. We went through the same process three times, but were unsuccessful each time. I think the main reason was that **my study was not relevant to the project**. My supervisor is in the committee. She always reminds me to focus on my research and studies, and not to do other work. Or maybe they **do not encourage us to focus on updating materials**.

Agnes: I heard from another colleague from our department. She had written a proposal which was rejected, so she revised and rewrote it based on the comments from the committee. However, she was ultimately turned down. She was angry about that. She said the funding was not much, just a few hundred US dollars, but that she had had to do a lot of work on it. Her goal was just to get some kind of contribution. To be honest, the funding was not much, but what a staff member needs to do to obtain it is more than what they gain in doing so. If the project is successful, it helps the staff member's self-development and also supports the recognition of the institute. How about applying for other funding? Or may publishing your study in a journal would help?

Hanifah: The conditions of this special funding didn't request or mention any publication. Among the three of us, I am the only person studying for a doctoral degree but I haven't finished yet. **If we are requested to produce an academic output, we may not be able to achieve it.** But we cannot apply for any funding other than this one. That's why we think we were not encouraged, and we felt dejected. **If you co-work with academic staff, it would be better.**

Agnes: What do you mean when you say working with academic staff would be better?

Hanifah: I worked with Aminah (anonym of an Academic Staff member) and Colleague A on two research tasks, and both funding applications were successful. The first task was about religion. We looked at how children in different religions viewed God. I think it was interesting. The second one was on scaffolding. At the beginning we made an English version of the book. We mainly relied on Aminah to present our findings in a conference. There were some people who came from Mainland China and they appreciated our study. We therefore thought that if we could translate the book into Chinese, it could help students to understand the content as some of them might not know how to scaffold when working with children. If you work on your own you will not learn as much, as **you cannot search such a huge amount of literature** - you may only be able to focus on what you know and what you are interested in. **If you co-work with different colleagues, you can help by providing different comments.**

With research, I am happy too. However, of course if there is pressure to publish, I don't know; **I do not have an academic background**, so from my experience, **if you ask me to write something academic, I am not confident. If you ask me to publish a book, I think it is interesting.** However, for a journal article, an A* paper… I don't know.

The dialogue with Hanifah clearly shows that she enjoyed teaching very much. She was also happy doing research, but she was not confident in it, as she said she **did not** '**have an academic background**'. Also, she thought publishing a book would be interesting and that it was achievable. It could be because she had the experience of publishing a book, and she viewed it as less academic when compared with journal article publication.

Challenges in publishing journal articles include not only writing in one's L1 or L2, or style, but also making decisions regarding the topic, audience, purposes/problem statements/research questions, literature review, methods/research design, and results, which in turn involve presentation and analysis, discussion/significance, and pedagogical implications (Belcher, 2007). Hanifah did not explain clearly why she said she did not have an academic background or which skills she would have to improve. Nonetheless, she identified herself as a practical lecturer: '**I think at least I can give them some of my experience, even though it was more than 10 years ago**'. The statement shows that her strength is her valuable practical experience in the field. My understanding of her situation is that writing an academic journal article and publishing are time-consuming and require particular academics skills, which Hanifah might not be able to afford and fulfil. That is why she intended to avoid attempting to publish in journals. Using a case study, Flowerdew (2000) shows how difficult and complicated it is for Hong Kong academics to publish in a refereed journal. Hanifah seemed to share the same opinions.

Azjen (1991) emphasises that social attitude and personal traits play an important role in predicting and explaining human behaviour. In Hanifah's case, the social attitude is that of colleagues around her, particularly their views towards research work and journal article publication. Their attitude on research and publication impacted Hanifah through their social interactions, which in turn affected how she personally viewed research and journal publication. Hanifah mentioned A* ranking journals, but that for her it was something to think about in the future. Not only had she not even tried to do this sort of work, but she actually refused to do so. She said that she would like to concentrate on teaching and contribute to the field. In other words, her attitude towards teaching and all kinds of contribution to the field was positive, except regarding journal publication. She clearly refused to step into journal publication, at least at that moment. The fact that she did not believe that she could be successful in journal publication had directly affected her behaviour, and she ended up not trying. Please refer to Appendix 3.1 for a diagram presenting this analysis.

5.2 Part-time Studies

Agnes: You mentioned that you are studying for a doctoral degree part-time. Could you please share why you participate in part-time studies?

Hanifah: A few years ago, a colleague wondered whether to start her EdD and **asked me to study with her.** At that moment I refused as **I had two children**. However, in the end, due to one event, I changed my mind.

I am a Christian. I was enlightened by an incident – I wasn't aware that someone would steal my bag from my room; at least I had never thought about that before. But it came to me like a lightbulb flashing in my mind. I wondered if there was any message for me from God. Jesus is like a thief; you do not know when He will return. If I spread the gospel among my students, there would be at least 100 students each year. This means that there is a group of people here whom I can serve, provide a testimony and spread the gospel to. **Before the accident, I didn't think of doing anything for God in my workplace. If I cannot keep my job in the institute, then I cannot spread the gospel to my students.** After that, I thought I had to think about how **to remain in my position**.

I then realised that I could apply for **funding to support my studies**. I asked my **husband for advice**. Also at that moment, the department was quite uncertain about our re-employment, and **some colleagues were made**

> **redundant**. So, that was when I considered my studies seriously.
>
> I thought if I was going to study, what would the research topic be? I've been in the field for nearly 30 years. What has been my contribution to this field? I was interested in healthy eating. I always observed my children, so **I thought of focusing on healthy eating, its emotional and behavioural aspects and how these issues were linked together**. Based on all of these issues and linking them together, a direction for my studies then appeared. Everything happened at the same time, and so I applied for the programme.

Hanifah decided to start her studies because she wanted to **remain in her position** in the HEI. She loved teaching, enjoyed cooperating with different colleagues in making teaching materials, publishing books and doing research, and wanted to spread the gospel to her students. However, when she witnessed some colleagues being made redundant, she started her part-time studies even though she might only complete the studies very close to her retirement.

She participated in part-time studies, and she therefore needed to do research by herself. It seemed that she wanted to try but was not confident at that moment. For example, she said, **'if we are requested to produce an academic output, we may not achieve it**', and '**… of course if there is pressure to publish. I don't know; I do not have an academic background, so from my experience, if you ask me to write something academic, I am not confident. If you ask me to publish a book, I think it is interesting**'. She enjoyed doing research led by an academic staff member, which suggests that she did not refuse to participate in research. However, she was unwilling to try to lead, even though she was pursuing her doctoral degree. It can be seen from here that someone studying for an EdD does not necessarily have sufficient confidence to publish in journals.

Hanifah's intention to stay in the HEI was greater than anything else. Therefore, she took the initiative to take part in behaviour and actions related to securing her place in the HEI, such as finding financial support, seeking advice from her husband and of course, although she did not mention specifics, finding a suitable part-time doctoral degree course. As suggested by Ajzen (1991: 181),

> [i]ntentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior. As a general

> rule, the stronger the intention to engage in a behavior, the more likely should be its performance.

Interestingly, Hanifah also mentioned that she did not think of furthering her studies because of her **two children**, although she did not explain the relationship between having two children and part-time studies. Ho (1998) explains that under the influence of Confucianism, married women will always take care of their family, including husband and children, before themselves. Although Hanifah did not mention why she did not want to study part-time before her bag was stolen, deep inside her heart, her family was her first priority when making decisions. However, some negative experiences – **her bag got stolen** and **some colleagues were made redundant** – became great incentives towards pursuing part-time studies. Even when she intended to further her studies, however, she consulted her husband first. A diagram containing this part of the analysis can be found in Appendix 3.2.

5.3 Promotion

Agnes: You mentioned that you needed to be promoted. Is there anything you can share with me?

Hanifah: It was an unhappy crisis. **It is not about promotion, but whether the department recognised my work or not.** I remember that the first time an opportunity to be promoted arose I was extremely busy, as I changed three domestic helpers in one year, so I just focused on my teaching, and then went home to take care of my children. I was too busy and did not pay attention to emails about promotion. However, I received a phone call from the Human Resources Office (HRO) reminding me to apply for the promotion. When I returned her call, she told me that the promotion period had been closed the day before.

In the following two years, two colleagues had applied for promotion but I didn't. Therefore, **my salary remained unchanged for five years**; even after finishing three contracts, my salary remained unchanged. I started to become a bit angry about it.

After that, **I started to apply for promotion every year; however I was rejected.** I felt angry about it. When you have been rejected every year, you get upset. So I let go, and so my salary has only increased a little bit each year. It's better than nothing. This year, Aminah, my good friend, asked me to apply for promotion. She said our president has been changed; the regulation is not the same, so I wanted to try.

Agnes: [In the second interview, I asked] Did you apply for promotion finally?

Hanifah: The deadline for application for promotion and the marking submission date were on the same day. The application has taken up most of my time which has caused a problem with submitting my mark sheets on time. My previous HoD said, **'never mind – once you've finished your study, you could step up to another position'. If I become an academic staff member, the job duties will be different as you have to publish a paper every year, which is something I wouldn't really like to do.** Therefore, I applied for a promotion as a senior lecturer, something I felt I deserved. I told my HoD about my application and she accepted it. She told me that she would have a look at it before it was submitted. She met me twice to read through my CV. She critiqued it once; I amended it and sent it to her again. The changes took three consecutive nights.

This week I had to submit mark sheets and was efficient enough to finish all the marking. However, I had to do a final check and adjustment; even if I had finished all marking, I didn't plan on completing them all before the deadline, because I had to run and dash to submit my promotion application. The teaching module leader came and knocked on my door as she had sent me an email and I had no time to reply. She asked me to submit my mark sheets to her. I told her I was racing towards my promotion application deadline and asked her if I could submit them to her later. **There were two big things to be submitted at the same time, which was difficult. I had not experienced this kind of pressure in a long time. However, whenever I apply for a promotion the pressure always builds.**

I hired one student helper and asked one Year 1 student to comment on my edited book. The article that I wrote and the lesson that I taught her, including the activities in the lesson, were used as evidence for my promotion. The HoD kept asking me to put in evidence. When the student helper couldn't give me any comments I couldn't force her to do so. That's why I focused on the Year 1 student. I asked her to think about what kind of outcomes my lessons provided as the HoD always asks for **evidence of good outcomes**.

On the other hand, **I have published many books, but it's still not enough.**

The HEI wants to know how many people have read my books and articles and how many students have a copy of my book. The HoD wanted to know what the written feedback from my students was and whether the feedback was positive.

I finally submitted my application at the last minute which was not good practice. **It takes a lot of effort to apply and 'play the game' each year. I feel that other people treat me unfairly, but I should treat myself well, so I strive to improve myself.** Whether I receive a promotion or not at least I feel good about applying. **I feel like I have to beg for promotion, like a child begging their parents for things.** Everyone puts so much effort and energy into applying for a promotion. I don't know whether it is worth it.

Hanifah asked for a promotion, and the HoD kept asking for positive evidence from the audience. Although Hanifah had published many books, this was still not enough. What the HEI needed to know were how many people had read her books and articles and how many students had a copy of her book. Flowerdew (2000: 134) states that '[a]cademic tenure and promotion in Hong Kong are dependent upon publication in international refereed journals'. However, Hanifah was a lecturer, not an academic staff member, so one may ask why she needed to provide these kinds of evidence for promotion, and whether the HoD was requesting more than Hanifah should have provided.

According to the job requirements of a lecturer or even a senior lecturer, they are not required to publish books. Hanifah had done more than what the job required. Since 2009, she had also produced two conference papers and written eight chapters in four books. Moreover, she had provided professional support to four schools since 2000 (HEI website, 2017). However, all of this extra work did not help her in her application for promotion. This makes one wonder what the HEI or department actually considered important when considering the promotion of a lecturer.

Perceived behavioural control refers to ‘people’s perception of the ease or difficulty of performing the behavior of interest’ (Ajzen, 1991: 183). I find it interesting that regarding perceived behavioural control, Hanifah only had uncontrollable factors. For example, her salary remained unchanged, her promotion application submission and marking submission happened on the same day, her HoD requested evidence, and the HEI wanted to know how many people had read her books. There were no controllable factors that she could think of, that she could manage and control, in her promotion application. These explain why she perceived difficulties towards her promotion application and concluded, **'I had not experienced this kind of pressure in a long time. However, whenever I apply for a promotion the pressure always builds'.** Refer to Appendix 3.3 for a diagram of the analysis.

5.4 Work-life balance

Agnes: You have different roles, such as those of a lecturer and of a working mum. May I know how you balance between these roles in your life?

Hanifah: My teaching mainly focuses on the Higher Diploma programme. Most of my teaching takes place in the first semester (September to December), and accounts for more than 10 credits. This year, I had five classes; therefore, I was very busy in the first semester. In the second semester, there are Semester 2A (January to April) and Semester 2B (May to July). I did not have as much teaching in the second semester. I had 4 credits only.

When the Chinese scaffolding book was published, it was after the first semester, so the book was published around February and March. At that time, I was not assigned any teaching, therefore I had time in between to focus on translating and publishing the book. When you are teaching, you cannot do this as you are busy. Therefore, **you have to fit it into your teaching schedule. Teaching is like that – you have some free time, and you have some busy moments.**

If everything happens at the right time, it will be great. In the first semester I still needed to carry on with my dissertation as **I met my supervisor every week**. I was working like a donkey, running around doing different things. **I had to submit work to her before we met**, therefore **I had to push myself to work on my dissertation.** In the second semester, my teaching started in March, so I had more time to concentrate on my data analysis. This was what I planned to do.

When I **started my part-time studies, I still had to take care of my children.** However, once I started my studies, my domestic helper applied to leave. There was no domestic helper for one and a half years, so I worked as a domestic helper, and took care of my children and studied at the same time. All these things happened in the same period; it was a tough and difficult time. Also, my younger child didn't really co-operate with me; his behaviour fluctuated, and he became emotional. I don't know how I managed to survive, but I went through that period.

My eldest son used to let me do my work, but recently, he has become clingy and been asking, 'Mama when will you come back?' I replied 'I can't come back early as I have to work on my promotion. I have a deadline'. **I arrived home at 9, 10 and some nights at 11.** I told my son to let me work on my deadline for the week, and after that things would be much better. **I felt like I had to spend the time that week applying for the promotion; otherwise the opportunity would have gone and I wanted to chase back the opportunities I had missed in previous years.** I don't know – I just learnt that if you lose a job opportunity, you have to put in extra effort to have more of a chance next time. You can't just leave it.

Agnes: How about working from home?

Hanifah: There is no difference. It's like now, **if I teach, I go back to the institute; if I do not need to teach, then I work from home. I do my research and marking at home.** I love to work from home. You know traveling to the institute takes two hours return. Wherever I mark, I do it seriously. I still write some comments on it, but it could be a bit scribbled. In my opinion,

> there is no difference applying for a leave or not.
>
> But because of the promotion application, marking 200 essays affected the quality of my teaching, and I stopped my weekly research as well. **My supervisor told me to spend at least one hour every day on research but I couldn't do that** as I could only mark a few essays in one hour and I preferred to finish the marking of those essays than work on my research.

Hanifah had the typical characteristics of a woman according to Confucius; as mentioned before, she put her family before herself (Ho, 1998). Traditional Confucianism is deeply rooted in Hong Kong culture. In the dialogue, we can see that Hanifah presented herself as someone who put her children and family before herself; she only glanced through emails and went home to take care of her children and that was how she missed the chances to be promoted, and her family was the centre of her life. It can be observed that her children were strongly attached to her as well.

However, she insisted to complete the promotion application which caused her to arrive home late. In the conflict between her family and the promotion, something she felt she deserved, she chose to give herself a chance and put the application first. It may be that the promotion was what she desired most at that moment, or it could be that she thought applying for the promotion only took her a short period of time, which she could afford. That is why Hanifah told her elder son '**to let [her] work on [her] deadline for the week, and after that things would be much better**'. There is sometimes tension between work and family, something a working mother needs to face.

Work-life balance [continued]

Agnes: You have so many roles. Do you think the HEI or department could provide any help to relieve your pressure?

Hanifah: Last year I applied for a week off, but it was not approved. This year, I have a huge amount of data analysis to do, and I don't clearly know how to do it. Therefore, I planned to apply for a month's leave in 2014, from January to February. I have applied for the leave to work on my dissertation, and it has been approved as **a paid leave**. Actually, **there is not much difference**. For example, you cannot take leave in September as it is the busiest time of the year. You still have to teach even after you've received the leave approval;

> you may get approval for not attending meetings though. **None of your workload gets reduced**; it's still there for you. I asked the Associated Head in the department if I applied for a month's leave whether I would get a workload deduction. She replied that apparently there would be no workload deduction. So, **whether I apply for a leave or not, it makes no difference to my workload**. You have to finish all the assigned workload, so it seems there's no difference.

