Secondary 1 Program of Project P.A.T.H.S.:

Process Evaluation Based on the Co-Walker Scheme:

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Abstract

This study examined the implementation quality of the Tier 1 Program (Secondary 1 Curriculum) delivered in the second year of the Full Implementation Phase of the Project P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programmes). Under the ‘Co-Walker Scheme’, systematic observation of curriculum units was conducted in 138 schools. Results indicated that the overall level of program adherence was high, with an average of 82.9%. The mean ratings of the program implementation quality were also high. Despite limitations, the findings of this study suggest that the implementation of the Secondary 1 Program (Tier 1 Program) of the Full Implementation Phase was of very high quality. This provides strong evidence to account for the successful and encouraging outcomes of a major positive youth development program in Hong Kong.

KEYWORDS: co-walker scheme, observational study, adolescents, positive youth development program
INTRODUCTION
Youth development programs are gaining momentum as a promising approach for the prevention of risk behaviours among youths. Despite the reported promise and growing popularity of this approach in Western countries, much remains to be done in Hong Kong. First, there are very few systematic and multi-year positive youth development programs. Second, even if such programs exist, they are limited in scope as they primarily focus on isolated problems and issues in youth development (i.e., deficits-oriented programs). Further, most notably, they are relatively short-term in nature [1] and systematic and long-term evaluation of the available programs is lacking. Against this background, primary prevention programs targeting specific adolescent developmental problems and positive youth development programs are immensely needed in Hong Kong [2] as consistent findings from both published and unpublished studies demonstrated that Hong Kong adolescents face a number of developmental problems, such as mental health problems like depression [3], abuse of psychotropic substances [4], adolescent suicide [5], deliberate self-harm [6], school violence [7] and erosion of family solidarity [3].

Great strides have been made in the recent decade to promote holistic development among adolescents in Hong Kong. Particularly promising is the territory-wide project entitled P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme. P.A.T.H.S. denotes Positive Adolescent Training through Holistic Social Programmes, with two tiers of programs. While the Tier 1 Program is a universal program that utilizes a curricula-based approach for all Secondary 1 to Secondary 3 students of the participating schools, the Tier 2 Program is provided for students who have greater psychosocial needs. The Trust has invited academics of five universities in Hong Kong to form a research team, with The Chinese University of Hong Kong as the lead institution, to develop a multi-year universal positive youth development program to promote holistic adolescent development.

Given the novelty of the Project, numerous training workshops were organized to instructors (e.g., teachers, social workers) who implement the Tier 1 Program so as to help them to familiarize with the program philosophy and content, the necessary teaching strategies, as well as the need for fidelity, and cultivate their enthusiasm and support for the program [8, 9]. Added to this, with the primary goal of providing both instrumental and emotional support to program implementers, the ‘Co-Walker Scheme’ was launched. The word ‘co-walker’ is deliberately coined to correspond to the Chinese translation (‘tong xing zhe’), with ‘co-’ means together and ‘walker’ denotes a
supporter. The entire term, ‘co-walker’ signifies unfailing collegial support.

In Hong Kong, the teaching profession is highly stressful [10, 11, 12] and teacher burnout is well documented [12, 13]. The stress sources due to the nature of the job itself may come from the curriculum demands, the daily teaching, and other duty commitments. If teacher stress is left unresolved, it will have significant adverse impacts on teachers’ physical and mental health. Therefore, as recommended by Jin et al. [12], there is a desperate need to nurture a culture of collegial support for managing stress in the teaching environment.

Seeking social support is the predominant approach to cope with stress and prevent burnout [14]. Individuals may be said to have social support if they have a relationship with one or more people which is characterized by relatively frequent interactions, positive feelings, and particularly perceived willingness to lend emotional and/or instrumental assistance in times of need [15]. Apart from families, sources of support include coworkers, friends, spouses, and supervisors [16]. Folkman and Lazarus [17] assert that social support simultaneously can function as a problem-focused and an emotion-focused coping strategy. For example, talking to someone about a stressful event can function as a problem-focused coping strategy when the individual receives tangible information that helps to solve the problem. Concurrently, the strategy of talking to someone can also function as an emotion-focused coping strategy when the emotional support given helps to regulate emotional responses arising from the stressful event. Hence, social support is conceptualized as a type of coping strategy [18].

