

# Training of potential program implementers for the Tin Ka Ping P.A.T.H.S. Project in China: Subjective outcome evaluation findings

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## Abstract

Utilizing the subjective outcome evaluation approach, the present study examined the views of the potential program implementers of the Tin Ka Ping P.A.T.H.S. Project held in Jiujiang, China. Upon completion of this workshop, a total of 171 junior and senior secondary school colleagues completed a well-validated close-ended questionnaire by rating on dimensions including training content, instructor quality, administrative arrangement, and perceived self-performance. Analyses revealed that an overwhelming proportion of trainees indicated satisfaction with all these four dimensions. Echoing the previous findings, perceived training quality significantly predicted participants' perceived benefits and overall satisfaction. Instructor quality also significantly predicted perceived benefit, with the latter being a significant predictor of overall satisfaction as well. In conjunction with other studies assessing the effectiveness of the training workshops, the present evaluation study indicates that the training workshops of the Tin Ka Ping P.A.T.H.S. Project are positively perceived by the potential program implementers.

**Keywords:** Tin Ka Ping P.A.T.H.S. Project, subjective outcome evaluation, positive youth development, train-the-trainer program, adolescents

## Introduction

While globalization underscored the remarkable economic ascension of China in the past few decades (1, 2), concerns have been raised regarding its negative impact on the mental health status of Chinese people (3). Particularly, Bhat and Rather (4) outlined how globalization had vicariously led to a worsened mental well-being of Chinese youth via the increased educational competitions and parental demands to excel. Specifically, findings from a cross-provincial study by the National Institute of Education Sciences (NIES) revealed that 47.39% of the Chinese students

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thought their parents were unreasonably harsh, and 63.21% indicated the desire for parents' encouragement and recognition (5). Meanwhile, 60.59% of the surveyed parents opined that they would prioritize their children's academic achievement over crucial developmental facets like character formation and interpersonal communications, but only around three-tenths of these parents indicated satisfaction with their children's academic performance.

As family plays an important role in adolescent development, the Ministry of Education (6) publicized five recommendations on how to optimize family education. One major strategy entails the provision of a healthy, enriching living habitat which permits the positive emotional and physical development of adolescents. While these guidelines appear comprehensive, findings from the NIES (5) study clearly suggests that more has to be done in the school context. In conjunction with the absence of systematic teaching resources imperative for implementing mental health education in China (7), there is a call for the initiation of positive youth development (PYD) programs aimed at strengthening the psychosocial competences in Chinese adolescents. Echoing the recommendation by the Ministry of Education, Damon (8) argued that PYD approach centers upon the person-in-environment and strength-based principles. Rather than combating a specific youth issue, the PYD approach constitutes the prevention of a barrage of adolescent problems through the nurturance of adolescents' talents, strengths, and potentials (8).

With respect to other Chinese communities, Shek and colleagues (9) remarked that over the years, youngsters in Hong Kong have also shown problems such as internet addiction, materialism, and adolescent premarital sex. Against such a backdrop, a multi-year PYD project entitled "Positive Adolescent Training through Holistic Social Programs" (Project P.A.T.H.S.), financed by The Hong Kong Jockey Club Charities Trust and tailored for junior secondary students in Hong Kong, was launched in 2005. The two-tier Project P.A.T.H.S. targeted both general junior secondary student population (i.e., Tier 1 Program) and adolescents with greater psychosocial needs (i.e., Tier 2 Program). Findings from a multitude of evaluation studies corroborate the effective-

ness of the Project P.A.T.H.S. in promoting holistic adolescent development in Hong Kong (10, 11).

Despite the unprecedented success of the Project P.A.T.H.S. in Hong Kong, one may ask whether the project can be successfully replicated in other Chinese communities (12). With the financial support of Tin Ka Ping Foundation, the pilot phase of the project entitled "Tin Ka Ping Positive Adolescent Training through Holistic Social Program" (Tin Ka Ping P.A.T.H.S. Project) was launched in four schools in East China (namely, Changzhou, Shanghai, Suzhou, and Yangzhou) from 2011 to 2014. Findings from multiple evaluation studies (12, 13) showed the promise of the project. Consequently, the second phase was launched in the academic year 2014-2015 as the preparatory year, followed by the full-implementation phase involving over 30 secondary schools in mainland China in the subsequent three academic years (14).