Ajzen (1991) illustrates that when the attributes linked to a behaviour are already viewed negatively, we automatically and simultaneously obtain an attitude toward the behaviour in a particular sense. Hanifah's negative perception had affected her mind-set toward her work (teaching and promotion application), family (taking care of her children), and herself (part-time studies and research work). Even though she could be granted paid leave for a month, she could only think of a negative result – she still had to do all the work assigned to her, so she perceived the leave as making '**not much difference**'. 'We learn to favor behaviors we believe have largely desirable consequences and we form unfavorable attitudes toward behaviors we associate with mostly undesirable consequences' (Ajzen, 1991: 191). That's why Hanifah stated that **'whenever [she] [applies] for a promotion the pressure always builds'**. Refer to

Appendix 3.4 for a diagram showing the analysis.

5.5 Researcher's self-reflection

There is a story that goes like this: an opportunity is like a ball with a thread of hair in the front. If you cannot chase it when you see it, then once it's gone, you cannot chase it from its back. Hanifah's experience of promotion was just like this; she missed a chance to be promoted, and then she had to go through the whole process three more times, and each time was more difficult and more time-consuming than the previous one. Through this I understand the importance of grasping opportunities and chances.

At the same time, Hanifah's story really makes me reflect on my priorities and the position of my family in my life. As a single woman living with my parents and sister having a full-time job in a HEI, I set off at 7:00am and go home at 8:00pm-ish every day. Normally I go out on Saturday and to church on Sunday on my own. Of course, I 'see' my family every day, but what about our communication? I cannot guarantee a certain quantity of time to be spent with them, but we should have some quality time together! I don't want to have regrets when I lose them.

I also appreciate Hanifah's willingness to try different research topics. She, with her pure learning attitude, is like a sponge absorbing various kinds of knowledge, and as she accumulated the knowledge, her horizons were broadened. Actually, she was a role model for her students. As students of teaching, her students should engage in lifelong learning, which not only benefits themselves, but also their future students.

Hanifah also reminded me of the fact that my mother was a working mother since I was born. My family sometimes talked about our silly behaviour when we were children and the histories of my extended families. Since my mother needed to work, I was taken care of by two aunts and placed in a crèche. When my younger sister was born, my mother thought of employing a nanny. She finally found Mr. and Mrs. Lee's family through a newspaper advertisement.

The Lees had moved to China from Vietnam. I therefore had many chances to taste delicious Vietnamese food, which I sometimes crave even now as it reminds me of my childhood. I stayed in the Lee family for seven years, during which I met different friends, including my best friend with whom I still keep in touch. I had an unforgettable childhood full of laughter as well as mischief. My friends and I got ourselves in trouble and were punished by our parents and the Lee family, but there were also lots of treasured experiences. In fact, I was able to experience many different things, including food, friendships, and play because I was taken care of by Mr. and Mrs. Lee. If my mother had stayed home with me, I might not have had this magnificent childhood.

Although compared with my classmates, I was not able to spend a lot of time with my mother, most of the time we had together was quality time. I remember that before I was five, my mother had to carry me on her back every morning and walk to the Lees' flat, because it was very early in the morning and I was still asleep. When it was raining, my mother told me that rain dropping in a puddle was just like a couple dancing in the rain. Now I realise that every minute I spent with my mother was so precious. Quality was what counted.

Again, Confucian values are embedded in the mindset of many women in Hong Kong, who as a result tend to put family before themselves (Holroyd, 2001; Ho, 1998). My experience shows that quality time with my mum could release the pressure from my mum not being with me; on the contrary, I learnt to be independent and be an elder sister – to take care of not only my younger sister, but also my little friends we met in the Lee family, and my classmates as well.

From Latifah's experience (Chapter 4), I understand how teaching and research could benefit each other. From Hanifah's experience, regarding research, I reflect on my own research pursuits, particularly whether I am unable or unwilling when it comes to research and writing. Before, I thought research was something additional for a lecturer, probably in order for them to substantiate the teaching content, which was good. However, at the same time, are all lecturers good at research? People teach for different reasons, some want to transmit knowledge to students, some are good at coaching students, and some may actually be good at asking questions and finding answers through research. If everyone works and contributes according to their strengths, more can be produced with less.

In this chapter, I examined Hanifah's perspective towards the four themes (teaching and research, part-time studies, promotion and work-life balance), although she focused mainly on making sense of her promotion application experience. Except for teaching, most of her experiences in the other areas were not so positive. She also tended to focus on what she could not do (e.g. publishing in journals) and what she could try but might not help (e.g. taking a month of paid leave).

Chapter 6

Bahirah

Introduction

This chapter is about Bahirah. In the interview, she told me that she had just completed her part-time studies, and also explained systematically the relationship between her teaching modules and research topic, as well as the ways she balanced work and life. Therefore, three themes, each under a sub-heading, are clearly explained and presented in this chapter. In order to let the reader easily understand the context and make all four data analysis chapters coherent, I continue using question and answer dialogue in this chapter, whereas in the interview, Bahirah explained her experiences with my very limited guidance.

Under each sub-heading, I will use the Theory of Planned Behaviour to analyse her behaviour and intentions. I will use a diagram to present each analysis, which is shown in the appendence (see appendix 4). Key points are highlighted in bold. A literature review will be intertwined with the dialogue and my reflexivity will be presented at the end of the chapter.

As mentioned, Bahirah successfully completed her PhD after becoming a lecturer in a HEI. Bahirah is an outstanding lady, and her name means 'brilliantly dazzling'. Bahirah completed her PhD at a local university. The university ranked 43rd in the Times World University Rankings (2017) and 26th in Quacquarelli Symonds (QS, 2017). At first, she was a therapist, but her job occupied so much of her time that she could not focus on her dissertation. After two years of study, she changed jobs and became a lecturer in a HEI. This huge change gave her some great advantages in terms of her studies. Bahirah said that she thought it was because of this job as a lecturer that she could finish her PhD successfully, within the limit of six years.

6.1 Part-time studies

Agnes: Congratulations on receiving your doctoral title! Could you please share your part-time study journey with me?

Bahirah: My study journey can be divided into three stages. At the beginning, in the first two years, there was some course work. You had no choice on what to do and you had to finish it. At that moment, I was **a therapist** in a company. Once I completed all course work, I changed my jobs and started working here (the HEI) as a lecturer.

In the second stage, during the third and fourth years of my studies, **I did not have to teach every day and I could collect data for four to five days in a month.** My project focused on primary pupils' development. If I could not go to the school on weekdays to collect data, then I had no chance to do it. In this stage, I mainly concentrated on the literature review and then I read some journal articles from previous years.

In the third stage, my teaching was more stable. During my last two years of study, especially the last year, I **spent around 90% of my time on writing** because all data collection was completed. **I was working seven days a week from 8:00am to 10:00pm;** basically, I had two to three days of break per month. I did my writing most efficiently on Saturdays and Sundays because **there was no one in the office**. So, that is why I said I was lucky to have changed jobs because the **HEI could provide me with the stability to progress at my work and I had the flexibility to organise my time and to plan my progress for the next three to four years**. It was quite fascinating. If I had been a full-time therapist it would not have been achievable.

Agnes: You had good time-management and focused on your goal.

Bahirah: I think it was an opportunity when I started working here, and I think this job allowed me to finish my PhD successfully.

Additionally, I thought working with a supervisor with similar personalities as me was extremely important. I had **two supervisors**, Supervisor A was a Chair Professor from the university, and Supervisor B was from another HEI. Both of them studied in the UK. I met them once every three months. Sometimes if we were busy we would communicate through email. In my last two years, they told me that I could meet them if I'd met any problems. I did not know whether it was their trust in me or if it was their style or if the supervisors did not know how to help me, so I did it on my own. Anyway, the truth was **these two supervisors had given me no pressure which helped me to think more easily.** I felt appreciated and touched.

At the beginning, Supervisor A suggested that I should submit my work chapter by chapter, so I gave them to him one by one. Normally when you finished the literature review and methodology chapters, he would ask you to amend them. **Supervisor A replied quickly**; like if I sent him my chapter tonight he would reply to me the following day.

He gave me constructive comments, and would correct me. He would say this part was not so good; you need to add more. And this part was not related to the previous part etc. His comments made sense. The **good memory of a supervisor** helped a lot! Sometimes he could remember my work better than I could.

I thought that if I were not **studying at this local university**, I might not have passed. It was because in another university, students had **to present their work in a forum**. I presented once as requested by Supervisor B. After that your audience would critique your work; you had to explain what you had done to someone you did not know. It could be quite frightening. Of course, this could help the ones who wanted to be an academic in the future. But for me **this was a great pressure and not suitable for me**; it was quite horrible. The pressure was… you did not know if you had adequately addressed the questions they asked, in a way that’s of high enough quality. **It was very stressful**.

> On the other hand, **my family** gave me lots of support. I did not need to do housework; my parents did all the cooking and washing, so **I could focus on thinking and writing, plus going to work**, which was fine. Even my younger sister was supportive as well, like she did not bother me. The whole family environment was supportive. I could think about my work while **home was stable**.

The Theory of Planned Behaviour explains the importance of attitude, subjective norm, and perceived behavioural control. The more favourable or positive the attitude and subjective norm and the greater the perceived behavioural control, the stronger an individual's intention to display the behaviour under consideration (Ajzen, 1991). In Bahirah's case, she felt that the **'HEI could provide [her] with the stability to progress at [her] work and [she] had the flexibility to organise [her] time and to plan [her] progress for the next three to four years', that 'the two supervisors had given [her] no pressure which helped [her] to think more easily'** and that **'if [she was] not studying at this local university, [she] might not have passed'**, which all show her positive attitude. Her subjective norm (her supervisors) **'had given [her] no pressure which helped [her] to think more easily'**, **'replied quickly'**, **'gave constructive comments'** and '**had good memory'**. At the same time, her family members provided her with stability, which she saw as great support during the six years of studies. The perceived behavioural control (things that were controllable) included completing all course works, changing jobs from being a therapist to a lecturer, meeting her supervisors regularly and using various methods in working steadily towards her goal.

Her positive attitude, supportive subjective norm and perceived control resulted in an enormous intention to complete a PhD. She also engaged in various behaviours in order to achieve her goal, such as changing jobs so as to have a stable schedule to manage both study and work, working seven days a week from 8:00am to 10:00pm in her office, collecting data on working days, presenting her work in a forum in another university, and spending 90% of her time writing her thesis. All of these choices were based on one intention – to complete a PhD. She worked consistently with perseverance, and finally received her doctoral title. (Refer to Appendix 4.1 for a table showing the analysis).

Bahirah had an extremely clear goal, which was to gain a doctoral degree. She had a very focused schedule and stuck to it. The following conversation shows that Bahirah also used various methods and strategies to help her achieve her goal.

6.2 Teaching and research

Agnes: You talked about your studies. How about your duty as a lecturer here?

Bahirah: I had teaching, placement visits and some writing. Let's talk about what it was like in the beginning. In the first two years, I did not do much with my research. I was still working within the same area but the type of work had changed. So, in the beginning I did not know how to teach, particularly I did not know much about the field of teaching. I had to learn the contents. **I had to understand the pedagogy in the field I specialised in, and then I might know how to teach my students.** Therefore, at the beginning of my teaching career I had to focus on how to take up my work duties. I had lots of teaching hours. It was horrible that my first four years were overloaded.

For **placement supervision, there was a district far away and I spent a whole day to go there**. The travel took me 2.5 hours. **I was not used to losing every November and March, doing nothing else,** especially when I still needed to teach. I had to go out two to three days a week; there was nothing I could change. The first few years I was angry about it (the arrangement) because I saw that others never had to visit these faraway districts. It was because I could not change this situation that I was unhappy. I could not write anything. **I had to calm my emotions; otherwise I could not think about writing up for my project; this was my principle.** Actually, I hypnotised myself.

Overall, the issue which bothered me most was placement supervision. So, I bought **a mobile phone with a big screen** so that I could read journals there. Even if I had no output (could not do any writing) during the supervision I could have some input; I felt better. I tried to make it more constructive. And then I realised that **I was very efficient working on Saturdays and Sundays in the office**. There were not many staff on Saturdays and Sundays. I sat down and wrote; I started at 8:00am and worked until 10:00pm. I was very productive.

As a lecturer, I still needed to publish some journal articles, even in Chinese. At the same time, I did some other things. **I did some networking and wrote some pilot papers**. I think the English ones were taken most seriously; the Chinese version seemed a bit weak. I published some papers, which was like a warmup; I got to know how to publish papers.

According to Brew (2006), in the past teaching and research were focused on individualistic actions and the assumptions of academics as the only way to process knowledge. Now, by contrast, teaching and research focus on relationships between participants and knowledge-builders, seeing these as forming a dynamic progression towards knowledge. This new model of progress entails a shift to inquiry or research-based modes of teaching and learning, in which knowledge is constructed through communication and negotiation in social contexts. In the case of Bahirah, as she conducted her research with primary school students, she was able to apply theory-based knowledge that was actually related to her research in the community. As a result, she could keep her knowledge up-to-date and linked to the social contexts. Furthermore, Bahirah suggested that English journal articles were taken more seriously than Chinese ones, which echoes findings in Flowerdew's (1999b) study that refereed, international journals articles (in English) were the most important type of academic publication in Hong Kong.

Teaching and research (continued)

Agnes: You talked about research and publication. Would you please share your views with me?

Bahirah: **This is an academic institute and the HEI would like to upgrade something.** Although doing research is not stated in lecturers' contracts, they need to do it. **The HEI and department make exertions to encourage you to do research.**

In these few years the HEI has provided lots of support. Currently the **HoD and each staff member have face-to-face meetings twice a year.** The HoD seldom discussed my teaching with me. We (academic staff members and lecturers) had to submit our plans at the beginning of the year. There was a table with three parts: teaching, research and services. At the beginning of the year, you have to fill in the table and let the HoD know what your plans are for the coming year. She wrote something on my plan, but it had nothing to do with my teaching. **Most of the comments and time she spent talking to me** in the 30-minute meeting **were about how to publish papers, which journal articles to read, how to write a draft and when to receive feedback etc. I think her direction was really clear.** The meeting included lots of discussion about research and the reason could be because of my history of good teaching.

There were some developments in the department. **There is now a research committee consisting of two new groups.** One is **a grant writing group** where the HoD gathered a group of assistant professors to promote the writing of a grant proposal. Another is called **the paper writing group**. **I was invited to join this group with regular meetings and writing. The direction is very clear in these groups**. You asked me if I've had any support and encouragement. The encouragement is **if you publish a paper you would have HK$5,000** paid to your account for editing fee. **There is no limit**. If you had 10 papers published, then they would pay you HK$50,000. It's not a salary, but rather a bonus. You can see that **there's a board in front of the printing room in the corridor with all published papers stuck on it**.

Agnes: How do you view research publication among lecturers?

Bahirah: It doesn't mean lecturers can't publish papers. In the beginning, **I thought I would never be a lecturer my whole life**. **I need to publish papers and I think the amount of papers were not enough**. I did not ask the other lecturers. I just knew that the HoD wanted papers, obviously. **She wanted**

the department to have more published papers.

The HoD might not give you lots of support but she has a focus and direction and highly encourages you to write. Some support is given through invitations to the paper writing group where you could discuss issues about publishing papers a lot, such as the flow of your papers. It could be because the HoD is a journal editor that all her work and feedback are really constructive. **She will talk to you about your articles** and state that if you publish your paper in one journal, then your next paper should not be submitted to the same journal. Even if the journal is Grade A, you should submit it to another Grade A journal. The reason for this is people may question the relationship between you and the editor. She also mentioned that grammar and style are very important too. She knew that I used the UK style. She stated that because I followed the UK style there would not be a problem publishing my papers in a UK journal. However, I may have to adapt my articles slightly to a US or Australian style if necessary. **This is something we discussed in depth**. When I know the differences clearly, I can focus on changing my UK style thesis to that of a US style. **My HoD was supportive and encouraging throughout the**

process.

It is interesting that Bahirah suggested that lecturers needed to do research when Latifah and Hanifah viewed this rather differently. She explained how the HoD had guided her in her research publication journey and that she was invited to join the paper writing group. She also explained that although in the employment contract there were concrete guidelines stating the roles and responsibilities of lecturers, in reality this could be more complex and lecturers were expected to play multiple roles. Also, in the contract it was actually stated that a lecturer needed to follow the guidelines and complete work assigned by the head of department (The HEI Job Specification, 2006, section 2.2 in Chapter 2). Therefore, lecturers may need to change their goals and priorities in order to fulfil those duties and expectations. As a result, lecturers' identity is not only subject to their own values and beliefs, but also affected by the HEI's and department's culture and positioning.

Bahirah also mentioned that she thought she would not be a lecturer; at the same time, she realised that her publications were not numerous enough. She adjusted her own identity to be a productive researcher to increase her research output.

Bahirah's academic identity had gradually changed from being a therapist to a lecturer, and then changed again to that of an academic staff member. As Clegg (2008) observes, an academic identity is a lifelong and complex personal project, instead of a fixed property. Jawitz (2009) also suggests that academic identity is constituted by individuals and the role of the institute or department is important, affecting a sense of individual identity and personal commitment. Bahirah was very disciplined, and her HoD helped cultivate her research skills in an explicit way. Her commitment to research publication formed part of her personal identity.