Under the ‘Co-Walker Scheme’, the prime objective is to offer workplace social support so that it enhances an individual’s sense of personal competence in managing their workloads which in turn, may reduce their experience of exhaustion [19]. Workplace social support may be a particularly relevant buffer of work stress as individuals spend substantial time at work. In substantiation of the importance of workplace social support, prior research reported that low coworker support is a risk factor for poor health like neck pain [20] and elevated cardiovascular activity [21]. On the other hand, social support is found to be associated with enhanced psychological well-being in the workplace [22] as it weakens the relationships between stressors and strains [23] and is an important resource for an individual to cope with stress and prevent burnout [14]. Reviews of the existing literature on teacher stress demonstrate that continued support from fellow colleagues fosters teachers’ ability to be resilient [24] and teachers experiencing less stress and burnout are those who work in supportive environment [13].

Concerns about the mental health of the instructors, coupled with the fact that they are one of the key determinants of the program’s success [25], a trained colleague (i.e.,
‘co-walker’) from the Project P.A.T.H.S. is assigned to each participating school. The ‘co-walker’ keeps regular contact with the school coordinator(s) via e-mails, phone calls, or mails so as to give advice and support to them and pays at least one visit to each form of the school in every academic year. During the visit, the ‘co-walker’ discusses with the instructors about the problems encountered and observes the implementation of the program in class. However, the primary purpose of the visit is to provide collegial support to the instructors. It is noteworthy that the class observation involves no monitoring or purposes of evaluation. In sum, the ‘co-walker’ functions as a resource person who gives instrumental support and simultaneously, emotional support to the instructors.

Since the ‘Co-Walker Scheme’ provides the program developers a unique opportunity to observe and study how the program was implemented in a naturalistic setting (i.e., classroom), the rich data complements and extends the existing literature which the findings on program implementation quality are under-reported in the prevention research literature despite its increasing importance [26]. For instance, Durlak [27], in a review of over 1,200 published prevention studies, found that less than 5% provided data on program implementation. In a meta-analysis of evaluation studies of primary and early secondary prevention programs published between 1980 and 1994, Dane and Schneider [26] reported that only 39 out of 162 evaluation studies documented procedures of fidelity. As information regarding factors that lead to successful or unsuccessful program implementation is particularly lacking [28], one of the primary purposes of the current study is to fill the knowledge gap of the program implementation in a non-Western setting.

To determine the effectiveness of an adolescent prevention program, Nation et al. [29] stressed that there are many factors that increase or decrease the likelihood of success of a program. Among these factors, process variables, such as diverse teaching methods (i.e., use of a wide range of teaching methods that help the program participants to become aware of and understand problem behaviours and acquire the related psychosocial skills) and positive relationships with adults (e.g., worker) are critical factors. Furthermore, teaching practices and program implementation attributes also influence the program’s success. For example, Tobler et al. [30] investigated what types of program were most effective in reducing, delaying, or preventing marijuana use and examined whether the characteristics of the participants and program implementation factors were related to program success. Findings indicated that programs with high peer interaction were more effective than those with low peer interaction and that the delivery method instead of the program content determined the success of the program.

Though factors that significantly contribute to program implementation quality
have been identified in previous studies, interestingly, there has been little examination of the interrelationship among multiple facets of implementation [31]. To fill the existing research gap, the current study aims to examine the quality of program implementation with reference to 5 “P”s (i.e., program, people, process, policy, and place) [25]. First and foremost, program content (i.e., “program”) focuses on practical knowledge, competencies, and generic skills, and program design that was evidence-based was conducive to the instructors’ willingness to implement the program as intended, which in turn contributed to effective program implementation [32]. On the other hand, program activities that overlapped with other existing programs in the school were more likely to bore students, which adversely affected the program implementation [28]. In short, programs with novel and interesting activities are preferable.

Another factor that significantly contributes to the effectiveness of school-based prevention programs is “people” like school principals, coordinators, and teachers [28]. The principal’s leadership was found to be a significant factor affecting program success [33]. Additionally, committed coordinators who offered ongoing support to the front-line teachers, fostered communication among different parties, and provided clear guidance and information pertaining to the program implementation contributed significantly to effective program implementation [28]. Prior studies further demonstrated that characteristics of the teachers, including extensive teaching experience, sufficient lesson preparation, good qualification like possession of a graduate degree, and a strong sense of belonging to the school contributed to program effectiveness [32].