Similar to other PYD programs, the Tin Ka Ping P.A.T.H.S. Project emphasizes systematic training incorporating elements of experiential and reflective learning. Accordingly, similar to previous train-the-trainer programs conducted during the preparatory year (15), prospective implementers were expected to assume the role as students and actively engage in each training session. Experience sharing on teaching methods, opportunities to self-reflect, and discussion about one's views on the various PYD constructs were heavily featured in previous training workshops conducted in East China (see 14).

In the academic year 2016-2017, three training workshops targeting prospective implementers of the Tin Ka Ping P.A.T.H.S. Project were scheduled to take place in Jiujiang (in Jiangxi Province), Shijiazhuang (in Hebei Province), and Baiyin (in Gansu Province). This paper features primarily the analyses of participants' perception of the first workshop held in Jiujiang in December 2016. Information about the schedules and major activities of the training workshop are detailed in the Appendix. Through this 2.5-day train-the-trainer program, there were several objectives that we endeavored to achieve: i) consolidation of participants' grasp of the concepts and rationale of PYD; ii) promotion of trainees' understanding and positive attitude toward adolescent development; iii) familiarization of participants with the design, rationale, execution, and

evaluation of the Tin Ka Ping P.A.T.H.S. Project; iv) strengthening participants' understanding of the content and activities developed for the project; v) facilitation of participants' reflection and acquisition of the appropriate mentality, knowledge, and teaching skills instrumental to the successful implementation of the project and; vi) establishment of a self-help network among the trainees.

As remarked by Clarke (16), in-service training is instrumental to the effective functioning of a human service program. Echoing Clarke's (16) notion, Shek and colleagues (17, 18) outlined five elements crucial to the success of every PYD program, including people, place, policy, process, and program (i.e., "5Ps"). Amongst them, the factor "people," argued to be the most influential factor, covers both implementers and participants of the program. As a result, the provision of quality on-site training to prospective implementers is indispensable to the successful implementation of the Tin Ka Ping P.A.T.H.S. Project. Furthermore, Kirkpatrick's (19) Four-Level (i.e., reaction, learning, behavior, and results) Training Evaluation Model underlined the necessity to empirically examine the effectiveness of any training programs. Indeed, several training evaluation studies utilizing the client satisfaction approach were administered in the preparatory year (14) and in the academic year 2015-2016 (20, 21) of the Tin Ka Ping P.A.T.H.S. Project, and the results have been hugely encouraging.

Because of geographical and socioeconomic differences within mainland China, it is necessary to look at the impact of different training programs for the Tin Ka Ping P.A.T.H.S. Project. Therefore, utilizing the subjective outcome evaluation approach, the present study attempted to look into the effectiveness of the Tin Ka Ping P.A.T.H.S. Project training workshop held in Jiujiang in December 2016. Particularly, there were several research questions in this study:

1. What are the views of the program participants on the different aspects of the training program? Based on previous findings (15, 22), we predicted that a high proportion of the participants would have positive perceptions of the program attributes (i.e., Hypothesis 1).
2. Are different aspects of subjective outcome evaluation related to one another? Based on previous studies (15, 22, 23), we predicted that there would be significant relationships amongst all different dimensions of the present workshop, including training content, instructor quality, and administrative arrangements (i.e., Hypotheses 2a to 2f).
3. What constitutes predictors of participants' perceived benefits of the workshop? Based on previous findings (20, 23), we hypothesized that perceived training quality, instructor quality, administrative arrangement and self-performance would be significant predictors (i.e., Hypotheses 3a to 3d).
4. Would trainees' perceptions of the workshop (training quality, instructor quality, administrative arrangements, overall benefits, and self-performance) predict their overall satisfaction with the present train-the-trainer program? With reference to previous findings (22, 23), we hypothesized that all these dimensions to be significantly predictive of participants' overall satisfaction measure (i.e., Hypotheses 4a to 4e).