According to Ajzen's (1991) Theory of Planned Behaviour, the factors affecting Bahirah's attitude were complex as she had various duties. Therefore in the diagram (please refer to Appendix 4.2) I have divided her attitudes into 1) her own perception as a lecturer; 2) towards teaching; 3) towards placement supervision; 4) toward journal publication (Bahirah's attitude); and 5) towards the HEI's and HoD's behaviour. For example, statements such as **'[t]his is an academic institute and the HEI would like to upgrade something'**, and she **'thought [she] would never be a lecturer [her] whole life. [She needed] to publish papers and [she thought] the amount of papers were not enough',** are considered her own perception. Attitude towards teaching includes the belief that she needed to know the pedagogies in her field. For placement supervision, she explained that she was always allocated to faraway placement centres, so she thought of different methods of doing something useful for her studies to make up for the time lost. Even in this aspect of life where she showed a negative attitude, she took the initiative to buy a mobile phone with a big screen in order to have input (reading) into her studies. Regarding her attitude towards journal publication, she realised that she had insufficient output and that her papers were mainly produced in the UK style. As for the HEI's and HoD's behavior, her attitude was positive, as she observed that **'[t]he HEI and department [made] exertions to encourage [her] to do research'**. The HoD also met her twice a year to guide her through her research, particularly with regard to different writing styles and techniques, and invited her to join the paper writing group; as a result she perceived her HoD as 'supportive and encouraging throughout the process'.

It can be concluded that she had a neutral or positive attitude towards her different roles, except the one as a placement supervisor, towards which she demonstrated a negative attitude. She did not indicate her intention under teaching and research, but comparing with her part-time studies, it is apparent that progressing steadily towards her goal of completing a PhD was very important for Bahirah, and this was possible precisely because of her attitude, perceived behaviour control and actions.

6.3 Work-life balance

Agnes: Could you tell me how you balance your work and life please?

Bahirah: If you have teaching then you have to work on that. I could not do any writing in Semester one (September to December) because I had quite a lot of teaching. In Semesters 2A (January to April) and 2B (May to July) I had more evening classes. **I was self-disciplined** during that period. Like after my teaching, I would usually go back to the staff room. Normally you would like to take a break. So, I did not go back to the staff room. After teaching I went to the library. **I had to go somewhere I could not have a rest; then I could carry on with my work**.

When I was writing, **I would wear headphones because I was in an open office.** There was always someone chatting or speaking on the phone so I wore headphones to reduce the noise. **I started writing from 8:00am until 10:00pm. If I had evening classes, my writing would continue till 5:00pm. Every day I left the office at 10:00pm and went to bed at midnight.** It was my work schedule and **it was the same all seven days of the week.** When I felt sick, I took a break. Then when I finished a chapter I had a day off.

Every month I had a day's break. I progressed steadily. **I thought steadiness was very important. I am not good at dealing with stressful situations.** The years passed and my study was finished!

Time one has is limited and so more time spent on one area must result in less time to participate in others (Forest, 2002), and the choices one makes in terms of time allocation depends on their perception. For Bahirah, working steadily towards her goal helped her complete her doctoral studies. At the same time, Bahirah made steady progress in her teaching, so the time she needed to spend on teaching preparation was getting less, which in turn allowed her to spend more time on research.

Work-life balance (continued)

Agnes: You mentioned the HEI has given you lots of support. Could you explain this to me?

Bahirah: When **I changed jobs, not only was time organisation better, but the support from the HEI has also been incredible**, especially when there are **conference subsidies**. I've attended two international conferences in Hong Kong and four international conferences. The **financial burden for me is relatively not too much**. When I attend conferences, I present my project;

it enhances my self-confidence in my project. As a student, I might worry about whether my views would relate to the field or not. Furthermore, in the conferences, most editors are there. If I talk to them at least they know who I am. **I think it helps me publish papers**.

Another advantage is that **colleagues could give me lots of stimulation**. In my project, I was weak in mathematics and statistics. Colleagues here, for example, Bari Sir (anonym), gave me lots of help, because he works on statistics. The main point is that my problem was not his problem; **he did not need to solve all of my problems but at least he guided me to the right track and then I searched the information**. It was more than enough.

Also, the HEI provides very good support on statistics. The department is called the **Assessment Centre**. There is a group of people who sit there doing statistics. It is a fantastic resource that not many people know about. **They run courses about statistics**, which teach you all the different kinds of statistics and the latest ones, such as Hierarchical Modelling. I attended all of them. **I also arranged for a consultation meeting to discuss my project with them**; I was extremely closely supervised. What I thought I lacked was self-confidence. Once I decided how to do it and four to five people told me that I was on the right track it was much better.

The library is not helpful; they have no journal articles that are related to my specific field. **I have to pay using my university account to get access to journals in the area.** I seldom visit the library of my university, except for restricted items. **My HEI could help call books from other universities and send them here**, and it is the only advantage that I can think of. Also, **the library is not always available for use because there are so many students.** When you work on your research or dissertation, all the data is confidential. It is hard to take it to the library; I'm not willing to do so. To analyse data I prefer to work from home. When you do translation you may work outside, but I do not want to. However, you still need a quiet place. It is difficult.

Agnes: How about the language lab?

Bahirah: I always go to the **language lab to edit my paper**, because there is no PC. You need to print your work off and then put it on the table to edit it. I need space to do it. There are lots of **language grammar books** so I use those to amend my paper. The **HEI could not provide language support**. When I finish a paper, I know there is some **free editing in my university**, but I cannot find it here. My university has free editing. But it is too far away and I do not need it either. I think we do not have it as I tried to search different kinds of support.

I think what the department could have helped me with was **my workload** and providing a private room for me. The most helpful thing would be to **take away a teaching module from me**, but the department could not. So **letting me teach the same classes, the same modules in my area was helpful**. But they add duties onto your workload; they encourage you to do something, but **they do not provide the time and space.** This means you have to fit the tasks into your schedule, and **you need to work OT** (over time).

On the other hand, giving me **a private room** would have been essential, or a quiet room with privacy. You want people to do research, and everyone knows **all data is confidential.** If there's no space to store the confidential data, what can I do? How can I promise people I will do research?

Lecturers may meet different challenges while pursuing part-time studies. Bates and

Goff (2012), for example, suggest that the challenges include funding opportunities, face-to-face contact with faculty, and the fact that opportunities to attend conferences and meetings are limited for part-time students. However, Bahirah did not face any of these problems. We do not know whether she applied for funding for her studies or not, but we know from her that there was funding to support lecturers' studies. In terms of support from supervisors, she could meet both of them if needed. She mentioned that at the beginning of her study, she met them every three months, but in the last two years, they did not need to meet face-to-face as email was another way to communicate; it is a more flexible form of communication as there is no restriction in terms of time and space. One can send and receive emails anytime, anywhere. It saves travelling time as well.

Also, Bahirah's HEI provided subsidies for her to attend both local and international conferences, which reduced her financial burden and helped her establish confidence towards her studies. She did not mention meeting with other students, but she attended defences of postgraduate students in another university. It seems that Bahirah tried her best to look for resources that could benefit her studies, such as the statistics lab and the big tables in the language lab. Challenges did exist, but Bahirah found various methods to overcome them, and she took advantage of both her university and the HEI's support.

Bahirah showed her confidence in using English in academic writing, as she expressed the fact that she did not need language support, such as grammar checks or the structure and flow of arguments. From the HEI's website (2017), Bahirah has eight refereed conference papers and four refereed journal articles since 2006, although most publications came out after 2011. She did not explain whether she needed editing before submitting her papers to refereed journals, but at least she might not have experienced the language barrier that Flowerdew (2000) describes.

When the HEI and the department could not provide a private room for staff to work on research, Bahirah needed to conduct analysis on confidential data from home or after office hours when there were not many staff in the open office. Attempting to balance between professional life (in this case handling confidential data) and personal time, Bahirah obviously selected to respect her professional pursuits and sacrificed her personal time. Whilst the HEI and the department highly encouraged staff to do research they did not even provide a private room. In other words, Bahirah was deprived of her time when she needed to work outside of office hours. Brew (2006) describes teaching and research as a competition; time, resources and space for teaching compete with those for research. Brew concludes that the relationship between teaching and research depends on individual situations.

Regarding perceived behavioural control in the Theory of Planned Behavior (Ajzen, 1991), Bahirah benefited abundantly from the resources (controllable factors) provided by her HEI and her university. From her HEI, she applied for conference subsidies to attend international conferences, sought help from colleagues who were good at what she was weak at (mathematics and statistics), and attended all courses organised by the Assessment Centre and arranged a meeting with the consultant at the centre to discuss her study. She also utilised the library service to call books to her HEI, and the big tables and grammar books in language lab. In her teaching, she requested her department to allow her to teach the same modules to more classes, which was approved. From her university, she had access to journals from the library and editing support, although she did not need it. All these aspects under perceived behavioural control (controllable) directly affected her intention and behaviour toward completing her part-time studies and building her research profile. Please refer to Appendix 4.3 for a table containing a complete analysis.

6.4 Researcher's self-reflection

Bahirah's story has given me a few insights. First, when she set a goal, she focused on it and worked hard towards it. She foresaw that she needed two years to plan the arguments and write her dissertation, so she collected all data and learnt statistics beforehand. In order to keep on working towards her goal, she put aside her comfort. All these attitudes show her determination in getting a PhD.

The second one regards her time management. She wrote for seven days a week from 8:00am to 10:00pm. This regular and consistent schedule helped stabilise her emotions, which was important for her. When she developed her teaching career, she also developed herself as a researcher. This dual development has saved her time in becoming a professional as well.

The last insight is that she made the best of the benefits and resources she was entitled to, such as conference subsidies, the statistic lab, library services that helped call books from other universities and even the big tables in the language lab. She also sought help from colleagues. Actively searching for support made her study life easier.

A student who was in his third year of bachelor's studies once asked me how he could become a lecturer in the same way I had. I looked at him and said, 'keep on studying'. Interestingly, in this academic year (2017-18), he will become a colleague in the institute I am working in. My answer to him would be different now – it is no longer enough to only have a master's degree if one wants to become a lecturer. Many lecturers are actually pursuing part-time doctoral level studies as some of them feel insecure with their jobs even if they are experienced. If someone now asked me the same question, I would tell them to keep studying until they have a doctoral degree. People think differently; some may believe that it takes time to accumulate experience and only then should one seek other possible directions. Others decide to study part-time, sacrificing their free time in order to enrich their knowledge and improve their teaching. However, if the senior management considers this pursuit their own career decision and personal aspiration and is not willing to support it, it could be very frustrating. In fact, lecturers' further studies would benefit their students in the HEI.

We see from Bahirah's experience of being a lecturer in a HEI that her perseverance gave her a strong intention to achieve her goal. Also, she was single and her parents did not ask her to do housework. As a result she had comparatively less family responsibility which allowed her to finish her PhD in using all of her power. In the next chapter, we will look at the experience of Inas, a lecturer who was going to retire.

Chapter 7

Inas

Introduction

During my interview with Inas, she focused on three themes only, related mainly to teaching and research, part-time studies and work-life balance. I present the data as a dialogue, and each theme has its own sub-heading. Although Inas could explain her experience without much guidance from me, in order to provide a clear context to our conversation and maintain consistency with other data analysis chapters, in this chapter I continue to structure the dialogue using questions and answers.

Under each theme, I also present my analysis supported with literature, as well as analyse Inas's intentions and behaviour using the Theory of Planned Behaviour. A table showing the analysis can be found in Appendix 5. I am also emboldening some key points in the dialogue, which I interpret as her beliefs and values, reasons and evidence, to which I would like to particularly draw readers' attention.

Inas was the final interviewee, and her name means 'affability'. Possibly because of her experience working in Higher Education (HE), she had gradually become tolerant and friendly. She had six and a half years' experience working in two different HEIs, and she was going to be 60 in a few months' time, which meant she was going to retire from the HEI.

In this chapter, we will see that Inas was involved in research as she tried to remain employed in the HEI. One of the most important things she wanted to highlight was the priority in terms of job duties for a HEI lecturer. She also suggested what characteristics a HEI or academic department should have.

7.1 Teaching and research

Agnes: Hi Inas, could you please tell me your experience with teaching and research in the HEI, and how you see the two?

Inas: Before I applied to work in this HEI, some of my close friends who were working here thought that **if I wanted to survive or remain employed here, I had to do research.** Therefore I had prepared to do research and to study for an EdD.

After I was hired, **I applied for grants to do a small-scale research.** My research was about assessment. I used a survey to collect data from students I was teaching and some colleagues' students in order to find out the situation of assessments in schools in Hong Kong. I wrote it in Chinese; it was not published. However, **I made an English PowerPoint and had a 15-minute presentation in a conference in Sweden.** It was my first experience to apply for a grant for doing research in a HEI.

As I mentioned before, **if I wanted to keep working here, I had to do research, and so I did.** The second research was carried out last year (2013). **I went to Taiwan to present a case** of a school and how it used the project approach. It was a small scale presentation, more like a sharing. Actually, I was glad to have done these two presentations, because **both were subsidised by the HEI**. I was proud of myself. **Therefore, doing research under these circumstances, I had no pressure; I was happy.**

However, around two to three years ago, **there was a message saying that if you applied for grants, you had to write the research up and publish it in a journal.** For publications, there is a journal from my department. It was not hard to publish my paper there, and my HEI set the level of this journal as C, and journals ranked level C were not counted as mainstream journals.

> However, at that moment, it was an encouragement and was fine if you had a publication in any journals. Afterward, **rumour had it that you had to publish in high ranking journals, in refereed journals**. **If I were to publish, I had to do lots of work. Therefore, I did not apply for any grants.**

> On the other hand, there were some changes from the administration; we had a new department head. She has a strong **focus on teaching**, especially on students' evaluation of our teaching, so I put effort into improving my teaching, on how to gain better students' evaluation scores. As a result, **my research also has a clear goal on how to enhance my students' evaluation scores and the quality of my teaching.**

Inas mentioned journal ranking. It is hard for lecturers to publish in journals of higher ranking, for example, in A* journals – the top 5% in their field or subfield, those that demonstrate outstanding evidence of academic quality, impact factor and international standing. In Flowerdew's (1999b) survey of 585 academics from six universities in Hong Kong, 94% of the participants indicated that refereed journal articles were the most important type of publication for them, followed by 84% who thought that international ones were important, and 86% who believed that journal articles in English were important. In fact, 92% of them specified that English was the most important language for them to publish in. In the interview, Inas emphasised the language she conducted her research projects and presentations in, which was interesting. It could be because Inas experienced a language barrier and found it hard to publish in better journals, even though she was confident to publish in the journal of her department.

Teaching and research (continued)

Agnes: Could you please elaborate more on the relationship between your research and teaching?

Inas: **As a lecturer, of course my main duty is teaching**. **The Institute's direction is clear, that teaching and research are complementary.** Let me give you an example: I focused on one of the teaching approaches in a module I taught, called the project approach. **There were two purposes for doing research related to this teaching module: first, to increase my knowledge of the module content, and second, to build my teaching skills.**

I studied one school's project approach implementation. I asked a few questions I wanted to find answers to: how the approach was actually applied, whether it was implemented in the same as proposed by Katz and Chad (experts in project approach), the principles of the approach used in the school, whether the teachers had to follow all the guidelines step by step. If they did not follow the guidelines completely, I wanted to find out how they adapted the approach and created one with Hong Kong characteristics. If this actually happened, what were the factors affecting it – why was it that two countries did not do it the same way, and what was the result? I explored these areas.

One of my main considerations is how I can help my students. I should therefore keep studying in order to enhance myself, to maintain a balance between theory and practice. Cultures are very different. When I teach my students how to use the project approach, I would then consider the factors in the school more. When I have some authentic samples, we can tell which principles of the theory we can follow, and in contrast, any principles we cannot follow. This is flexibility for students and I have this flexibility. This is the way to guide my students, instead of asking them to follow the experts step-by-step. **In the past, I used to ask my students to follow the expert's theory closely, whereas now I do not ask them to**

follow it that closely. What's more, I would empathise with their difficulties.

Agnes: Well, before you were employed in this HEI, your close friend reminded you to do research in order to stay employed here. Actually, do lecturers in this HEI need to do research?

Inas: Although my close friends reminded me that if I wanted to survive or remain employed here, I had to do research, **it is not stated that lecturers have to do research like academic staff do**. Those with professor ranking are requested to publish a certain number of journal articles; **there is no such requirement for lecturers.**

However, there are at least two small support groups (as mentioned by Bahirah, the grant writing group and the paper writing group p. 182-183.) that I am aware of. I have not joined either; although I have previously completed research papers, I do not wish to continue with research, so I did not pay attention to them.

Agnes: However, on one occasion, during a lunch with two of my colleagues in the HEI that I am currently working with, in our conversation, I found out that one of them, Max, and I used to work in the same HEI (the one in this study). We talked about which departments we served in, and when he heard mine, Max said, ‘your department was always blamed for producing the least research output.’ I asked ‘How did you know that?’ Max replied, ‘I was a research assistant at the Academic Vice President’s office.’