Regarding the program implementation process (i.e., “process”), effective delivery, such as using interactive teaching strategies [32] and facilitation skills to teach the program concepts and skills, and to generalize the students’ learning across the school day [31], greatly contributed to the success of school-based prevention programs. Added to this, adherence to the designed program as well as good classroom and time management skills were highlighted to be the indispensable process factors of quality implementation [28]. Kam et al. [31] stressed that continued support from the principal in the implementation process was vital in order to promote effective delivery because it could encourage teachers to devote themselves to the program implementation. Consequently, teachers who were more enthusiastic to teach were likely to create a positive classroom atmosphere and increased the students’ learning interest and motivation [28].

Concerning the school policy (i.e., “policy”), the schools that integrated the program into their formal curriculum and emphasized program fidelity were found to have effective program implementation [28]. The formulation of clear objectives in
the program implementation process also provided a clear direction for the program implementation [33]. Furthermore, good manpower deployment with division of labour was vital to prevent teacher burnout due to overloaded teaching and administrative duties [33]. Researchers also suggested that the school arrange regular meetings with the teachers to discuss problems encountered and the respective solutions, and to build a supportive working environment as well as organize final evaluation meetings to applaud good work done, evaluate past practices, and obtain feedback [28].

Finally, a warm school environment (“place”), where the school principal, coordinators, and teachers are supportive to each other and who think along the same line in supporting the implementation of the program in the school, is conducive to effective program implementation. A non-authoritarian working environment that demonstrates collaborative decision making and a positive atmosphere that enables job satisfaction facilitates effective program implementation [34]. Eccles and Gootman [35] further added several features that promoted positive youth development including settings characterized with physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy, opportunities for skill building, and integration of family, school, and community efforts.

Though the effectiveness of the Tier 1 Program of the Project P.A.T.H.S. both in the EIP (Experimental Implementation Phase) (EIP-S1: 2005-06; EIP-S2: 2006-07; EIP-S3: 2007-08) and FIP (Full Implementation Phase) (FIP-S1: 2006-07; FIP-S2: 2007-08) was confirmed by several lines of evidence such as subjective outcome evaluation [36, 37], interim evaluation [38,39], process evaluation [40] etc., it is imperative to ensure that the quality of the program is sustainable.

In the current study, the purpose is two-faceted: (1) to examine the implementation quality of the Tier 1 Program (Secondary 1 Curriculum) based on systematic observation for the second year of the FIP (FIP-S1: 2007-08) from the co-walker’s perspective; and (2) to draw implications for future program implementation.

**METHODS**

**Participants**

A total of 213 schools participated in the Secondary 1 Curriculum of the Project P.A.T.H.S. in the Full Implementation Phase (FIP) in 2007-2008 academic year (FIP-S1: 2007-2008). Among these schools, 105 schools adopted the full program (i.e., 20-h program involving 40 teaching units) and 108 schools the core program (i.e., 10-h program involving 20 teaching units). Among these participating schools, 138 schools
agreed to have the lessons observed. The average number of students per class was 35.57 and the average number of instructors per class was 1.88. The average duration of observation of one teaching unit was 36.57 minutes.

Procedures

For each school participating in the ‘Co-Walker Scheme’, systematic observations of one or two teaching units were conducted. There are 221 units under observation which covered 14 positive youth development constructs, encompassing bonding (BO), social competence (SC), emotional competence (EC), cognitive competence (CC), behavioural competence (BC), moral competence (MC), self-efficacy (SE), prosocial norms (PN), resilience (RE), self-determination (SD), spirituality (SP), clear and positive identity (ID), beliefs in the future (BF), and prosocial involvement (PI). Prior consent was sought from the principal before the observation was initiated. Informed consent was simultaneously obtained from the instructors (i.e., teachers and social workers) before the class observation was taken place. The prime objective of the visit (i.e., to provide collegial support) was repeatedly emphasized. The observers (i.e., the ‘co-walker’) were seven colleagues of the project, of whom six were registered social workers and one had obtained a doctoral degree. Nonetheless, as the fundamental aims of the ‘Co-Walker Scheme’ are to give support to the instructors by sharing how the units implemented and discussing the obstacles encountered, as well as to keep an administrative record, only one observer observed how the units were implemented.