## Methods

In the academic year 2016-2017, the first train-the-trainer workshop of the Tin Ka Ping P.A.T.H.S. Project was held in Jiujiang, China with a duration of 2.5 days. A total of 199 professionals from 39 institutions including secondary schools, non-governmental organizations, and universities participated.

By the end of the workshop, the participants were invited to fill out a subjective outcome evaluation survey examining their views on the work-shops. Some did not participate as they left the workshop early due to transportation constraints. Altogether 171 questionnaires were returned to the Research Team. Amongst them, 62 were males (36.3%) and 109 were females (63.7%). Apart from nine respondents who selected social workers or the option 'others' as their occupations, the rest (N = 162, 94.74%) were teachers with 86 teaching at junior secondary schools and 76 working at senior secondary schools. The average work experience was 13.13 (SD: 8.71) years.

**Instruments**

The subjective outcome evaluation (SOE) questionnaire was used to solicit trainees’ feedback (via rating on a 5-point Likert Scale ranging from “strongly disagree” to “agree”) on several key components of the training workshop. Particularly, the quantitative part of the SOE questionnaire (SOE scale hereafter with 31 items) measures the following dimensions:

1. Participants’ satisfaction with the training content (16 items). This included perceived benefits (9 items), training quality (5 items) and overall satisfaction measures (2 items).
2. Participants’ evaluations of the instructors (5 items), including the perceived good mastery of the curriculum, and clarity of teaching.
3. Participants’ perceptions of the administrative arrangements (6 items), including the workshops’ location, reception provided by the training team.
4. Participants’ evaluation of their own performance during the training (4 items), such as active participation in discussion and enhanced confidence to implement a program.

The SOE scale, which was utilized in previous Project P.A.T.H.S. train-the-trainer workshops conducted in Hong Kong (e.g., 24,25) and mainland China (e.g., 15,22,23), has been repeatedly shown to possess excellent internal consistencies (i.e., Cronbach’s  $\alpha > 0.9$ ). While the SOE questionnaire also comprises two open-ended questions on trainees’ views on areas that warrant improvement and those that are praise-worthy, this paper is primarily focused on the analyses of the quantitative part (i.e., the SOE scale).

**Results**

Reliability analyses underscored the excellent internal consistency of the SOE scale (see Table 1). While the entire scale (31 items) yielded the highest Cronbach’s alpha value ( $\alpha = 0.95$ ), subscales on training content (16 items,  $\alpha = 0.92$ ), instructor quality (5 items,  $\alpha = 0.83$ ), perceived self-performance (4 items,  $\alpha = 0.79$ ), and the administrative arrangements of the workshop (6 items,  $\alpha = 0.87$ ) all displayed meritorious reliability.

**Table 1. Means, standard deviations, Cronbach’s alphas, and mean of inter-item correlations and the comparison between Senior and Junior Secondary school participants**

Subjective Outcome Evaluation Scales	Total (N = 171)		Senior (N = 76)		Junior (N = 95)		F	Partial eta-squared
	M (SD)	$\alpha$ (Mean#)	M (SD)	$\alpha$ (Mean#)	M (SD)	$\alpha$ (Mean#)		
Training content (16 items)	4.38 (0.41)	.92 (.43)	4.42 (0.44)	.93 (.48)	4.34 (0.38)	.91 (.39)	1.59	0.010
Perceived benefits (9 items)	4.38 (0.43)	.88 (.45)	4.42 (0.46)	.90 (.50)	4.35 (0.40)	.86 (.41)	1.02	0.006
Training quality (5 items)	4.38 (0.45)	.80 (.45)	4.42 (0.46)	.80 (.46)	4.35 (0.44)	.79 (.43)	1.25	0.008
Overall satisfaction (2 items)	4.33 (0.51)	.61 (.45)	4.40 (0.54)	.58 (.43)	4.27 (0.49)	.63 (.47)	2.77	0.017
Instructor quality (5 items)	4.43 (0.42)	.83 (.50)	4.48 (0.44)	.85 (.54)	4.39 (0.40)	.82 (.47)	1.70	0.010
Perceived self-performance (4 items)	4.18 (0.51)	.79 (.49)	4.26 (0.52)	.83 (.56)	4.12 (0.49)	.75 (.43)	4.06*	0.024
Administrative arrangements (6 items)	4.38 (0.45)	.87 (.53)	4.40 (0.47)	.89 (.58)	4.37 (0.43)	.85 (.50)	0.34	0.002
Total scale (31 items)	4.36 (0.37)	.95 (.38)	4.39 (0.40)	.93 (.48)	4.33 (0.34)	.91 (.39)	2.08	0.012