In fact, the Academic Vice President of that HEI, whom Max mentioned working with, was in one of our departmental meetings. During the meeting, he chided us for not having worked hard on research publication, and none of us attending were brave enough to look at him. He even used the Chinese idiom ‘雞鳴狗盜’ (behaving sneakily) to describe us. He was referring to academic staff members who had gained the title, salary and benefits of an academic, but did not bear the responsibilities of conducting research and publishing. Actually, he was not only criticising the academic staff, but also the lecturers. My colleagues were really frustrated. One of us said that actually, the largest number of students applied to the programmes in our department, but due to the change in academic structure to the 3-3-4 one (will mention in Chapter 7), only half of the eligible applications were eventually admitted. Because of this we worked even harder so the department could secure as much funding from the One-line Budget from the government as it could, in order to re-employ some of the administrative staff. My colleague thought his comments were unfair.

Inas: However, **my problem was not related to research. I experienced pressure regarding the quality of my teaching instead.** My student evaluation scores were far behind those of other colleagues. As I mentioned, we had a new HoD; she focused on teaching and student scores, and some administrative matters were changed, like in order to enhance teaching quality, **teachers now specialise in particular modules.**

However, for me, I did not have any strategies when selecting my teaching modules. The department lets us select which modules we would like to teach, **but what I selected was affected by my personality. I love to explore different modules; therefore I did not focus on any particular modules.** And now I realise that it was a great disadvantage when trying to enhance my quality of teaching. **If I were 10 years younger, I would have focused on teaching specific modules.**

Compared to the other three lecturers, Latifah, Hanifah and Bahirah, Inas should have had no problem staying in the HEI because of her readiness to do research work and research outputs, if she had followed her close friend’s advice. However, her experience seems to present another story. She conducted research in order to remain in the HEI. She worked on two research projects in five and a half years, as a lecturer. Before the research, she did not understand why her students in placement could not implement the principles in exactly the ways specified by the experts. There seemed to be a gap between principles and real practice in schools, and the relationship between her and her students was not good enough; she had overly high expectations of them. Once she understood the gap between principles and real practice in schools, she became more patient and understanding towards her students.

Although some lecturers are engaging in research more, they still need to sustain their teaching first, before developing further in other areas. Inas honestly admitted that her teaching evaluation scores, which were used to assess lecturers’ teaching performance, were below satisfaction. Research could help her step back and return to focusing on her core duty, teaching. Furthermore, UGC’s (2014: 6) ‘RAE Guidance

Notes' state that publication is '**not** intended to be an assessment of individuals' research performance' (emphasis mine). The HEI or department is not supposed to assess an academic staff member's performance using their research output, let alone lecturers. This makes us wonder why there are rumours, for example in Inas' department, that everyone including the lecturers are highly encouraged to participate in research, and why, for example, Bahirah was invited to a paper writing group. There was also a change in Latifah's perspective between the first and second interviews towards research; she stated that lecturers 'now need to do research' and '[a]lthough lecturers are not required to do research they have been encouraged to do so' (refer to Chapter 4).

Inas mentioned that she did not select the teaching modules as **'she loves to explore different modules'**, whereas her HoD would like to encourage **teachers to 'specialise in particular modules'**. As far as I could remember, it was during my last year (Academic Year 2009-2010) in this HEI that all academic staff and lecturers were expected to teach modules they specialised in. Therefore, I would like to clarify this.

With regard to teaching, the characteristics of students and expectations of lecturers have changed, posing further challenges. In 2009, a new academic structure for secondary school and higher education was implemented in Hong Kong. There used to be seven years of secondary school and three years of higher education. After 2009, this changed to something called the ‘334 Scheme’ – three years of junior secondary school, three years of senior secondary school and four years of tertiary education. By 2012, the new scheme had replaced the old one in HE (New Academic Structure Web Bulletin website, 2009). Therefore, students started studying in HEIs a year younger than before.

Inas actually emphasised that the students she was teaching at the time of the interview were better than those she had taught two years before. According to Joint University Programmes Admissions Scheme (JUPAS, 2017), before 2012, the programme Inas was teaching had around 100 students and the number dropped drastically to around 24 in 2012 (JUPAS, 2017). Table 10 below showed the number of applicants and actual intake in each year since 2012.

Year	Number of applicants (Band A)	Actual intake
2012	1283	24
2013	2858	25
2014	2312	21
2015	1911	21
2016	1612	13
2017	1492	17

As a result of the huge drop in admission numbers, students who did not receive offers to do a bachelor’s degree might have gone for a higher diploma (HD) instead. As a result, the institute could recruit very good students in both their degree and HD programmes. Inas also explained that since many students were interested in this programme, they usually put the programme as their first choices in university application through JUPAS. As a result, there were some really outstanding students in her classes, which were much better than even the good ones she used to have. The demands on Inas had therefore increased, for example regarding the kind of knowledge to be delivered in the classroom and the way to deliver it. Inas thought that one of the ways to meet this increased demand was to study for a doctoral degree.

It was interesting that although all of my participants were working in the same department and had the same HoD, their perceptions of her were very different. Bahirah felt that she was encouraged to work on publication, and so she was invited to join the paper writing group. The HoD even discussed with Bahirah her publication direction (refer to Chapter 6). On the other hand, Inas thought that her HoD focused on her teaching. The difference could be due to the fact that, first, Bahirah taught well (refer to Chapter 6); and second, the HoD made good use of her staff’s strengths; however, first and foremost, the lecturers had to be good at teaching.

Inas' subjective norm was her close friends who told her to do research in order to be re-employed in this HEI. As a result, her intention, behaviour and perceived behavioural control (controllable) regarding funding application were all geared towards research work. However, her evaluation score was far behind those of her colleagues, which made her make a huge change in her duties as a lecturer. Her intention towards research was no longer in order to remain in the HEI, but to enhance her student evaluation score by understanding the gap between theory and real practice through doing research. This change as well as Inas's explanation of it were interesting; the behaviour itself did not change, as she kept doing research, but the intention had changed dramatically (Ajzen, 1991). (Please refer to the table in Appendix 5.1).

7.2 Part-time studies

Agnes: You mentioned the EdD programme. Have you started your studies? And how do you see further studies?

Inas: In my Master of Education (MEd) studies in a local university, there was a module called Research Method. At that time, using the research I was conducting, I received an A. This meant that I had basic concepts of and skills for doing research. However, **when I realised that I needed to work on my thinking logic, to solve more complex questions, my research training from my MEd was insufficient.** Therefore, if I were to complete my research, I needed some more serious training, for example, by studying for an EdD. I can see my own problems, and research and teaching are not mutually exclusive. However, **to understand how they can be complementary, I need to have more training in it. This serious training should be something like an EdD, with logical thinking training.** After that you may publish in refereed journals and enter the academic field. A MEd is not sufficient even though I received an A (in the research module).

Then I think of my age. **I am approaching retirement.** The age of retirement set by the HEI is 60 years old. This year I'm going to turn 60. Therefore **I do not think I have been wise to keep investing (studying an EdD)**. There is no research or teaching that would motivate me to study at this moment. **Studying can be interesting, but this is not a sufficient reason for me to start my studies.** I know studying an EdD is quite difficult; it takes concentration and I need to work really hard on it, and it is a journey.

Inas did not mention her language ability; however, she explained that if she needed to publish in a high-ranking journal, she predicted that her ability in terms of logical thinking and dealing with complex questions was insufficient. To solve these problems she thought doing an EdD could be a solution, but she said that she did not think it was wise to pursue further studies when she was going to retire. However, if she were 10 years younger, she could have undertaken an EdD not only for mastering and enriching research skills, but also for developing her problem-solving abilities.

Her attitude towards part-time studies was not really positive as she was going to reach retirement, which was beyond her control (perceived behavioural control [uncontrollable]). She clearly stated that **'studying can be interesting, but this is not a sufficient reason for me to start my studies'**, and as a result she did not participate in any part-time studies (Ajzen, 1991). (please refer to the diagram in Appendix 5.2).

7.3 Work-life balance

Agnes: How do you view work-life balance?

Inas: **I think health is the most important aspect.** Then we have to balance between our life with work. Everyone should balance between the two according to their situation and ability.

Inas did not mention anything about her family, but she considered health the most important aspect. This could be because she had a grown-up daughter who had already graduated from university. She could therefore focus on her career development.

Work-life balance (continued)

Agnes: Can you think of anything that the HEI or department could do that may help a lecturer to survive in the HEI?

Inas: If this is about how **to enhance teaching skills**, firstly, **research,** but this is just one method. Other ways include discussing with colleagues with high student evaluation scores, which the HoD has arranged for me. She arranged for a colleague to work with me like a mentor. Whenever I find personal problems related to teaching, I can ask her and she would give me some clear feedback and suggestions to enhance my teaching. It's like **a personal discussion**, which I found to be an excellent support. Also, I read the **institute's seminar announcements, and** have attended **teaching sharing**. I could get some ideas from these; however, they were not as helpful as personal discussions. From personal discussions I could raise my own problems and concerns related to teaching. Actually, it is **my action research**, in which I focused on my own problems in teaching and then I could ask my colleagues. This action research is extremely useful. Therefore doing research can help my teaching; yes, it definitely can.

On the other hand, **if the HEI or department has compassion, that will be great!** If not, or the resources are not enough in order for them to be compassionate, this is the reality, and there's nothing we can do. How do we survive under this reality? This pressure exists for all ranks and all colleagues have to face it. If this HEI or department does not have compassion, what can I do? I might go to another one to find compassion. This is not something we can fight for.

Agnes: What's the meaning of compassion?

Inas: When I use the word compassion I am referring to a member of staff who had worked in this institute for 17 years; however, because **she did not meet certain criteria she was laid off last year.** When I spoke to her about this she stated that the institute would not re-employ her. She was an experienced staff member who had been working here for 17 years from when the department was first founded. We discussed how she fought for all the benefits she was entitled to from the department. This particular member of staff was reaching her retirement age. One of the reasons why the department talked about the unmet criteria might have been to lay off staff so the retirement benefits would not be given. **At present, everyone appears to only care about and fend for themselves.**

I think if the HEI and department had compassion, they would be more understanding and tolerant towards their staff, looking at teaching experiences, working attitudes and the number of years the member of staff has been teaching. **Some staff may not achieve all the criteria expected in these areas even if they have tried their best. Therefore, compassion and support are important.**

Inas’ colleague had worked in the same HEI for 17 years, whereas Inas, in comparison, had only worker for 5.5 years. It is therefore understandable why she thought her colleague deserved more compassion from the HEI or the department than her. Although both of them had low student evaluation scores, the HEI or the department kept Inas instead of her colleague although in fact Inas was going to retire earlier than her colleague. It was unclear why some staff were laid off and not others.

Again, her perceived behavioural control (uncontrollable factors), particularly when seeing her colleague who had worked in the department for 17 years being laid off, affected Inas's intention very much. Her colleague was laid off not because she did not participate in research, but because she '**did not meet certain criteria'**. Her colleague's experience made Inas shift her focus from research to getting a higher student evaluation score through improving her teaching techniques. Although she was still involved in research, the intention had changed (Ajzen, 1991) (Please refer to the diagram in Appendix 5.3).

When I heard that the colleague, Mary (pseudonym), who had worked in the department for 17 years was laid off a few years after I had left the HEI, I was quite shocked. My colleagues told me that she had tried to appeal but failed. I did not have many chances to work with Mary, but I knew she was straightforward and spoke her mind. I remember that once, over lunch with a few colleagues, Mary and I were discussing student evaluation scores. Mary told us that some students gave her 1 mark out of 4. We were shocked to hear her low mark, but she explained that there was nothing she could do. She also compared them to students in the past; students then were not as respectful, and they were not mature enough to evaluate their lecturers. As far as I know, Mary did not only get low student evaluation scores once or twice. This could be because she believed that the scores were not something she could control, and that achieving high scores was not her responsibility.

7.4 Researcher's self-reflection

When Inas did not need to publish her studies in refereed journals, she felt no pressure to do research while teaching at the same time. She thought her techniques were insufficient to publish in refereed journals. If she were 10 years younger, she would participate in part-time EdD studies. My understanding is that publishing in refereed journals requires specific techniques and intensive training, as Latifah and Inas also mentioned. Then I would think of people who want to be a lecturer, and wonder whether starting their career with or without a doctoral degree might give them more choices to focus on teaching or on research.

If Inas were 10 years younger, she would not only participate in doctoral study, but also focus on one particular subject in her teaching in order to enhance it. However, since she loved to explore various topics, she chose to teach different modules in different semesters, which might have resulted in her low student evaluation score. If

Inas had kept teaching the same modules, her student evaluation score still might not have increased if she did not reflect on or modify her teaching materials. Of course, if she had kept teaching the same modules, it could at least have freed her some time to not only revise the teaching content, but also the delivery method.

There are regulations and policies to be followed in a HEI, and there are reasons behind the setting of these rules. Personally, I was also previously laid off by a HEI. Even when I was psychologically ready to collect the dismissal letter from my letter box, I did not open it because I was aware of what the letter was for. The psychological burden and pain were hard to bear. This started me thinking how an institute is to balance between compassion and regulations, and how compassion should be understood.

Mary's situation actually reminds me of another colleague called Ann (pseudonym). I met Ann in my first year working in this department (AY2007-2008). A year later she applied for study leave for a year (AY2008-2009). I expected to see her again in the year after (AY2009-2010). When I worked as a part-time lecturer in the same department in AY2010-2011, I saw Ann again but she was also a part-time lecturer. Her full-time lecturer position was not kept; she was quite anxious at that moment, and as a result, she applied for a part-time position. I talked with Ann when we met in the part-time lecturers' office; we talked about our status, but she did not talk much about her situation. Later, I heard from other colleagues that she was studying for a part-time doctoral degree, and so she took a year off to write her thesis. Eventually she was granted a year of paid leave and a year of unpaid leave, but no one knew why and how she managed to earn another year of leave. I also heard from Pam, the deputy head, that Ann asked for a petition letter from the HEI as she had an elderly mother to take care of so that she needed the fulltime job. Pam reluctantly replied to Ann that there was insufficient evidence that she had made any contribution to the department in the past two years.

From the experiences of Inas, Mary and Ann, it is clear that the main duty of a lecturer is teaching. They could have other pursuits such as part-time studies, but they had to fulfil the minimum requirements listed in their contracts. Particularly, from Inas's story, it could even be concluded that a lecturer should fulfil their teaching requirements before engaging in part-time studies or research. The department or HEI has no obligations to be considerate of lecturers' intention (for example, to become an academic staff), job security or personal aspirations; these are the lecturer's own business.

Inas shared her personal point of view on teaching and research. At the beginning of her career, she focused on research, and later on, when she realised that her student evaluation score was not satisfactory, she focused back on her teaching. She demonstrated how research had helped her understand her students' difficulties. Due to her approaching retirement, she would not invest time and money on part-time studies, which was understandable. She also suggested, and particularly emphasised, that the HEI and the department needed to be compassionate.

In the next chapter, I will produce an imaginative conversation between myself and all four participants to discuss any possible solution in my study.

Chapter 8

A coffee break with five women: thematic analysis

Introduction

Having retold the stories of the four research participants in the previous chapters, in this chapter I connect the imaginative narratives by describing five women (Hanifah, Latifah, Bahirah, Inas and I) together and present it as a conversation in a coffee shop. My personal voice is presented here in order to provide possible solutions for my study.

In this creative chapter, there are two parts. First, I will analyse, summarise and present the kind of difficulties that lecturers face, such as how the institute values research and how lecturers view their research and teaching, the perspective of lecturers on part-time studies, as well as look at whether Confucianism affects female lecturers' reactions towards research and part-time studies. Then I move on to how lecturers' behaviour changes according to student evaluation scores, the hierarchy of lecturers in the HEI, the meaning of education, compassion from the HEI and department, and lecturers' motivation in doing research. Second, I will propose some suggestions to relieve the pressure on lecturers. I have imagined how I might engage in conversations with the women, juxtaposing the words that they spoke to me in our research conversations so that they are speaking directly to each other. By doing so, I am striving to create a more concrete and coherent picture from different perspectives, and to summarise and articulate the core themes that have emerged from my research.

In the conversation, I will also include information from corridor talk, rumours, HEI policy documents and my own personal experiences, in order to display to my readers how the interview data interweave messages from other sources. This chapter allows me not only to illuminate the experiences of the lecturers but also to describe how the social discourse and theoretical contexts shape the lecturers' behaviour and intention towards teaching and research, part-time studies and work-life balance. Usher (1996: 19) illustrates that interpretations are always circular. The interpretation of each of my participants depends on interpreting the whole; as Clandinin and Connelly (2000: 50) suggest: *inward* and *outward*, and *backward* and *forward* – the full picture of my study. So, knowledge-formation is conceived as circular, iterative and spiral, which is called the *hermeneutic circle* of interpretation.

In a coffee shop

We all sat comfortably in a coffee shop with warm sunshine and light music on. The aroma of coffee filled the atmosphere. I had conversations with four women, and they were Hanifah, Latifah, Bahirah and Inas.

8.1 The effects of student evaluation scores on academic staff members' and lecturers' behaviour

Bahirah: Oh yes, how's your promotion, Hanifah?

Hanifah: I didn't get it. It was the fourth time I had applied. (She was disappointed).

Inas: How come? You've had good student evaluation scores. I admire you so much. As you might all know, I had the lowest score among us.

Latifah: Inas, you work very hard on your teaching; don't put yourself down.

Inas: However, the institute doesn't value how much effort I put in; they only look at the results. My student evaluation score was lower than the norm, and this is the simple truth. (She sighed).