While observing the class, the observer was required to fill in an observation form which covers four major areas:

- Basic information of the class observation (e.g., name of the school, number of students, number of instructor(s), sex of instructor(s), date of observation and duration of the class period);
- Integration with school’s formal curriculum;
- Program fidelity and adherence; and
- Quality of program delivery which includes student interest, student participation and involvement, classroom control, interactive delivery method, strategies to enhance student motivation, use of positive and supportive feedback, instructors’ familiarity with the students, opportunity for reflection, degree of achievement of the objectives, time management, lesson preparation, overall implementation quality, and success of implementation.

In addition, the observer also stated his/her comments on the lesson observed and comments made by the instructor(s). Quantitative data analyses were performed with the SPSS 15.0 software (SPSS Inc.).
RESULTS

Systematic classroom observation with the primary aim of providing support to the instructors was carried out. Based on the analyses, several observations can be highlighted from the findings. First, the findings indicated that all schools incorporated the program (either 20- or 10-h program) wholly or partially into the formal curriculum such as Life Education, Civic Education, Liberal Studies and Integrated Humanities. Second, the average overall adherence to the curriculum manuals was 82.9% (range from 20% to 100%), which was quite high. Nonetheless, surprisingly, 5.4% of the observed units was rated below 50%.

Regarding the ratings for the quality of delivery, observers rated highly positive in the following areas: the quality of lesson preparation by the instructor(s), student interest as well as student participation and involvement. In contrast, opportunity for reflection, use of positive and supportive feedback and instructors’ familiarity with the students were generally lower as compared to other dimensions of the program implementation quality. The findings on the quality of program implementation were summarized in Table 1. Reliability analysis showed that the scale was internally consistent (alpha = .91; mean inter-item correlation = .47).

In addition, for the comments which are qualitative in nature, they were summarized with reference to the 5 ‘P’s (i.e., program, people, process, policy, and place) [42]. Factors which are conducive to successful implementation of the Tier 1 Program in the schools are outlined in Table 2 whereas factors that impeded the implementation quality are summarized in Table 3.

DISCUSSION

Results from the current study, using an observational design, largely support the findings of previous research and further confirm certain key features that contribute to the program effectiveness. First, the results support the idea of incorporating the program into the formal curriculum. As Shek and Sun [25] highlighted, incorporation of the Tier 1 Program into the formal curriculum is a viable strategy that could generate program success because first, the incorporation into the formal curriculum helps to avoid adding extra workload for the instructors. Second, it enables students to value learning.

Another salient finding is the overall degree of adherence to the teaching units was high. This finding is consistent with the previous results [40] and it further disputes the common myth that curricula-based positive youth development programs cannot be easily used and major modifications must be made for different adolescent populations.

Another major conclusion is that different aspects of the program delivery were
perceived to be very positive. These aspects include student interest and involvement (items 1 and 2) and quality of lesson preparation (item 11). These findings reflect teachers’ diligence and their effort to prepare the lessons well and so, students’ interest and motivation are increased. This confirms one of the key features that consistently mentioned in other studies [25] – “people”.

Nevertheless, consistent with prior studies [40], the degree of reflection was the lowest among the items and this area deserved further attention. There are two plausible explanations: initially, because of time constraint, teachers may not have sufficient time to provide opportunity for students to reflect. Second, teaching style in Hong Kong is basically didactic in nature and does not encourage such kind of activity. Since reflection is a precious part of the learning process, it should be addressed in the training provided to the instructors before they implement the program.

Consistent with the previous findings [25], the qualitative data of the present study revealed that factors with reference to the 5 ‘P’s (i.e., program, people, process, policy, and place) promoted or impeded program implementation. To begin with, in terms of program (“program”), when the instructors perceived the program to be clear and comprehensive, they would be more willing to implement the program in the school. In addition, the perception of having ready-made teaching manuals was also another facilitating factor that induced the instructors to deliver the program willingly, whereas perceived inflexibility in using the ready-made materials, having too many activities to be implemented in limited class time, and inadequate variety in the activity format hinder the program implementation.

Since the instructors (“people”) are the frontline workers of the program and they are either the teachers or social workers or both, they play a very crucial role in the program implementation. This observational study demonstrated that if the instructors support the program rationales, they would be more ready to implement the program.