Note. \* $p < .05$  (two-tailed). # Mean inter-item correlation.

### *Subjective outcome evaluation*

The mean ratings on all subscales were over 4.00 with 5.00 being the maximum, indicating the overall participant satisfaction with the various dimensions of the training workshop. Multivariate analysis of variance (MANOVA) was adopted to examine if the satisfaction ratings differed across the senior and junior secondary school colleagues. Apart from the 'perceived self-performance' subscale where the former outscored the latter ( $F = 4.06$ ,  $p = .046$ ,  $\eta^2 = .024$ ), the two groups of colleagues did not differ significantly ( $p > .05$  in all cases) on the rest of the measures (see Table 1).

Tables 2 to 5 detail the number and proportion of the participating colleagues reporting a positive evaluation of the workshop. An overwhelming proportion of trainees (85.03%) had a positive evaluation of the training content (see Table 2), including recognition of factors that affect teaching (89.76%), promotion of self-reflection (95.81%), appropriateness of the training methods (96.41%) and the overall satisfaction with the workshop of oneself (98.80%) and perceived others' satisfaction (86.75%).

Regarding the perceived quality of instructor(s) (see Table 3), the vast majority of the participants concurred that the instructors had good mastery of the curriculum (98.80%), understood what participants needed (90.36%), were professional throughout (100%), delivered clear and comprehensible teaching (92.17%), and had put on a performance worthy of commendations (99.40%). Almost all (99.42%) felt satisfied with the present administrative arrangement (see Table 4). This particular finding resonates with the data (see Table 4) suggesting that over 90% of participants indicated satisfaction with the workshop's location (97.06%), the facilities of the venue (94.08%) and the reception (97.06%). Furthermore, the majority (79.88%) of trainees expressed satisfaction with their own performance during the training (see Table 5), which is in line with their active participation in discussions (76.61%), willingness to put what they learned into practice (98.25%), and their enhanced confidence to implement a program after attending this workshop (90.00%). Taken together, Hypothesis 1 was supported.

Results of the Pearson's correlational analyses showed that all six sub-scales were all significantly and positively associated with each other ( $ps < .001$  in all cases, see Table 6). Particularly, the results

revealed that participants' overall satisfaction with the training workshop was strongly correlated to the remaining subscales including training quality ( $r = 0.74$ ), perceived benefits of the workshop ( $r = 0.74$ ), instructor quality ( $r = 0.55$ ), administrative arrangement ( $r = 0.54$ ) and self-performance ( $r = 0.47$ ). In short, Hypotheses 2a to 2f were supported.

Two multiple regression analyses were performed with dependent variables being participants' perceived benefits and their overall satisfaction. Regarding perceived benefits, results demonstrated that perceived training quality ( $B = 0.46$ ,  $SE = 0.07$ ,  $p < .001$ ) and instructor quality ( $B = 0.23$ ,  $SE = 0.08$ ,  $p < .001$ ) were significant predictors, supporting Hypotheses 3a and 3b. This model accounted for 56.72% of the variance of participants' perceived benefits (see Table 7). As a follow-up analysis on all the five abovementioned correlates of participants' overall satisfaction ratings, the data showed that only training quality ( $B = 0.47$ ,  $SE = 0.08$ ,  $p < .001$ ) and perceived benefits ( $B = 0.50$ ,  $SE = 0.09$ ,  $p < .001$ ) remained as significant predictors (see Table 7), supporting Hypotheses 4a and 4d. This model accounted for 64.51% of the variance of participants' overall satisfaction ratings.