Latifah: What did you mean by the norm?

Inas: Someone told me that student evaluation scores are directly linked to the staff appraisal. The evaluation system compares your score with the departmental average. For example, if your student evaluation score is 3 marks out of 4, and the departmental mean is 3.5 marks, your score is lower that the 'norm'. Therefore, your assessment rating would only be 'satisfactory'. If a lecturer has an assessment rating of 'satisfactory' for several years continuously, they would be fired. This appraisal review period had been changed from every three years to every two years.

Latifah: So, Inas, you must be very stressed.

Agnes: Your experience reminded me of my experience of co-teaching a module with another lecturer. She prepared all the materials for me, even the videos and notes. However, she did not have good interpersonal skills and so she had a far lower student evaluation score than I did. I believe that the student evaluation score is closely linked to your relationship with your students and your own interpersonal skills.

Inas: Therefore, I am questioning whether our students are mature enough to evaluate their academic staff members' and lecturers' performance.

Agnes: That's why improving one's teaching evaluation means enhancing one's personality and attitudes (Forest, 2002). I remember having had an opportunity to review the questionnaire used for the student evaluations, apart from the set questions. There was a chance to add more items. In a departmental meeting, the HoD showed us one of the questions, which made us laugh. It set out to evaluate academic staff members' and lecturers' entertainment performance. If academic staff and lecturers use entertainment to maintain the students' attention this may result in a high evaluation score.

Inas: That's what I meant. Nowadays students are less mature. They need activities, games and jokes to motivate their learning in the classroom.

Latifah: In contrast, is that also how our colleagues view their professional performance? How come our colleagues can put this (entertainment performance) into the questionnaire?

All women: (Sighed and shook heads).

8.2 The relationship between teaching and research

Agnes: Do you think doing research can help teaching, in order to enhance student evaluation scores?

Latifah: My teaching, research and studies are inter-related, so teaching and research support each other. I love sharing my findings with others.

Research can be as simple as encountering a question and using a systematic method to solve the problem.

Hanifah: I am not confident in conducting research by myself. If I have a good friend to work with me and guide me, I will not refuse to do so. For me, doing research is supporting and cooperating with my academic colleagues to do research.

Bahirah: From my experience, doing research is essential. I think I have insufficient research output, so I am accumulating my publications.

Inas: As I mentioned before, my close friends reminded me if I would like to keep my job in the HEI, I have to do research, so I kept doing it once I received funding (refer to Chapter 7). Later I heard that if I applied for the funding, I had to publish in refereed journals. I thought my ability was insufficient to deal with journal publication, so I did not apply for any more funding afterward.

Agnes: You all are willing to participate in research work while you teach. Hanifah would love to work with others, and the rest of you will participate in research based on your own interests. Bahirah mentioned that doing research is essential. May I know whether lecturers need to do research?

Bahirah: The HoD highly encourages me to do research. As clearly discussed before (refer to Chapter 6), I was invited to participate in the paper writing group, where I had one-to-one tutorials with the HoD. We talked about how to publish journal articles. I think her intention was clear enough.

Inas: Personally, I don't mind doing research; it helps with my teaching, but my contract didn't state that I have to.

Latifah: In the beginning, I thought doing research was for personal development, but later on, I feel that the department wants us to have publications.

Agnes: I remember that in some of our departmental meetings, the HoD showed a graph of the number of refereed journal publications of our institute across different departments, and research funding allocation, showing each department's contribution and funding received. Our department was far behind the other departments.

Inas: That's why I think doing research helps to sustain employment. This is what the HEI needs.

Agnes: Right, but if you do research, to what extent do teaching and research support each other?

Latifah: The HEI encourages lecturers to do research, because doing research means the person will develop their own understanding from preliminary ideas and collecting data in order to explore and to investigate, and this is the process of learning. Then, lecturers consolidate the ideas and information and make it meaningful; it is a deep approach to learning. It requires understanding rather than memorising and simply applying.

Agnes: Therefore, the relationship between teaching and research is illustrated.

8.3 Students participating in refereed journal publication

Latifah: Hence, the HEI also equips students as researchers.

Agnes: Oh… I have a photo showing that our institute encourages students to publish their studies in a refereed journal (Agnes searched on her mobile phone for a photo and then passed it around).

The HEI awards students with a certificate and different amounts of cash according to the ranking of the journal. Students publish journal articles, which agrees with the findings of Kwan (2010), who found that PhD students participate in journal publication. However, our HEI encourages not only PhD students to publish, but also master's students.

Inas: So that's why I said the quality of students has been enhanced (refer to Chapter 7). Their demands towards me have also changed. My second research was about teaching approaches. It helped me to view holistically how possible school-based issues could alter the process of teaching. The result not only supported my teaching, but also allowed me to understand and sympathise with my students' difficulties when they implement the teaching approaches in their placement centres. Therefore, my research and teaching are complementary.

Bahirah: My teaching and research share a common ground, which results in a more effective use of time. I could spend time on a literature review for both my research and teaching. This helps me get familiar with the areas that I teach.

Hanifah: My research and teaching are not directly related, so doing both is more time-consuming.

Bahirah: Of course if teaching and research support each other it would be excellent. However, not every academic staff member or lecturer is good at both.

Agnes: That's why Forest (2002) suggests that lecturers not only have limited time, but their perceptions, skills and resources also vary. I heard that our institute spends money to hire academic staff in order to utilise their talents and good academic writing skills to publish journal articles, but they might not be trained as teachers. However, even though these newly employed academic staff members focus on research and publishing, they have to teach as well. These new academic staff members score low in their teaching evaluations. Consequently, the institute offers a year-long programme to enhance their teaching skills.

Inas: It's the exact opposite of my experience!

Agnes: Um… the key point is that lecturers should do well in teaching, and academic staff should work hard on their journal publication.

Inas: It is hard to have the best of both worlds.

8.4 Balance between teaching, research and part-time study

Agnes: You are right, Inas. With time limitations, how do you balance between teaching and research?

Latifah: The department supports my research by letting me teach the same modules repeatedly. This helped me collect data from my students continuously.

Bahirah: I asked for a release from one teaching module, but it was rejected.

Hanifah: I had the same experience as Latifah; I was given the same modules and classes, so my teaching preparation did not take me a long time. Still, our time management depended on the timetable. We could do research or study while we taught during non-peak periods.

Bahirah: Even during teaching or placement supervision peak times, I would do research as well. Perhaps I could not write anything, but I could do some readings.

Agnes: All of you used different methods to complete your work and meet the deadlines. But part-time studies and research are extras for all lecturers. Who might have influenced your decision to pursue them?

Inas: Before I started working in the HEI, close friends of mine told me directly the importance of doing research in this HEI.

Latifah: My supervisor told me not to give up, as doing research wasn't easy.

Bahirah: There were lots of people supporting my research, such as my supervisor, Bari Sir (refer to Chapter 6), colleagues from the Assessment Centre with good statistical skills and my family as well.

Hanifah: Um… I think for me it was Aminah. She invited me to join two research projects, and she also encouraged me to apply for promotion.

Agnes: What I've observed is that your own attitude and people around you who may have affected your decision making (subjective norm) have given you positive reinforcement towards doing research, so your intentions towards research are positive (Ajzen, 1991). Also, all of you have used various methods to solve problems (perceived behavioural control) along the way, which in turn have supported or blocked you in doing research. That's why all of you have somehow participated in research work.

Hanifah: But I would like to raise a point: I have to look after my children, so I spend all my time outside work to take care of my family.

Latifah: Luckily, I have a good helper, and she helps me a lot in taking care of my child and in doing most of the housework.

Inas: My child is old enough and she is living abroad, so I don't need to consider spending time with her.

Bahirah: I'm the luckiest one; my parents do all the housework and take care of my sister and me. That's why I can spend all my time on work, research and studies, even after working hours and at weekends.

Agnes: As Chinese, we have certain expectations of how we should behave under the strong influence of Confucianism. Particularly, women are expected to put family before themselves, especially the ones who are married (Ho, 1998). Hanifah definitely fits under this category. Latifah may have prioritised her studies, but she knew that it would only last a certain period of time and was not permanent. She also made sure she spent some quality time with her child and her husband.

Have you heard of the Five Love Languages by Gary Chapman? Chapman (1992) suggests that everyone has a 'love tank' that needs to be filled in order to feel loved. There are five ‘languages’ to fill the love tank, namely words of affirmation (encouraging messages), quality time (time spent engaged in shared activities), gifts (tokens of affection), acts of service (help with necessary tasks), and physical touch (e.g. hand holding). I don’t know whether Latifah and her family members feel loved by spending quality time together, but it could be one of the ways to release her guilt from not being with her family members.

On the other hand, Inas is going to reach retirement; therefore, she is not restricted and can do whatever she wants to. Bahirah is single, so spends relatively less time with family when compared with the mothers.

Hanifah: It could be because of the age of the children as well. Mine are primary school age, whereas Latifah’s is a toddler and Inas’s an adult.

All: (Nodded showing our agreement with Hanifah).

8.5 Research as a bargaining tool in HE

Agnes: We talked about student evaluation scores and our (lecturers’) views on teaching and research. Do you think doing research is one of the bargaining tools in our HEI?

Hanifah: Forest (2002) suggests that even if one's teaching performance is good and one's faculty promotes teaching excellence, salary increases, as well as promotion and tenure decisions are still primarily based on the quality and quantity of one's publications. Furthermore, the fact that there are sabbatical leaves, justifications for teaching load, financial support to attend conferences and research grants clearly demonstrate that research and publication are the institute's priorities.

Moreover, when trying to negotiate a better title and benefits, simply being an excellent teacher is not enough. Alternatively, if you do enough good-quality research, you have the bargaining power. Engagement in research is precisely what differentiates academic staff from lecturers in the institutional hierarchy. Hence, a faculty member who prefers teaching to research may receive less recognition and rewards than one who is more research-oriented. This is my own experience anyway.

What I have wanted is to obtain the title and benefits that I feel entitled to. I applied for promotion four times, but all were unsuccessful. However, in the end, I received the Teaching Excellence Award.

Agnes: The Teaching Excellence Award – wow!

All: Congratulations!

Hanifah: Thank you. But I feel I was given this award as a replacement or a substitute for the promotion.

Agnes: Don't you think the institute valued Hanifah's teaching efforts by giving her this award?

Hanifah: I understand that there is a National Teaching Fellowship Scheme (NTFS) in the UK, which exists to recognise outstanding teaching in HE. This is the way HE tries to show its appreciation of teaching, and the purpose is to provide students with an excellent learning experience in HE (Higher Education Academy, 2015). Whereas in Hong Kong, UGC established in 1999 the Teaching Development and Language Enhancement Grants, and allocates resources to each HEI, with the purpose of encouraging innovative teaching approaches and improvements to the learning environment (UGC, 2017b). It seems that both governments value teaching in HE. There are awardees every year since 2011 (UGC, 2017a). I feel happy with what I have, but

I still want to be promoted and enjoy the benefits I ought to receive.

Latifah: I was surprised that the grant was established in 1999 but there have only been awardees every year since 2011 – it could be that the government didn't really value teaching until this point. Of course I know if the institute gives us what we expect, it would be perfect.

Bahirah: My request was very modest. I only wanted a private space to carry out my research.

Agnes: That's what I wanted to ask. Why was a private room so important to you, Bahirah?

Bahirah: It was not only about the physical environment, but also what it said about our position as lecturers. Our requests were declined on numerous occasions. It's about whether the institute respects everyone and treats us equally regardless of our status and position. I mention this example because I don't think I have been treated fairly, and I think having a private room is a very basic human need.

Agnes: This is an institute and it has certain rules that need to be followed. Otherwise, things might go wrong.

Bahirah: Yes, we all know that; however, we also asked for the institute to use its discretion and consider our requests. The institute uses a standardised system of student evaluation scores to measure our performance. Kember, Leung and Kwan (2002) studied the improvement of teaching quality based on students' questionnaires in HEIs in Hong Kong, and they found that there was no evidence showing that the evaluations contribute to the improvement of teaching and learning. In other words, using questionnaires filled out by students is not effective in improving teaching quality. It could be because the emphasis of the system is on appraisal, which might negate any developmental effects. However, from Inas's situation, we clearly see that she has tried to improve her teaching not only by student evaluation scores, but also various other strategies. However, still, feedback is collected mainly from student evaluations. As we have discussed, our students may not be mature enough to assess our performance as they place a lot of emphasis on their relationship with the tutors rather than their teaching performance. As Klenowski (1995) and Loacker (2000) have pointed out, rating academic staff and lecturers' performance is a way to establish a relationship between feedback, self-assessment and performance outcomes. What I want to highlight here is that the key characteristics of effective feedback are that it should be relevant, constructive, direct and prompt. In our teaching, we deal with different classes of students at different levels. Their feedback may be relevant, constructive and direct, but it cannot be prompt as the evaluations are not conducted until the end of each module. Furthermore, enhancing academic staff members' and lecturers' performance should ultimately be about enhancing their ability to self-reflect rather than to act just based on feedback. If feedback is provided without the academic staff members and lecturers having the ability to reflect on it, then learning outcomes will not improve.

Agnes: What do you want to say about this aspect?

Bahirah: Self-appraisal is highly reliant on an academic staff members' and lecturers' ability to reflect, and does not directly measure their overall aptitude. Furthermore, each self-appraisal is based on the student evaluation scores received during the contract period. Consequently, it is a one-off measurement. It does not recognise the academic staff members' and lecturers' continuous development. That is why Inas felt frustrated by each self-appraisal; the institute looked only at her unsatisfactory scores each time, and did not focus on her development.

Agnes: Also, the institute should provide guidelines for everyone to follow, especially for those who are new. If academic staff members and lecturers do not have guidelines, they may feel lost. If there are no guidelines, how can the institute assess every member of staff in the same way?

Hanifah: You’re right, but there are also problems using the same set of criteria to assess all lecturers, as every one of us is unique; we have our own strengths and weaknesses. Why should all lecturers be evaluated in the same way by the HEI?

Agnes took a deep breath and took a sip of her coffee, as she agreed with Hanifah’s opinion, but what could change this situation?

8.6 Lecturers’ motivation for doing research

Agnes: Bahirah, does your department have an academic staff vacancy that you could apply for?

Bahirah: Not yet. I will keep working on my research, and on accumulating publications necessary for promotion.

Agnes: How about you, Hanifah and Latifah? What are the reasons you do research?

Hanifah: As you know, I was not intrinsically motivated to apply for an EdD. My reason for studying is to keep my job in the institute. However, I do not mind doing research because I have acquired lots of different knowledge and learned new techniques.

Latifah: As I told you (Agnes) before, I love self-exploration, and doing research gives me satisfaction as a result. If I can find the answers by myself, I feel accomplished. I also love to share my findings with others. This makes me feel that I am not alone, as I can help someone who has had the same difficulties as I have. These kinds of accomplishment help me to share my findings and keep doing the work.

Agnes: Once you start doing research, you may need support. I know Bahirah tried her best to search for various kinds of support. Where did you seek help?

Hanifah: My support came from my colleagues.

Latifah: Hmm... I understand your question, but I think my support is from my EdD programme. I have learnt from my supervisor how to think and to arrange my thinking in a logical sequence. She told me my theory was not concrete enough, and that I had to read more to support my arguments. Also, I think my support was built out of my personality – self-exploration and reading journals. This is my way of learning.

Agnes had asked these questions because she wanted to understand very clearly Hanifah and Latifah's principles in doing research. From their answers, Agnes could see how they are different from Bahirah in terms of the underlying rationale for doing research. Their personal beliefs drove their motivation and decision for doing research, including how to do it. Agnes asked Hanifah and Latifah one last question before she reached a conclusion.

8.7 Readiness for becoming an academic staff member

Agnes: May I ask you both, would you insist on becoming an academic staff member in your institute once you have finished your doctoral degree?

Hanifah: There are two levels of lecturer in my institute: I and II. I am now in the latter category. I applied four times in order to be promoted to the other level. I have not thought of becoming a member of the academic staff.

Latifah: I would like to share my happiness with all of you. I've just graduated from my EdD.

All: Congratulations!

Latifah: Thank you. To respond to Agnes' question, I would focus on my teaching and research at this point. I think an academic staff member should have extensive experience in writing funding applications and research proposals, collecting and analysing data and so on. Also, the research to teaching ratios for academic staff and for lecturers are different. At the moment, I do not feel sufficiently prepared.

Agnes: Can I understand your answers this way: I think that Bahirah makes a great effort to undertake research because she wants to become an academic staff member. When she gets stuck, she seeks all possible types of support, be it attending a statistics tutorial or going to an international conference. She basically searches for all the possible resources that the institute or department could offer her. Eventually she can work toward accumulating the number of research publications she needs in order to be promoted.

On the other hand, Hanifah and Latifah aspire less to become academic staff compared with Bahirah. Therefore, they have taken the time to focus on their own interests when doing research. Hanifah relied on the invitations of a colleague to get involved. The reason for her participation was the social and emotional stimulus, not simply the knowledge enhancement. In contrast, Latifah's involvement in research was based purely on sharing her interests and knowledge. Neither of them sought promotion strongly enough to embark on doing research. Inas said that the funding and time off for writing that the institute granted her was not enough to cover all of the work required in writing a journal article (refer to Chapter 7). Alternatively, one could say that the desire to become an academic member of staff is a basic motivation for staff to conduct a significant amount of research or to continue with it once they have begun.