Apart from the instructors, the qualitative data also shows that students play a significant role in program implementation as the process of teaching and learning is reciprocal. The present findings showed that students who are less motivated and less active in joining the activities frustrate the teachers and simultaneously, affect the process of teaching and learning. Class with discipline problems is another area of concern as it impedes the program implementation. This problem can be tackled by training teachers with classroom management skills. Another feasible solution to discipline problems in the classroom is co-teaching. Although the lesson could be run by one instructor per class, co-teaching is highly recommended as first, the collaboration of teachers can lower the teacher-student ratio and the students’ needs are better met, especially in the classroom where students with mixed abilities are prevalent. Second, the extra teacher can help to maintain class discipline and run activities like
group work.

Pertaining to the implementation process (“process”), the qualitative data lends further support to the importance of possessing varied teaching skills which facilitate the implementation of the program. The use of multimedia teaching aids, interactive teaching strategies, facilitation skills, classroom management skills, and time management skills all help to create a positive learning atmosphere that raised the students’ learning interest and motivation. Interactive teaching skills are particularly crucial as students’ attention span is relatively short. Their attention can only be captured when the lessons are lively or stimulating.

On the other hand, there are several impediments to the implementation of the program and the most commonly mentioned one is insufficient time. Teachers felt pressurized to complete all activities stipulated in the user’s manual and activity handbook. However, the instructors are not encouraged to cut the activities when they perceive that they are running out of time as it will seriously affect the students’ learning [25]. Since time management is a crucial issue in the program implementation, it should be addressed in the training session provided to the instructors before they implement the program.

Another obstacle to be surmounted is that more administrative support should be given to teachers. As highlighted by Lam [41], strong administrative support is one of the determinant factors for program success. For example, administratively, if the school integrates the program into the school policy, uses good manpower deployment strategies to form a supportive team, allows sufficient time for training teachers, and gives teachers the free choice of teaching the project etc., all these facilitate program implementation.

IMPLICATIONS OF THE FINDINGS FOR FUTURE IMPLEMENTATION OF THE PROGRAM

Based on the present findings and analyses, several implications for future program implementation were generated. There are several implications for the school administrative arrangements. First and foremost, the incorporation of the program into formal curricula has proven beneficial. As Lee [42] highlighted, future studies should investigate the conditions for success. Second, the ‘Co-Walker Scheme’ is well received by teachers and proved to be successful. The scheme helps to increase the awareness of instructors towards the importance of social support especially from coworkers and they are encouraged to seek support whenever stress and strain arise. The scheme proves that having supportive and cooperative working relationships are vital to the psychological well-being of instructors.

In the aspect of implementation process, there are several implications. First,
using interactive teaching skills are needed to stimulate teaching and learning. Next, co-teaching is highly desirable for running activities in the classroom, although the designed activities could be run by one instructor only. In addition to co-teaching, having good preparation and possession of good teaching skills can enhance teaching qualities.

LIMITATIONS OF THE PRESENT STUDY

There are some limitations of the present study. First, since only one observer was involved in the class observation, the data collected might have biases that affect the credibility of the findings. However, as the ‘Co-Walker Scheme’ aims at providing support to the instructors, the presence of two observers in the classroom would be seen as threatening. To validate the present findings, more observers, particularly those unrelated to the project, can be involved in the observation.

Second, consistent with the intrinsic problem of all observational studies where time sampling is involved, one needs to be conscious of the degree of generalizability of the present findings to other temporal and spatial contexts. One possible confounding factor is that the students may become more cooperative when there are visitors and outside observers. In addition, it is also possible that the instructors might be more motivated to teach well when being observed. Therefore, the use of ethnographic strategies with prolonged engagement and observations would be helpful. Despite these limitations, the present findings suggest that the Tier 1 Program of the Project P.A.T.H.S. has been implemented successfully in schools.
REFERENCES


### TABLE 1
Summary of the overall ratings on the units observed in the different schools

<table>
<thead>
<tr>
<th>Total Number of Schools Observed</th>
<th>138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Units Observed</td>
<td>221</td>
</tr>
</tbody>
</table>