## **Discussion**

As a means to reinforce positive youth development among youngsters in China in a holistic fashion, the Tin Ka Ping P.A.T.H.S. Project was started in 2011 and has been put into practice in over 30 secondary schools since the academic year 2015-2016. As specified by Shek and colleagues (17, 18), the factor 'people', inclusive of both implementers and participants, is integral to the success of any PYD programs. It is, therefore, imperative that well-designed pre-service training is offered to the potential implementers to assure the smooth delivery of the program (16). Accordingly, similar to previously administered P.A.T.H.S. Project train-the-trainer workshops, we need to address two crucial questions, including 1) how well did the training go and 2) what constituted the key predictor(s) of the trainees' perceived satisfaction and benefits of the current workshop.

**Table 2. Summary of the positive views (options 4-5) of the participants towards the content of training**

Perceptions of the training content	N	Agree (4)		Strongly Agree (5)		Positive Response (Options 4-5)		M	SD	
		n	%	n	%	n	%			
		<b>Perceived benefits<sup>a</sup></b>								
1.	It has strengthened my understanding of the nature of adolescent development.	167	91	53.22	74	43.27	165	98.80	4.43	0.52
2.	It has helped me to cultivate positive attitude to adolescent development.	167	71	41.52	93	54.39	164	98.20	4.54	0.53
3.	It has strengthened my understanding of positive youth development, including its concept, design, and research.	167	85	50.90	77	46.11	162	97.01	4.42	0.59
4.	It has helped me to understand the Tin Ka Ping P.A.T.H.S. Project, including its basic philosophy, design, implementation, and evaluation.	167	82	49.10	79	47.31	161	96.41	4.43	0.59
5.	It has strengthened me to understand the content of the program.	167	86	51.50	74	44.31	160	95.81	4.40	0.57
6.	It has helped me to acquire the attitude, knowledge, and skills that are conducive to the successful implementation of the Tin Ka Ping P.A.T.H.S. Project.	167	89	53.29	59	35.33	148	88.62	4.23	0.66
7.	It has helped me to establish self-help support network and share teaching experiences among the program participants.	166	90	54.22	59	35.54	149	89.76	4.25	0.63
8.	It has promoted self-reflection.	167	76	45.51	84	50.30	160	95.81	4.46	0.58
9.	It has helped me to recognize factors affecting teaching.	166	83	50.00	66	39.76	149	89.76	4.28	0.68
<b>Training quality<sup>a</sup></b>										
1.	The training methods and activities are appropriate (e.g., lecture, games, group discussion).	167	77	46.11	84	50.30	161	96.41	4.47	0.57
2.	Training time is appropriate.	166	84	50.60	57	34.34	141	84.94	4.17	0.72
3.	It has met my expectation.	166	80	48.19	63	37.95	143	86.14	4.24	0.68
4.	There was much peer interaction amongst participants.	166	73	43.98	88	53.01	161	96.99	4.50	0.56
5.	Instructor(s) encouraged participants to do the best.	166	71	42.77	91	54.82	162	97.59	4.52	0.55
<b>Overall satisfaction<sup>a</sup></b>										
1.	Overall speaking, I am satisfied with the training program.	167	82	49.10	83	49.70	165	98.80	4.49	0.52
2.	I think participants are satisfied with the training program.	166	92	55.42	52	31.33	144	86.75	4.17	0.68
Perceptions of the program (whole scale) <sup>a</sup>	167						142	85.03	4.38	0.41

Note. Scores on the scale/subscale higher than or equal to 4 were treated as positive views. \*Number of participants reporting an overall average score above 4.00.