My conclusion is similar to the findings of other researchers. Bailey (1999) shows that staff with Bachelor's degrees have low research productivity, whereas associate professors and professors are more productive when it comes to research output. Furthermore, staff with a higher degree and greater research productivity report having more motivation and greater self-efficacy in research. One of the interesting findings of this study is that if academic staff members and lecturers are studying for a higher degree, they are less motivated to do research other than their doctoral research. This is consistent with the experiences described by Hanifah and Latifah. Cebrián, Grace and Humphris (2014: 80) focus on academic staff engagement in Education for Sustainable Development (ESD), which can be described as:

> shifts in current pedagogical strategies moving from: transmissive learning to discovery learning; teacher-centred approaches to student-centred approaches; and theoretical learning to practice oriented learning that links theory and practice amongst others (Sterling, 2004). ESD is based on critical reflection, is actionorientated and has futures thinking, critical thinking, participatory approaches, work in partnerships and systemic thinking as its core (Huckle and Sterling, 1996; Tilbury and Wortman, 2004).

They suggest that research requires initiative, outreach and partnership. Hanifah, Latifah and Bahirah had different levels of all of these, and all of them were able to accomplish their goals depending on one or more of these influences. Meanwhile, Cebrián et al. (2014) also propose that there are some problems with sustainable development, some of which (highlighted in italics) relate to the five women interviewed here. Firstly, they refer to *lack of time,* which in turn depends on the *curriculum structure*, such as teaching load during different semesters. Secondly, *external factors*, such as family and individual priorities. Thirdly, *lack of organisational support and blocks arising from existing organisational conditions.* This is an interesting point, as Hanifah described experiencing this, but Bahirah, who also sought support and was successful, might have presented this in an alternative way. Finally, the authors mention *organisational support and leadership.* This is another interesting point as all the women here come from the same department and hence have worked for the same HoD. However, they have different perceptions of her, perhaps because she has treated each of you differently.

The number of research papers published could indicate an academic staff member's or lecturer's individual motivation for doing research. It is necessary to create reward structures in order to secure academic staff and lecturers' engagement.

8.8 Any fast track to complete doctoral study?

Agnes continued: However, another problem has now emerged. An institute which has more lecturers with doctoral degrees may have an advantage in becoming a university. Therefore, an institute both intentionally and unintentionally might 'encourage' lecturers to study for doctoral degrees. Additionally, in the coming years, the number of students in the HEI will drop from about 8,000 to 5,000. Lecturers who have a doctoral degree may stand a higher chance in securing their positions in the institute. As such, some lecturers may apply for a bogus doctoral degree course in order to get on the fast track. At one of the universities in Hong Kong, an associate vice-president was suspected of plagiarism in his doctoral dissertation and of obtaining a PhD from Tarlac State University in the Philippines on the fast track through a private school referral. The private school's founder was a Council member of the same university (Chan, 2015). Some lecturers may select a low-ranking university or otherwise take a shortcut to get what they want.

Bahirah: That's why I asked earlier: what is the meaning of education? Some lecturers intend to use a fast track to get a doctoral degree because they have remained in the same position for some time. Some lecturers explain that they come under pressure from the institute, given its application to become a university, and are told that they have to obtain a doctoral degree within a short period of time. The key element of education is knowledge transfer and cultivation of the owners of our future society. It is not simply to meet the HEI's requirement for lecturer qualifications.

8.9 The meaning of HE

Agnes: We talked about research as a bargaining tool, lecturers' motivation for doing research, lecturers' readiness for promotion, and fast track to earning a higher degree in Hong Kong. I wonder, what is the meaning of Higher Education?

Inas: That's what I wanted to ask as well. From my perspective, not only are teachers equipping students to become active learners, but students should also respect their lecturers' teaching principles.

Agnes: Is it possible to explain a little bit more?

Inas: Every lecturer has their own experiences, which create their own expertise. These experiences and teaching styles should be respected. A lecturer's presentation not only indicates their preparation or level of knowledge, but also shows the methods they have selected to present the contents to particular students. A lot of consideration and experience goes into this. Lecturers may learn by trial and error, which enables them to develop their own style. Also, when students are in a HEI, they are assumed to be more mature in terms of study skills and readiness to become independent and active learners. They should take responsibility for their own studies. This is not their lecturers' responsibility.

Agnes: Who says that students should be like that?

Bahirah: Yes, you're right, but what kind of characteristics do you expect the owners of our future society to have?

Latifah: That's true. What kind of students do we want to have? We have to educate and cultivate them to become what we most want them to;

for example, to respect others, be thankful, not to complain too much and so on. I understand that the student evaluation score is one of the ways in which the institute provides opportunities for students to indicate their needs. One of the advantages of this is that lecturers can use these comments to reflect on and improve their teaching. Doing so will enable them to cater to students' requirements. This method is a humanistic approach. However, the institute uses the data not only to help or support an improvement in lecturers' teaching, but also directly to measure and make decisions about appraisal and promotion. The meaning of the student evaluation scores has changed. Hence, some lecturers, in order to satisfy their students' needs, change their principles. Lectures may include entertainment and performance to give the students pleasure. Lecturers may even change their own interpersonal skills to ingratiate themselves with students. Using the student evaluation score as a tool to assess lecturers has shifted from a means of improving teaching quality to satisfying commitments to our customers.

Bahirah: It has changed into a business tool.

Agnes: Don't you think academic staff and lecturers may improve by changing their principles to meet students' needs? Isn't making students happy in a lesson a good thing, given that their attention span seems to be getting shorter?

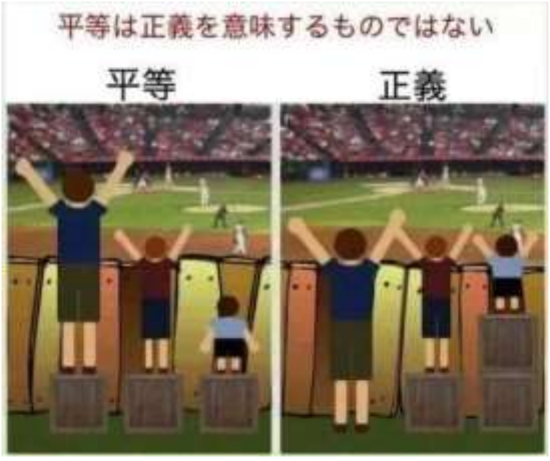
Inas: If a student is mature enough to only compare the performance of the lecturer to his/her past performance, and not with that of other lecturers, this may be a good sign. Additionally, the institute compares the lecturers' scores with the institute-wide, departmental and other lecturers' average scores. Does this support lecturers' professional enhancement?

Hanifah: Even though I have good student evaluation scores, what I want is to obtain the title and benefits that I feel entitled to.

Inas: That's why I think our HEI lacks compassion.

8.10 Compassion

Inas continued: Equality may not be the same as fairness. Let me show you a cartoon on my phone which illustrates equality and fairness. (Inas searched on her phone for the picture below and showed it to everyone, and then carried on.)



Equality (on the left-hand side) is important, but fairness (right-hand side) demonstrates compassion. It shows that the institute values our efforts and is prepared to make exceptions. My strength may not be in teaching, but I have my own value in the HEI.

Agnes: However, the main duty of lecturers is to teach.

Bahirah: You’re right. However, the so called ‘standard’ fits all four of us differently. Inas applied for funding to work on a small research project and presented her findings at an international conference, but her teaching was weak. Hanifah received good student evaluation scores, so according to our standards, she was good at teaching. However, she was unable to be promoted. I had satisfactory teaching scores, but was strongly encouraged to do research. So, the so-called standard was not fair to any of us.

Hanifah: I can think of another problem as well. Self-appraisal is used to assess our strengths in teaching and placement supervision. However, because I am not good at writing in English, I was at a disadvantage. It was difficult to present my thoughts as accurately as I could have done in my first language.

Agnes: However, as you all know, the institute is going to become a university by the end of this academic year, and so it is understandable that English is used as the official language in all standard documentation.

Hanifah: Yes, you're right. However, if the president of the institute were to view my student evaluation scores, the length of my service and my salary and benefits, would he say that my status is comparable with how it would be in another institute?

Agnes: I can't say that you will receive a certain kind of salary or benefit in a structured institute, just because you feel entitled. I understand what all of you mean by compassion. However, our HEI has a constitution, a system, a set of rules and demands evidence. If a statute could be changed randomly in order to suit different cases, employees might feel that it is unfair and confusing.

Inas: But is it fair that a staff member who had worked in the institute for 17 years could be dismissed just because she received a poor student evaluation score?

Agnes: You could also see it this way – the HEI and the department had given her more than 10 years to improve her teaching. I know it sounds cold-blooded and inhumane, but there could be a lot more to the story than we know. As far as I have observed, that member of staff had worked in the institute for a long time. Her openness to new policies and willingness to change were limited. If an academic staff member's or lecturer's existing knowledge remains unchanged, she may soon lose touch with the real world.

Inas: I understand what you mean, but could the institute or department not have given her something like a warning letter, final notice or a half-year contract in order to alert her to what could happen before dismissing her?

I mentioned compassion. An essential feature of Confucianism is compassion (仁), showing humanity towards others. According to Confucius, one is to live with benevolence, righteousness (or justice), and propriety (or courtesy) (Holroyd, 2001). 'And the most important rule is reciprocity: one should not behave towards others in a way which is disagreeable to oneself' (Mencius VII.A.4, as cited in Opdebeeck & Habisch, 2011: 780). In 'The Analects', which collects Confucius's teachings, a compassionate leader is to exemplify moral nobility and to act with kindness, loyalty and faithfulness (Ciulla, 2002: 123).

Compassion is in fact central to Confucius' notion of the 'man of humanity', who is called to 'really love humanity' and to 'hate inhumanity' 己所不欲 勿施於人(Confucius, 1969, 4:6). Hence, compassion is sympathy for others, showing a desire to help. Management may not necessarily demonstrate compassion (Phan, 2004). Compassionate management must be grounded in ethics, not just in compliance.

At this point, we took a deep breath and did not say anything, as I tried to provide another perspective that the institute had given the lecturer more than sufficient notice. The women thought that I was not showing them enough compassion. We sipped our coffee and tried to bring the conversation to a close, as we felt that we would not be able to reach consensus.

8.11 Looking for possible ways to solve the dilemma

Agnes: Right then, are there any ways to reduce the pressure on lecturers?

Inas: An institute can be a place to develop each employee. This not only helps enhance a lecturer's career path, but also enables the institute's expansion. As Mullins (2007: 483) explains,

> people are not owned by the organisation. People are individuals who bring their own perceptions, feelings and attitudes towards the organisation, systems and styles of management, their duties and responsibilities, and the conditions under which they are working. It is people who make the organisation. Without its members, and organisation is nothing.

Each person is unique, and lecturers' talents and abilities contribute to the institute in different ways. Everyone is different, and it takes time to discover and foster the ways in which to stimulate and cultivate a lecturer's strengths and personal characteristics in order to assign them **suitable tasks**, which would enhance efficiency as the lecturers would then only need the minimum amount of time to generate the greatest benefit. The institute could prepare a strategic plan for each academic staff member or lecturer in order to enhance a particular aspect of their work as well as personal growth. This would also let all lecturers know that they are part of the institute and that they are useful and of benefit to it in their own different ways. They may also feel valued! Under this humanistic approach to the continuous enhancement of every individual's performance, the lecturers may have a greater sense of belonging and value working in the institute more highly.

Hanifah: I agree with Inas. I think the institute can provide norms and criteria for us to work toward. The institute could provide more **ranking and promotion transparency**, such as setting a score of 2.5/ 4 for renewal of the contract, 3.4/ 4 for promotion and so on.

Inas: The institute can provide various and diverse types of support in order to help us reach the reemployment and promotion standards. For example I had a **one-to-one tutorial**, which is a kind of support provided by the institute.

Agnes: I remember, Inas, that you received this individual support in order to enhance your teaching score. Why do you still ask for the same support now?

Inas: You’re right. But this was arranged at the departmental level, and the standards and criteria at the institutional level are unclear to me. So that is why I asked for this kind of support. The institute could decide on the area of improvement I need to work on, and this focusses on not only my student evaluation scores but also my progress throughout the time I’ve worked here.

Agnes: That means the assessor’s view would be based not only on student feedback, but also the views of senior management. Am I right?

Inas: Yes, you’re right.

Latifah: On the other hand, consider the balance between teaching, placement supervision and studies for lecturers. I think the institute should value someone doing their own doctoral studies by reducing their teaching hours or placement supervision time. The management team could discuss the topic of the study with lecturers, and if it relates to their teaching work, the lecturers may be released from some placement supervision duties. The purpose would be to reach a

balance between teaching and research in order to enable lecturers to concentrate on a particular area.

Bahirah: The institute expects lecturers to be motivated to carry out teaching, placement supervision and personal studies at the same time. If we look at Maslow's hierarchy of needs, we see that we have to fulfil all our basic drives such as physiological needs, safety, material possessions and self-esteem, before we can achieve self-actualisation (Marion & Gonzales, 2014). Therefore, when we have **a secure job**, which means one in which we know the duration of our employment, have a sense of being valued by the institute, and are held in high esteem by students and management, the pressure on us may be reduced. Lecturers working in this kind of institute would have a greater sense of belonging and would increase their contribution accordingly.

Hanifah: When the institute **coordinates lecturers' workload** by gauging our willingness and expectations, it encourages us to plan a study path with the guarantee of a reasonable workload.

Bahirah: Personally, I feel that having a stable and familiar job could help me work towards studying for a doctoral degree. All of our suggestions would also help put an end to fast-tracking and to studying in non-mainstream universities.

Agnes: But your recommendations still do not solve the problem of lecturers being pushed to increase their knowledge input if they don’t want to study for a doctoral degree.

Inas: May I propose that we **increase lecturers’ salaries** by a certain percentage, to encourage their advancement and incentivise them to achieve higher student evaluation scores and participate in doctoral degree study?

Bahirah: Additionally, to encourage lecturers to take part in research and publication, the **research publication calculation** needs to be amended. For example, if a lecturer co-publishes a journal article with a colleague, this counts as 0.5 publications each. If this were viewed as one full publication, it could help reinforce lecturers’ involvement.

Agnes: May I review all of your suggestions? Firstly, as the institute is expanding, **work allocation** should be assigned according to lecturers’ strengths. Secondly, the institute or department should **coordinate lecturers’ workload** by canvassing their willingness and expectations, so as to encourage lecturers to plan their studies with a manageable workload. As a result, lecturers may **reach a balance between teaching, research and studying**. In order to increase lecturers' sense of belonging and encourage them to participate in research and study, **a secure job** is an essential consideration. For those with aspirations for promotion, and in order to ensure that contract renewals are handled compassionately, **ranking and promotion transparency** is essential. Lecturers who attain a certain level of achievement, such as a given student evaluation score, would **receive a salary increase**. Additionally, in order to enhance research publication, the **publication calculation** needs to be amended. Finally, to support lecturers whose student evaluation scores are low, **one-to-one tutorials are** necessary. The institute should also draw on **assessors' views** to provide more than one indicator of performance and give lecturers fair feedback.

After Agnes's summary, all five women wore smiles of satisfaction.

Bahirah: May I ask one last question? Why does most of your supporting literature or scholars' point of view emanate from 'the West' and not from our Hong Kong?

Agnes: I searched literature so that I could read about different perspectives. However, it is rare for me to see local research in these areas I am interested in. That is why I only could use literature from ‘the West’ to inform what happens in Hong Kong.

Chapter 9

Conclusion

Introduction

In this chapter I first review my research questions, and then provide detail to determine to what extent they have been answered. After that, I identify the strengths and limitations of the research and reflect on the use of the methodological approach and theoretical framework. Lastly, I indicate how my research adds to the context – to 'knowledge'.

9.1 Answering research questions

1. How do lecturers view having a full-time job and doing part-time studies at the same time?

   i) What are their reasons for participating in part-time studies?

   ii) What difficulties do they encounter in working full-time and studying part-time?

   Before conducting this research, my observation was that lecturers were not willing to do research as it was additional and difficult work for them. However, all four of my participants presented their readiness and experience regarding research, and some of them had even had their research outcomes published in journal articles. However, not all of them showed their enthusiasm for doing research. One participant conducted research in order to remain in the same position; others wanted to improve their teaching by doing research, especially Inas, who wished to improve her teaching and enhance her student evaluation scores. All in all, their motivations for doing research may not necessarily be a simple desire to answer a research question, but often rather a pragmatic way to remain employed in the institute. With reference to the Theory of Planned Behaviour, Latifah and Bahirah showed that their attitude towards demanding part-time study was one of perseverance and determination to eliminate all difficulties; but Latifah encouraged herself never give up, whereas Bahirah left her professional job and became a lecturer. '[T]he more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration' (Ajzen, 1991: 188). As a result, Latifah and Bahirah had a strong intention towards part-time study and aimed to receive a doctoral degree. Additionally, both their doctoral degree research and other research were directly link with their teaching. Therefore, teaching and research coexisted with benefits to both sides.