**Integration with School’s Formal Curriculum**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Life Education (%)</td>
<td>67.9</td>
</tr>
<tr>
<td>Civic Education (%)</td>
<td>23.1</td>
</tr>
<tr>
<td>Liberal Studies (%)</td>
<td>4.1</td>
</tr>
<tr>
<td>Integrated Humanities (%)</td>
<td>3.6</td>
</tr>
<tr>
<td>P.A.T.H.S. (%)</td>
<td>0.9</td>
</tr>
<tr>
<td>Moral Education (%)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Overall Adherence (%)**

|                                    | 82.9 |

**Program Implementation Quality**

<table>
<thead>
<tr>
<th></th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Interest</td>
<td>5.13</td>
</tr>
<tr>
<td>2. Student Participation and Involvement</td>
<td>5.11</td>
</tr>
<tr>
<td>3. Classroom Control</td>
<td>4.97</td>
</tr>
<tr>
<td>4. Interactive Delivery Method</td>
<td>4.88</td>
</tr>
<tr>
<td>5. Strategies to Enhance Student Motivation</td>
<td>4.85</td>
</tr>
<tr>
<td>6. Use of Positive and Supportive Feedback</td>
<td>4.60</td>
</tr>
<tr>
<td>7. Instructors’ Familiarity with the Students</td>
<td>4.68</td>
</tr>
<tr>
<td>8. Opportunity for Reflection</td>
<td>4.52</td>
</tr>
<tr>
<td>9. Degree of Achievement of the Objectives</td>
<td>4.92</td>
</tr>
<tr>
<td>10. Time Management</td>
<td>4.99</td>
</tr>
<tr>
<td>11. Lesson Preparation</td>
<td>5.15</td>
</tr>
<tr>
<td>12. Overall Implementation Quality</td>
<td>4.79</td>
</tr>
<tr>
<td>13. Success of Implementation</td>
<td>4.78</td>
</tr>
</tbody>
</table>

Note. * ratings on a 7-point scale
### TABLE 2
Factors promoting the quality of program implementation

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Factors Facilitating the Implementation Process</th>
</tr>
</thead>
</table>
| (i) Program | • Clear and comprehensive teaching manuals  
|           | • Diverse activities  
|           | • Accurate suggested time for activities  
|           | • Ready-made teaching manuals |
| (ii) People | • Students with motivation to learn  
|           | • Active participation of students  
|           | • Good class discipline  
|           | • Support for the program rationales  
|           | • Dedicated social workers |
| (iii) Process | • Co-teaching: social worker and teachers  
|           | • Good classroom discipline  
|           | • Share useful ideas with other schools |
| (iv) Policy | • Incorporated the program into formal curriculum  
|           | • Meeting before lessons |
| (v) Place   | NIL |

TABLE 3
Obstacles impeding the quality of program implementation

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Obstacles Affecting the Quality of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) <strong>Program</strong></td>
<td>- Perceived overload of activities</td>
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<tr>
<td></td>
<td>- Perceived doubtful linkage between some topics</td>
</tr>
<tr>
<td></td>
<td>- Perceived inadequate variety in the activity format</td>
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<td></td>
<td>- Perceived packed and boring content</td>
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<tr>
<td></td>
<td>- Perceived modification of teaching materials</td>
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<tr>
<td></td>
<td>- Perceived impracticality of the program</td>
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<tr>
<td></td>
<td>- Activities fail to cater for learner differences</td>
</tr>
<tr>
<td></td>
<td>- Provide animated powerpoint for each unit</td>
</tr>
<tr>
<td>(ii) <strong>People</strong></td>
<td>- Unfamiliar with all students in class</td>
</tr>
<tr>
<td></td>
<td>- Some students are less motivated and involved</td>
</tr>
<tr>
<td></td>
<td>- Short attention span of students</td>
</tr>
<tr>
<td></td>
<td>- Unable to maintain class discipline</td>
</tr>
<tr>
<td></td>
<td>- Social workers lack teaching skills</td>
</tr>
<tr>
<td></td>
<td>- Some students have behavioural problems</td>
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<tr>
<td></td>
<td>- Lack of time to prepare the lessons well due to heavy workload</td>
</tr>
<tr>
<td>(iii) <strong>Process</strong></td>
<td>- Insufficient time to run the program</td>
</tr>
<tr>
<td></td>
<td>- Difficult to assess students through the suggested activities</td>
</tr>
<tr>
<td>(iv) <strong>Policy</strong></td>
<td>- Lack of good support within school (e.g., administrative level)</td>
</tr>
<tr>
<td>(v) <strong>Place</strong></td>
<td>NIL</td>
</tr>
</tbody>
</table>