**Table 3. Summary of the positive views (options 4-5) of the participants on the quality of the instructor(s)**

Perceptions of the quality of instructor(s)	N	Agree (4)		Strongly Agree (5)		Positive Response (Options 4-5)		M	SD	
		n	%	n	%	n	%			
		<b>Perceptions of the quality of instructor(s)</b>								
1.	The instructor(s) had good mastery of the curriculum.	167	100	59.88	65	38.92	165	98.80	4.38	0.51
2.	The instructor(s) understood the needs of participants.	166	98	59.04	52	31.33	150	90.36	4.22	0.60
3.	The instructor(s) showed good professional attitude.	166	49	29.52	117	70.48	166	100.00	4.70	0.46
4.	The instructor(s)' teaching was clear and easy to understand.	166	86	51.80	67	40.36	153	92.17	4.33	0.62
5.	Overall speaking, I have positive evaluation of the instructor(s)' teaching performance.	167	76	45.51	90	53.89	166	99.40	4.53	0.51
Total scale <sup>a</sup>	167						154*	92.22	4.43	0.42

Note. Scores on the scale higher than or equal to 4 were treated as positive views. \*Number of participants reporting an overall average score above 4.00.

**Table 4. Summary of the positive views (options 4-5) of participants towards administrative arrangements**

Perceptions of the administrative arrangements	N	Satisfied (4)		Very Satisfied (5)		Positive Response (Options 4-5)		M	SD
		n	%	n	%	n	%		
1. Information obtained before attending the workshop.	171	93	54.39	54	31.58	147	85.96	4.17	0.67
2. Workshop assigned.	169	101	59.76	58	34.32	159	94.08	4.28	0.57
3. Location of the workshop.	170	92	54.12	73	42.94	165	97.06	4.40	0.55
4. Reception provided by training team (e.g., transportation arrangement, refreshments).	170	72	42.35	93	54.71	165	97.06	4.52	0.56
5. Facilities of the venue.	169	85	50.30	74	43.79	159	94.08	4.38	0.60
6. Overall speaking, I am satisfied with the administrative arrangement.	171	79	46.20	91	53.22	170	99.42	4.53	0.51
Total scale <sup>a</sup>	171					153*	89.47	4.38	0.45

Note. Scores on the scale higher than or equal to 4 were treated as positive views.\*Number of participants reporting an overall average score above 4.00.

**Table 5. Summary of the positive views (options 4-5) of participants towards their own performance in training**

Perceptions of self-performance	N	Agree (4)		Strongly Agree (5)		Positive Response (Options 4-5)		M	SD
		n	%	n	%	n	%		
1. I participated actively in discussion.	171	86	50.29	45	26.32	131	76.61	4.03	0.71
2. I am willing to apply the specific skills and theories learned from this training program.	171	92	53.80	76	44.44	168	98.25	4.43	0.53
3. After attending the training program, I have confidence in program implementation.	170	96	56.47	57	33.53	153	90.00	4.23	0.63
4. Overall speaking, I am satisfied with my performance.	169	93	55.03	42	24.85	135	79.88	4.04	0.68
Total scale <sup>a</sup>						122	71.35	4.18	0.51

Note. Scores on the scale higher than or equal to 4 were treated as positive views.\*Number of participants reporting an overall average score above 4.00.

**Table 6. Correlations among the key evaluation components**

Variables	1	2	3	4	5	6
1. Training quality (5 items)	-					
2. Perceived benefits (9 items)	.71***	-				
3. Instructor quality (5 items)	.64***	.63***	-			
4. Administrative arrangement (6 items)	.57***	.54***	.65***	-		
5. Self-performance (4 items)	.55***	.51***	.57***	.56***	-	
6. Overall satisfaction (2 items)	.74***	.74***	.55***	.54***	.47***	-

Note. \*\*\* $p < .001$  (two-tailed).