Most participants spent their spare time studying for a doctoral degree and on other research. Both were not only their personal choices, but also additional work for the lecturers, on which they needed to spend extra time. They received strong encouragement from the management towards their research work. At the same time, not all of them experienced difficulties working on both teaching and research at the same time. They would complete their research tasks after teaching hours, which were directly related to their teaching schedules. This also shows that teaching was the main duty and first priority of the participants.

In balancing work and life, family support is often mentioned. Two of the participants had a domestic helper at home, but they had contrasting experiences. This difference could be due to the age of their children. One participant had support from her parents and sister, who exempted her from doing housework, which was rather different from expectations of daughters according to Confucian philosophy. Having said that, Latifah and Hanifah talked about their attitude and behaviour, both of which seemed to resemble Confucian beliefs. Confucianism seems to have been an unspoken mindset or belief in most of my participants' minds, for they put their family before their work and part-time study. Therefore, once a conflict between family and work arose, they became hesitant to step outside their family.

2. What are a lecturer's duties (do they include research and publication or not)?

i) How do they view research and publication?

ii) How do they equip themselves in fulfilling these duties?

Interestingly, the answers to whether lecturers needed to do research and publish varied greatly. Inas knew she had to do research if she wanted to be re-employed by the HEI; however, she received low student evaluation scores and as a result she had no choice but to switch her focus from research to teaching, and in the meantime, she used research to enhance her teaching. Her intention of doing research had changed, but the goal was the same – to remain in the HEI. Bahirah gave a clear answer to this question – doing research was a must, whether you were an academic staff member or a lecturer. Latifah, in the first interview, explained that as a lecturer, she did not need to do research; however, in the second interview, she mentioned that she had been encouraged to participate in research. Most of their perceptions towards research were positive, except that of Hanifah, who was not confident enough to work on research projects on her own. There could have been various reasons for this lack of confidence. Perhaps she assumed that she needed to put huge effort into research, which would detract from her family time, or it could be because of having to use a second language to present her findings whilst she already felt exhausted from completing her promotion task.

The participating lecturers started doing research mainly because of their doctoral degree studies. They gained first-hand experience and guidance from others on conducting research step by step. However, from the institute's managements' perspective, lecturers were evaluated mainly in terms of their teaching through student evaluation scores; nevertheless, research publications had also started to be counted in appraisals, for example that of Bahirah. What it means to be a lecturer in HE varied among the lecturers because each of their perceived missions and visions of being a teacher were different.

How the lecturers equipped themselves to become researchers was another question that, interestingly, yielded different answers; all the participants were from the same department in the same institute, but they had received different levels and kinds of support. Two of them successfully applied for funding to present their research papers in conferences, but one of them failed to secure funding to develop her teaching materials. One interviewee attended a series of statistics workshops in order to complete her doctoral research project, but others did not mention this support from the institute at all. On the other hand, not all of them received support for their teaching. This could be because they were all good at teaching except for Inas, who had one-to-one tutorials to enhance her teaching techniques after she had received low student evaluation scores. In conclusion, it seems that the institute or the department provided different sorts of resources and services to support lecturers to participate in research, but whether the lecturers actually benefited from them depended on whether they were eager to find and use them. This is a great example of Ajzen's (1991: 179) Theory of Planned Behaviour; '[i]ntentions to perform behaviours or different kinds can be predicted with high accuracy from attitudes toward the behaviour, subjective norms, and perceived behavioural control'. All participants showed their great intention to remain in the HEI positively, but what determined their success was the degree to which they would search for different subsidies for presenting their research or teaching outcome.

3. Do lecturers experience any stress or pressure, and how are conflicts between

work, family, friends and personal time experienced by the lecturers?

i) If yes, how do they deal with the pressure and conflicts?

ii) What kind of support would help them overcome the challenges?

All of my participants used different methods to maintain work-life balance and to release their stress and pressure. Latifah and Bahirah planned ahead, and followed an organised work schedule. Latifah also planned for her holidays so she could go home and have some relaxing time with her family. Bahirah did not need to worry about doing any house chores as her family gave her strong support regarding this, which allowed her to stay focused on her work and part-time studies.

However, Hanifah was not at ease even though she had a domestic helper helping her with housework, because she had two children to take care of and they had strong emotional needs. On the other hand, Inas wanted the HEI to have more compassion towards employees by understanding and tolerating, which could have helped release the pressure she felt due to her low student evaluation scores.

Most of the support they sought was from their department and HEI, such as requesting to teach the same modules repeatedly, requesting to teach on only a few days of the week in order to release some days for research or studies, applying for paid leaves, funding for studies and attending conferences, library resources, statistics workshops and consultations and having a private room for working on research projects. Since all of these requests could only be granted by the department or the HEI, compassion and understanding from the department and the HEI would have provided huge support to most lecturers in overcoming different challenges.

9.2 Possible solutions

After discussion, nine recommendations are made, which are in bold font for ease of reading. First of all, the department may **coordinate lecturers' workload** according to their willingness and expectations. **Work allocation** needs to be assigned based on lecturers' strengths. This will help lecturers to **reach a balance between teaching, research and study**, in other words to achieve a healthy work-life balance, allowing them to have proper amount of important physical and social activities such as exercise, sleep and meeting family and friends etc. Of course, a **secure job** could enhance lecturers’ sense of belonging towards department and HEI. **Ranking and promotion transparency** may help lecturers to set clear goals and targets to strive for, whereas **receiving a salary increase** could make lecturers feel that the department or HEI values their efforts. The **publication calculation** should not be the same for lecturers as for academic staff; that is why it needs to be reviewed in order to encourage lecturers to try out research publication. Last but not least, lecturers' performance should be judged from **assessors’ views** as well as from student evaluation forms, and the HEI should provide **one-to-one tutorials** to support lecturers who receive low student evaluation scores, providing improvement to those lecturers who need it.

9.3 Strengths and limitations of the research

I believe that my research is valuable in raising the needs of lecturers in HEIs, which are seldom heard, especially in Hong Kong. As a narrative inquiry, it does not seek to generalise the information I collected, but rather presents my participants’ unique characteristics, experiences and my interpretation, in order to present a particular phenomenon.

Focusing on one department in one HEI may be a limitation in this research. However, the deep and high quality of each interview is far more precious and valuable than a loose and causal data input. Hence, a close and intimate relationship is an important and core element in my study; my participants trusted me, allowing them to express freely their personal opinions and perspectives.

9.4 Reflecting critically on the methodological approach

I used one core question 'how do full-time lecturers in higher education view their career development by studying a part-time doctoral degree and participating in research publication while they need to balance their work and family life?' I set three directions for my participants to present their experiences under three themes: teaching and research, part-time study and work-life balance. The interview is a 'co-elaborated' act on the part of both parties, not a gathering of information by one party. There is here a possible analytic problem: If researchers use few pre-established instruments, it will be difficult to separate out 'external' information from what they themselves have contributed when decoding and encoding the words of their informants. (Miles & Huberman, 1994:8). Therefore, I had clear subheadings to categorise my data and present it in the data analysis.

However, during the interview, the speed of my participants varied. Inas spoke very slowly, therefore the content of her interview was not much, even after an hour. On the other hand, Bahirah had a really systematic structure to tell me her experience by dividing her part-time study into three stages; she illustrated her experiences in a chronological way within an hour with rich content. However, Hanifah explained her experiences based on the flow of her speech and her thinking logic, and the resulting narratives were sometimes out of the scope of my study.

Narrative inquiry is an appropriate method that provides a social interaction between my participants and me, especially their own personal experiences which trigger my interpretation, deepening my understanding of one's intention and actual behaviour. As I explained I am a storyteller and I am also the bridge to pass the stories that I hear to heal and comfort those in need. Narrative inquiry lets me go through inward, outward, forward and backward dimensions of these experiences (Clandinin & Connelly, 2000).

On the other hand, I was uncomfortable with the unstructured style of interview at the beginning, which showed in the pilot study. Therefore, I learnt from my experience to be patient and hold my tongue, letting my participants explain their experiences. I think I improved, as shown by my decreasing participation in the interviews. As a narrative inquirer, I do not think I achieved total success in this area, but I feel that I was improving; I was getting more familiar with and confident in my techniques after each interview, allowing me to better portray my understanding as a narrative inquirer.

9.5 Reflecting critically on the theoretical framework

Using the Theory of Planned Behaviour to investigate the intention of my participants' behaviour is based on behaviourism, which is a tension between the stance of social and cultural perspective that narrative inquiry stands for. However, I adopted part of the Theory of Planned Behaviour, which was the framework only, in order to present a rather systematic presentation that under three main themes. Meanwhile, I did not implement the positivism of calculating the intentions and behaviours under a quantitative approach.

9.6 What my research adds to the context, to 'knowledge'

After this study, I can think of recommendations to those who want to be a lecturer. First of all, they may wish to complete their doctoral degree before they join a HEI, as they once have finished their study, they have more time to absorb the role of lecturer, and they will not need to suffer simultaneous full-time work and part-time study. Additionally, they will have sufficient ability to publish refereed journal articles, hence their position is secure as long as they do not have a bad student evaluation score. On the other hand, if they would like to try out and accumulate their experience being a lecturer by holding a master degree and joining a HEI, they better to have a readiness for further study, especially if they are far from retirement. However, even as they accumulate their publications or experience as a lecturer, it is not easy to be promoted to become an academic staff member. For example, Bahirah stayed in the HEI for four years after she received a doctoral title, before finally moving to another HEI as a lecturer. The HEI that I studied seems to have no mechanism for promoting a lecturer from the same department to an academic staff member. It is quite unhealthy for the department and the HEI, because it is a lack of a long-term planning in terms of the structure and development both for department and staff. As a result, staff members' sense of belonging and personal development may be temporary.

Although lecturers can fulfil part-time study and doing research together with their full-time work, compared with academic staff who only fulfil their full-time duty, I cannot assume whether lecturers' ability is higher than that of academic staff members. Whether they would like to ready themselves to be promoted, or self-actualisation, or simply to secure their job, lecturers need to sacrifice their time with families, friends and self. Time with self includes sleeping time. ‘Sleep is vital for normal brain function and circadian dysfunction has been linked to sleep disorders, as well as depression, bipolar disorder, cognitive function, memory formation and some neurological diseases’ (Gerstner and Yin, 2010) in The Nobel Assembly at Karolinska Institutet, 2017. Do people care about lecturers’ health? Sometimes we hear news, for example, of a staff member from a HEI who has had a heart attack and died in his/her office, or of another who has fallen to his/her death. We do not want to hear stories like that anymore: life is precious! However, being overworked, having no time for exercise and sleeping less could cause physical or psychological health problems. Thus, various types of support may not only reduce pressure or tension, but also may save someone’s life.

Conclusion

To conclude, my perspectives, knowledge and understanding of doing research have all been shaped by my involvement in this study. Previously I thought that research was an additional piece of work put on a lecturer’s shoulders. Now, I view research as one way to enhance my knowledge. And in particular, by using narrative inquiry, I was able to engage in in-depth reflection, especially when I retold my participants’ stories. Interestingly, every time I read them, I had different perspectives on and gained various insights from them. This process has also changed the ways through which I receive information, therefore, conducting this research has not only enhanced my knowledge, but also my way of perceiving information.

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Appendix 1 Consent form

INFORMED SHEET:

IN HIGHER EDUCATION HOW DO TUTORS BALANCE THEIR WORKLOAD BETWEEN TEACHING AND RESEARCH

Investigators: Agnes Chau

Project Description:
It is possible to think a tutor in Higher Education (HE) nowadays should focus not only teaching, but also research and admin work (Billot, 2010). It is necessary to know the process towards the changing from job main duty from teaching to other works, how tutor feels and faces these changing?

In this investigation, I will focus on those factors which affect this workload changes, firstly focus on how globalisation influence internationalisation in Hong Kong HE, and then move on to how Hong Kong government view teaching and research in HE base on funding distribution. Thirdly, based on institute or faculty or department level, how to allocate tutors' workload in order to distinguish the hierarchy between academic staff and teaching staff. Afterward, I narrow down to tutor identity, how they see themselves by their expectation, expertise and actual job duties.

Procedure and Risks:
I would like to record the interview, if you are willing, and use the tapes to write my materials. I will record the interview only with your written consent, and will ask that no personal identifiers be used during the interview, to ensure your anonymity. Please feel free to say as much or as little as you want. You can decide not to answer any question, or to stop the interview any time you want. The tapes and transcripts will become the property of project.

If you so choose, the recordings and recording-transcripts (or copy of notes taken) will be kept anonymous, without any reference to your identity, and your identity will be concealed in any reports written from the interviews.

There are no known risks associated with participation in the study.

Cost Compensation:
Participation in this study will involve no costs or payments to you.

Confidentiality:
All information collected during the study period will be kept strictly confidential until such time as you sign a release waiver. No publications or reports from this project will include identifying information on any participant without your signed permission, and after your review of the materials. If you agree to join this study, please sign your name on the following page.

INFORMED CONSENT FOR INTERVIEWS

In Higher Education how do tutors balance their workload between teaching and research

I, _____________________________________, agree to be interviewed for the project entitled **In Higher Education how do tutors balance their workload between teaching and research** which is being produced by Agnes Chau of University of Bristol.

I certify that I have been told of the confidentiality of information collected for this project and the anonymity of my participation; that I have been given satisfactory answers to my inquiries concerning project procedures and other matters; and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time without prejudice.

I agree to participate in two electronically recorded interviews for this project. I understand that such interviews and related materials will be kept completely anonymous, and that the results of this study may be published in an academic journal or book.

I agree that any information obtained from this research may be used in any way thought best for this study.

____ Date ________________________

Signature of Interviewee

If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this study, contact:

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Cc: signed copy to interview.

Final Consent Form

In Higher Education how do tutors balance their workload between teaching and research

Dear Participant:

This form gives me final authorization to use material from your interview in **In Higher Education how do tutors balance their workload between teaching and research**.

I, ____, hereby grant the right to use information from recordings and or notes taken in interviews of me and as presented to me as a draft copy. I understand that the interview records will be kept by the interviewer and the project, and that the information contained in the interviews may be used in materials to be made available to the general public.

____Date:______________________

Signature of Interviewee

____Date:______________________

Signature of Interviewer

Appendix 2.1 Latifah part-time study

Attitude

1. She believed that a doctoral qualification was necessary when working in a HEI.
2. She searched information on PhD and EdD, which showed her willingness for part-time study.
3. She aimed to complete the studies as soon as possible.
4. She failed to receive confirmation on her proposal.
5. She tried her best to think of new methods for her research.
6. She felt confused, did not know what to do, and felt miserable when failing to receive confirmation.
7. Her supervisor reassured her that she had potential and predicted that she would graduate.
8. Deep in her heart she would like to carry on with the studies.
9. When the studies were no longer enjoyable, she thought of giving up.
10. During her study, although she found studying very difficult, she encouraged herself never to give up!
11. She believed that continuing with her studies was possible and that time management was key.
12. She thought the qualification could help secure her position in the HEI.

Subjective Norm

1. Her husband gave her support.
2. Her supervisor provided guidance and support for her.
3. Her baby gave Latifah life, made her feel like her life was perfect.
4. Colleagues on the same team gave her solutions when she needed help.
5. Her domestic helper relieved her from domestic duties and took care of her child.

Intention

After a year of employment, she started her study.

Behaviour

Participated in part-time studies.

Perceived Behavioural Control (controllable)	Perceived Behavioural Control (uncontrollable)
1. She would improve her knowledge in an academic way. 2. Her writing was quite slow and not very efficient.	1. The HEI was re-categorised as a university. 2. Some colleagues around her were studying for a part-time doctoral degree. 3. She and her supervisor did not have a consensus regarding the

	research proposal. 4. Time management was influenced by her teaching schedule, which was assigned by timetabling team.

Appendix 2.2 Latifah teaching and research

Attitude

1. She thought that research could support her teaching.
2. She thought learning was an exploration
3. She had no ICT background, but she researched all information by herself.
4. She thought conducting research was doable and manageable.
5. She was a self-learner, and she believed that her students could learn from what they had explored.
6. She was happy with her problem-solving skills and sharing information with others.
7. She thought her findings were very valuable.
8. She thought her pilot was good because it was knowledge building.
9. She was brave enough to share her findings with her colleagues.
10. Once she started her research, she discovered that she could do it by herself.
11. She thought doing research was one of the ways of understanding her own teaching problems.
12. She was enthusiastic about going to conferences.
13. Going to conferences was personally satisfying.
14. She realised that successfully conducting research as a team requiredgood teamwork.
15. To her, doing research was a kind of learning.
16. Lecturers were highly encouraged to do research and she felt it was a positive development.
17. She thought the institute encouraged lecturers to do research in order to prepare and guide them for some small pilot studies or for research that was related to their work, and she saw this as a positive way forward.
18. She thought doing research was an opportunity to learn.