**Table 7. Multiple regression analyses predicting perceived benefits and overall satisfaction**

Predictors	Perceived Benefits				Overall Satisfaction			
	B	SE	$\beta$	R <sup>2</sup>	B	SE	$\beta$	R <sup>2</sup>
Perceived training quality	.46	.07	.49***	.57***	.47	.08	.42***	.65***
Instructor quality	.23	.08	.23***		-.06	.09	-.05	
Administrative arrangements	.07	.07	.07		.13	.08	.11	
Self-performance	.06	.06	.08		-.01	.06	-.01	
Perceived benefits					.50	.09	.42***	

Note. \*\*\* $p < .001$  (two-tailed).

Echoing the findings documented in the P.A.T.H.S. Project training evaluation literature, the results were highly supportive of the success of the present training workshop. An overwhelming portion of trainees indicated satisfaction with the workshop in the areas of training content, instructor quality, the administrative arrangement and their perceived self-performance. Results of the MANOVA revealed no cross-group (jr. vs. sr. secondary school colleagues) difference in almost all SOE subscales, suggesting that both groups of trainees had a very positive evaluation of the training program. In short, consistent with previous studies, the trainees held positive views of the different dimensions of the present workshop.

Predictably, results of the correlational analyses confirmed the strong associations amongst the six components (i.e., perceived benefits, self-performance, etc.) of the present training workshop. This again replicated the findings from prior training evaluation studies conducted in both the prep year and during the academic year 2015-2016. Consistent with the hypotheses, measures of trainees' overall satisfaction and perceived benefits were both strongly correlated to one another and to other components such as instructor quality and self-performance.

With regard to predictors of trainees' overall satisfaction and perceived benefits, results of the multiple regression analyses revealed two significant predictors for each outcome measure. Consistent with prior findings and Hypotheses 4a and 4d, both perceived benefits and training quality were significant predictors of the overall satisfaction of the participants. Besides, echoing Hypotheses 3a and 3b, perceived training quality and instructor quality significantly predicted perceived benefits, with training quality being the stronger predictor. Taken together, these findings corroborate the notion that quality of service is key to garnering client satisfaction in a human service program (26).

It is noteworthy that contrary to findings from the preparatory year (see 14), neither administrative arrangements nor self-performance was a significant predictor in the present analyses. This may be attributable to the ceiling effect (i.e., very high satisfaction with the related attributes) and the lack of dispersion for these two variables (22). Alternatively, considering that there were new elements (i.e., lesson demonstrations by selected groups of trainees) for

training workshops in the full-implementation phase, and that some attendees were indeed returning participants from the preparatory year workshops, it is conceivable that these participants may be more preoccupied with the training content which was measured by the SOE subscales 'training content' (i.e., the materials) and 'instructor quality' (i.e., the delivery). Nonetheless, at present, we are unable to dismiss any alternative explanations.

It is worth bearing in mind several shortcomings of the current study. First, the predominant reliance on quantitative analyses, in conjunction with the neglect of the open-ended responses, may render the current assessment of colleagues' feedback incomplete. Second, this study only features the subjective evaluation by the prospective implementers. It may be more enlightening to extend the scope of the assessment by also examining how these would-be implementers put their learning into practice (i.e., objective outcome evaluation study on any PYD programs subsequently conducted by the present trainees). Finally, as in other self-report research, social desirability bias may be the genuine reason behind the present supportive findings. People may respond positively with the intent to present themselves in a favorable light (27). However, the self-administered and anonymous nature of the present survey should have disincentivized any social desirability responding tendencies.

In spite of all these limitations, the present study not only underlined the success of the first training workshop in the academic year 2016-2017, but also added to the P.A.T.H.S. Project training evaluation literature by highlighting what dimensions of a train-the-trainer workshop any future trainers should look out for as to maximize participants' perceived benefit and overall satisfaction. As empirical assessments of training programs for implementers in the context of positive youth development programs in China are very rare in the literature, this is a meaningful contribution to the literature.