Subjective Norm

1. She consulted colleagues.
2. She observed her students.

Intention

She kept doing research since her first year of

Behaviour

1. She approached teaching and research as endeavours that were

	teaching	related to each other. 2. She worked on a research area that was related to her EdD studies.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
1. She used very traditional statistical methods (as a problem-solving skill). 2. Whenever she encountered problems with the content of her teaching module, she consulted the literature first. 3. There was lots of research funding that lecturers could apply for.	1. Library resources couldn't help her see why and how teachers used ICT. 2. Lecturers were not forced or required to do research. The HEI and her department encouraged lecturers to participate in research. 3. She believed that everyone then needed to do research. Although lecturers were not required to do research they were encouraged to do so. 4. It was unclear what lecturers were told officially, such as whether their willingness to involve themselves in different research projects was respected, whether research was believed to enhance one's teaching and whether research was seen as important since the institute was preparing to become a university.

Appendix 2.3 Latifah work-life balance

Attitude

1. Her teaching and research were closely related, so it was not so important to divide her time between them.
2. She and her husband thought that they would need to plan their schedule and stick to it for a while: taking her child to school, and then working in the HEI, picking up her child and playing with her child for half an hour, her maid taking the child home, and Latifah continuing to work in the HEI until 9:00 or 10:00 pm.

Subjective Norm

1. Her husband had the same thought as her, which gave her psychological support.
2. Her child gave her leisure time.
3. Her domestic helper relieved her from domestic duties and took care of her child.
4. The HEI's president provided space for lecturers studying for a doctoral degree.
5. Department timetabling team members arranged her teaching schedule so that there had a free day off per week.
6. Department Teaching and Research Committee members arranged for her to teach repeated modules.

Intention

1. Balancing between teaching and research
2. Balancing between family and work

Behaviour

1. Spent some time with her child every day before and after school
2. Adjusted her time flexibly depending on her teaching workload
3. Saving summer holidays for family and research

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
1. She adjusted the balance according to her workload. 2. She thought about taking a half-year leave. 3. She could select which modules she would like to teach, through which she	1. The balance depended on the status, level or steps of their workload involved. 2. The institute provided space for lecturers who were not studying for a doctoral degree. 3. There was a regulation regarding reducing the workload of staff pursuing part-time studies. 4. Timetabling teams scheduled her teaching on two

could continuously collect data.	evenings, which helped release days for her to concentrate on her studies.

Appendix 3.1 Hanifah teaching and research

Attitude
1. She loved and enjoyed teaching; teaching was her main focus. She was happy when she was teaching; she gained her satisfaction from it.
2. She thought that if the students gained some knowledge from her it was good and that knowledge exchange was good.
3. She was a problem-solver.
4. Department did not encourage lecturers to focus on material updates, which made her felt it was not necessary to apply for funding.
5. If the department requested lecturers to produce an academic output, they might not be able to achieve it. If the department asked her to write something academic, she was not confident to do it as she did not have an academic background.
6. If she worked together with some academic staff in research, it would be better. She could not research such a huge amount of literature herself, but if she co-worked with different colleagues, she could help by providing different comments.
7. She was happy doing research.
8. If she was asked to publish a book, she thought it would be interesting.

Subjective Norm
1. Colleagues, both lecturers and academic staff, provided support and guidance for Hanifah to do research.
2. Students reciprocated their feelings of being cared for and loved by Hanifah, which gave her motivation to keep teaching.

Intention
1. She had gone through what her students were going through, so could provide support.
2. If she could help, she must.

Behaviour
1. She worked hard on her teaching.
2. She worked together with academic staff for a taste of research.

Perceived Behavioural Control (controllable)	Perceived Behavioural Control (uncontrollable)
	1. There was special funding for updating teaching

	materials for which lecturers could apply. 2. The committee turned down her group's application for the said funding.

Appendix 3.2 Hanifah part-time study

Attitude

1. Before the incident of someone stealing her bag, she did not think of doing anything for God in her workplace.
2. If she could not keep her job in the institute, then she could not spread the gospel to her students.
3. For her research, she decided to focus on healthy eating, specifically its emotional and behavioural aspects, and how these issues were linked together.

Subjective Norm

1. Two children. The younger one did not behave well, which made her pay more attention to him.
2. Husband gave her support for studying.
3. A colleague who asked her to study together provided information for her to study.

Intention

1. She wanted to keep working in the HEI in order to spread the gospel.

Behaviour

1. She started her part-time studies.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
	1. Her colleague asked Hanifah to study with her. 2. She found funding to support her studies. 3. Some colleagues were made redundant, which made her feel that studying could help her remain in the HEI.

Appendix 3.3 Hanifah promotion

Attitude

1. She was not concerned about the promotion, but about whether the department recognised her work or not.
2. Her former HoD told her that that when she finished her studies, she would be promoted to another position, and that when she actually became an academic staff member, her job duties would be very different since she would have to publish a paper every year, which was something she did not really want to do.
3. She felt that other people treated her unfairly, but that she should treat herself well, so she strived to improve herself.
4. She felt like she had to beg for promotion, like a child begging their parents for things.

Subjective Norm

1. Former and current HoDs provided information and support regarding her promotion.
2. A student helper provided information and organised her appendix.
3. A Year 1 student provided information for her promotion.
4. Someone took care of her children when she was busy with the promotion application.

Intention

1. She was determined to fight for what she deserved, namely the promotion and thus the title and increase in salary the promotion entailed.

Behaviour

1. She started to apply for promotion every year; however, every time she was rejected.

Perceived Behavioural Control (controllable)	Perceived Behavioural Control (uncontrollable)
	1. Her salary remained unchanged for 5 years. 2. She had to submit both the promotion application and mark papers at the same time, which was difficult. She had not experienced this kind of pressure in a long time. Whenever she applied for a promotion, the pressure would always build up. 3. Her HoD requested for evidence of good outcomes of her

	teaching. 4. She had published many books, but this was still not enough evidence of her achievement; the HEI wanted to know how many people had read her books and articles, and how many students had a copy of her book(s).

Appendix 3.4 Hanifah work-life balance

Attitude
1. She had to push herself to work on her dissertation.
2. When she started her part-time studies, she also had to take care of her children.
3. She felt like she had to spend the time applying for the promotion; otherwise the opportunity would have gone, and she wanted to make up for the opportunities she had missed in previous years.
4. Her supervisor told her to spend at least one hour every day on research but she could not do this.

Subjective Norm
1. A timetabling team arranged her teaching schedule.
2. Her supervisor in her EdD programme did not encourage her to do projects other than her dissertation.
3. Her child-minder helper could not provide support for her house work.
4. Her children did not co-operate with the domestic helper, which created stress and put pressure on Hanifah.
5. Her husband supported what she did.

Intention
1. She seemed to need to complete work tasks one by one.
2. She gave priority to work that was the most urgent (the promotion application) first.

Behaviour
1. If she needed to teach, then she went back to the institute; if she did not have to teach, then she worked at home. She worked on her research and marking at home.

Perceived Behavioural Control (controllable)
1. She met her supervisor every week and had to submit work to the supervisor before they met.

Perceived Behavioural Control (uncontrollable)
1. She had to work around her teaching schedules.
2. She arrived home late at night when she was working on the promotion application.

Appendix 4.1 Bahirah part-time study

Attitude

1. She changed jobs from being a therapist to being a lecturer. She believed that the HEI could provide the stability for her to progress in her work and that she would have the flexibility to organise her time and to plan her progress for the next three to four years.
2. Being supervised by two UK-style supervisors gave her no pressure.
3. Family stability allowed her to focus on thinking and writing.

Part-time study: Stage 1

1. She completed all coursework.

Part-time study: Stage 2

1. She did not have to teach every day and could collect data for 4-5 days in a month.
2. She had no idea about the structure of her dissertation argument at that moment. She worked on the literature review, methodology and read some journal articles.
3. She presented her work in a forum at another local university. She found it to be a great pressure on her and that it was not suitable for her.
4. She understood that the feeling of stress could not help her in her studies.

Part-time study: Stage 3

1. She got ready to write her dissertation.
2. She needed a quiet place for working on her dissertation.

Subjective Norm

1. Her two supervisors.
2. Her family.

Intention

1. She intended to maintain stability

Behaviour

1. She worked 7 days a week, from 8:00am to

	in her time schedule, so she changed jobs. 2. She remained focused and worked hard on her dissertation. 3. Her supervisors' hands-off style allowed her to think easily. 4. She wanted to find a quiet place to do her writing.	10:00pm. 2. She worked on weekends in her office. 3. She could do her writing without pressure. This helped her write easily. 4. She could collect data in her working hours. 5. She attended another university's forum only once. 6. She spent 90% of her time on writing.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
1. She was able to complete all coursework in the first stage of her studies. 2. As a therapist, she could not sustain her studies in terms of time management. 3. She met her supervisors every 3 months, but sometimes when they were all	1. Supervisor A had a good memory. He replied to emails regarding her work quickly and gave her constructive comments. 2. Her family provided a stable and supportive environment.

busy, they communicated through email. 4. She thought she could successfully complete her PhD because she was studying at this local university.	

Appendix 4.2 Bahirah teaching and research

Attitude towards:

Her own perception

1. Previously, she did not think she would ever become a lecturer in her whole life.
2. She needed to produce published papers, she did not feel she had enough papers.
3. She thought that this was an academic institute and the HEI would like to be upgraded.

Teaching

4. She thought she had to understand some pedagogies in the teaching field of her specialism. Then she might know how to teach her students.

Placement supervision

5. She could not change the situation that she was always allocated to faraway placement centres. She was unhappy. She was angry when she could not write anything. She had to calm her emotions; otherwise she could not think about writing for my project – this was her principle.
6. She could not work on weekdays, so she figured out other methods to produce writing.

Journal publication (Bahirah's attitude)

7. She considered that lecturers still needed to publish some journal articles.
8. She engaged in some networking and wrote some pilot papers.

Journal publication (HEI or HoD's attitude)

9. The HEI and department made exertions encouraging staff to do research.
10. The HoD and each staff member had face-to-face meetings twice a year. The HoD talked and commented to Bahirah mostly about how to publish papers, which journal articles to read, how to write a draft and when to receive feedback etc.

11. Bahirah thought her direction research was really clear.
12. There was an award of HK$5,000 for successful publications, and these papers were stuck on a board in front of the printing room in order to praise those who had publications or to intimate those who had no publications and convince them of the need to work hard to get published.
13. The HoD wanted the department to have more published papers.
14. The HoD might not give lots of support, but she provided a focus and direction and highly recommended Bahirah to write.
15. The HoD was supportive and encouraging throughout the process of journal publication.

HEI's support

1. She changed jobs not merely so time organisation would be better, but also because the support from the HEI was incredible.
2. The HEI had conference subsidies, so she did not experience too much financial pressure.
3. Attending conferences enhanced her self-confidence with her project. She also thought attending conferences helped her to meet journal editors. She thought talking to them would help her publish papers.
4. Colleagues could give her lots of stimulation by discussing her research.
5. She was weak in mathematics and statistics.
6. The library in her work place was not helpful in that there were no resources related to her specialism, but was helpful in allowing students to borrow books from other universities.
7. She needed a place with big tables to edit her papers.
8. The HEI could not provide language support or free editing.
9. The department could not relieve her of her teaching load, but allowing her to teach the same classes and modules, and to teach modules in her

specialty, was helpful.

10. The HEI and the department did not provide the time and space for staff to do research.
11. She needed to work overtime in order to complete additional work assigned to her by the HoD.
12. She expected to have a private room for working and storing all research data as it was confidential, but this was not the case.

Subjective Norm

1. Her HoD.
2. Her colleagues.
3. Staff in the Assessment Centre.

Intention

1. Because of placement supervision, she had less time to write. She wanted to seize the time to do readings related to publications.
2. She tried to think of various methods to work on her research even when she was having placement supervision.
3. She wanted to seek various

Behaviour

1. She figured out her teaching contents.
2. She worked on weekends in her office.
3. She bought a mobile phone with a big screen.
4. She worked on Saturdays and Sundays in the office and was very efficient.
5. She kept writing journal articles and attempting to publish them.
6. She attended regular meetings with the HoD and the paper writing group to analyse the styles of various journals in depth.
7. She applied for confidence subsidies.
8. She attended conferences, both local and international.

	support from the HEI and department in order to succeed in her research. 4. She wanted to seek support from colleagues in order to receive guidance and directions. 5. She wanted to gain access to the resources related to her field.	9. She discussed her research with her colleagues in order to gain support from them. 10. She attended courses run by the Assessment Centre about statistics and scheduled consultations to discuss her project with the staff there. 11. She had to pay using her university account to gain access to the relevant journals. 12. She visited the language lab to edit her papers, and the language lab had some language grammar books. 13. She worked overtime or on weekends in order to keep her data confidential.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
	1. For placement supervision, she was assigned a district far away and needed to spend a whole day there. 2. She could not get used to losing every November and March, during which she could not do anything.

Appendix 4.3 Bahirah work-life balance

Attitude

1. She was self-disciplined in her writing stage.
2. She thought steadiness was very important in the whole study process.
3. She was not good in managing stressful situations. She thought calmness could help her focus on her studies.

Subjective Norm

Interestingly, she did not mention anyone who affected her decision making in this part.

Intention

1. She wanted to make her life regular and under her control.

Behaviour

1. She went somewhere where she could not have a rest after a day of work; then she could carry on with her work.
2. She needed to wear headphones because she was in an open office.
3. She started writing from 8:00am until 10:00pm. If she had an evening class, she wrote until 5:00pm. Every day she left the office at 10:00pm.
4. The above schedule lasted for 7 days a week, and each month she only had a day's break.
5. She worked overtime in order to complete additional work assigned by the HoD (e.g. research writing).
6. She went to bed at 12:00am and felt that this was very important for her.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
	1. The teaching time table was created by the Timetabling

	Team. 2. Her office was an open office, and was not quiet enough for her to concentrate on her work.

Appendix 5.1 Inas teaching and research

Attitude
1. Close friends of Inas thought that if she wanted to survive (or be continuously employed in the HEI), she had to do research. She also perceived that if she wanted to keep working there, she had to do research, so she participated in research. 2. To do research under the circumstance that she could study one topic in her interest and then present it, she experienced no pressure and felt happy. 3. She thought that trying to publish in refereed journals needed lots of hard work, and if she used grants from her institute then she had to publish journal articles, so she stopped applying for grants. 4. She emphasised that lecturers' primary duty was teaching. 5. She believed that research, particularly action research, was one of the ways to enhance her teaching. 6. Her understanding was that the institute viewed teaching and research as complementary. 7. She thought that theories and principles proposed by experts should be followed. After her second research project, she realised that there were culture differences and the constraints in schools. 8. She loved to explore different modules, which she believed had negatively affected her enhancement in teaching skills. 9. If she had been 10 years younger, her action would have been different. For example, she would have participated in part-time study.

Subjective Norm

1. Her close friends who had worked in this HEI.
2. Colleagues spreading the rumour that lecturers needed to conduct research in order to keep their jobs.
3. Students who evaluated her teaching performance .

Intention

1. She tried to find out more about research grants offered by her institute.
2. Because of low student evaluation scores, she tried to find different possible ways to improve her teaching in order to increase her scores.

Behaviour

1. She applied for grants to do a small-scale research on top of teaching.
2. She presented her research findings in a conference in Sweden.
3. She shared her study in Taiwan.
4. When funding was linked with journal publication, she did not apply for it.
5. She did action research in order to enhance her teaching skills, and ultimately to increase her student evaluation scores.
6. She accepted the fact that her students on placement sometimes did not follow the principles of the project approaches and theories.
7. She selected different teaching modules every year.

Perceived Behavioural Control (controllable)	Perceived Behavioural Control (uncontrollable)
1. She applied for subsidies from the HEI to attend two conferences.	1. After applying for subsidies for research, she was expected to publish the work in refereed journals, which was difficult. 2. She wished she had been 10 years younger so that she could have participated in EdD study.

Appendix 5.2 Inas part-time study

Attitude

1. She knew she was going to reach retirement age, so it was not wise to pursue further studies.
2. She thought that her existing knowledge of research methods (which she had gained in her master's level studies) was insufficient for dealing with thinking logically and solving complex questions.
3. She felt that studying for interest's sake was not a sufficient reason for her to start her EdD programme.

Subjective Norm

She did not mention anyone who affected her in making decisions regarding further studies.

Intention

1. She was unwilling to invest in her EdD.

Behaviour

1. She did not pursue any doctoral degree.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
	1. She was going to reach retirement age.

Appendix 5.3 Inas support from HEI or department

Attitude

1. She was willing to enhance her teaching in order to improve her student evaluation scores.
2. She believed that if the HEI and department showed compassion, it would be great.

Subjective Norm

1. Her colleague who had worked in the department for 17 years and was laid off.
2. Other colleagues of hers.
3. Her HoD.

Intention

1. She wanted to improve her student evaluation scores.

Behaviour

1. She conducted research, had one-on-one personal discussions with an academic staff member who had high student evaluation scores, attended the institute's seminars and teaching sharing in order to improve her teaching.

Perceived Behavioural Control (controllable)	**Perceived Behavioural Control (uncontrollable)**
1. She was able to participate in personal discussions, attend seminars and teaching sharing, and do action research.	1. She had control over her teaching although of course, ultimately, she did not have control over what score the students would give her. She had little control over the 'culture of compassion' in the HEI and the department.