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**Appendix.**  
**Content of the first training program of the Tin Ka Ping P.A.T.H.S. project in the academic year 2016-2017 in Jiujiang, China**

**Junior Group**

<b>Day 1 (6.5 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
a) Introduce the latest progress of the Tin Ka Ping P.A.T.H.S. Project during the full implementation phase (2016-2017); b) Familiarize the attendees with teaching units relevant to the constructs “Social Competence” (SC) and “Prosocial Norms” (PN) c) Provide opportunities for school delegates to share their experience on how to deliver certain teaching units.	1) *Introduce the Tin Ka Ping P.A.T.H.S. Project and the professional team, ice-breaking and warm-up activities; 2) *Introduce the schedule and arrangement of the Train-the-trainer program; 3) *Provide updates on the Tin Ka Ping P.A.T.H.S. Project website; 4) *Report the implementation of the Co-Walker Scheme; 5) *Report the results of evaluation of the third training program (in the academic year 2015-2016) in Changchun; 6) Lecture on the constructs of “Social Competence” (SC) and “Prosocial Norms” (PN) and the content of units designed based on these two constructs and; 7) Interactive lecture on the unit BO (Bonding) 2.2, followed by experience sharing and Question and Answer (Q&A) sessions; 8) Interactive lecture on the unit SD (Self-determination) 1.1, followed by experience sharing and Q& A sessions; 9) Interactive lecture on the unit EC (Emotional competence) 2.3, followed by experience sharing and Q&A sessions.

\*denotes activities conducted together with the Senior Group.

**Appendix.**  
**Content of the first training program of the Tin Ka Ping P.A.T.H.S. project in the academic year 2016-2017 in Jiujiang, China (continued)**

**Junior Group**

<b>Day 2 (7.5 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
a) Provide opportunities for representatives from Jiujiang and other participating institutions to share their teaching experiences and offer pointers on how to properly deliver the lessons; b) Familiarize the trainees with the teaching techniques of the Tin Ka Ping P.A.T.H.S. Project teaching units.	1) *Warm-up activities and; 2) *Lesson demonstrations by four experienced teachers from the four participating schools plus a Q&A session for each demonstration session.
<b>Day 3 (3 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
c) Familiarize the colleagues with the constructs and teaching units; d) Familiarize the trainees with the teaching techniques of the Tin Ka Ping P.A.T.H.S. Project teaching units; e) Familiarize the participants with the teaching units related to the construct of “Prosocial Norms” (PN).	1) Warm-up activities; 2) Lecture on the constructs of “Prosocial Norms” (PN) and the contents of the unit; 3) Sharing and discussion sessions by the participating schools; 4) *Introduction of the findings of course evaluation in the academic year 2015-2016; 5) *Wrapping up and self-reflection; and 6) *Conclusion and final remarks.

\*denotes activities conducted together with the Senior Group.

**Appendix.**  
**Content of the first training program of the Tin Ka Ping P.A.T.H.S. project in  
the academic year 2016-2017 in Jiujiang, China (continued)**

**Senior Group**

<b>Day 1 (6.5 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
a) Introduce the latest progress of the Tin Ka Ping P.A.T.H.S. Project during the full implementation phase (2016-2017); b) Familiarize the attendees with the constructs and teaching units.	1) *Introduce the Tin Ka Ping P.A.T.H.S. Project and the professional team, ice-breaking and warm-up activities; 2) *Introduce the schedule and arrangement of the Train-the-trainer program; 3) *Provide updates on the Tin Ka Ping P.A.T.H.S. Project website; 4) *Report the implementation of the Co-Walker Scheme; 5) *Report the results of evaluation of the third training program (in the academic year 2015-2016) in Changchun; 6) Lecture on the constructs of “Behavioral Competence” (BC) and “Self-efficacy” (SE) and the content of teaching units designed based on these two constructs; 7) Lecture on the constructs of “Clear and Positive Identity” (ID) and “Self-efficacy” (SE) and the content of teaching units designed based on these two constructs; 8) Lecture on the constructs of “Social Competence” (SC) and “Clear and Positive Identity” (ID) and the content of teaching units designed based on these two constructs; 9) Sharing session from participating schools; 10) Group discussion and Q&A session
<b>Day 2 (7.5 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
a) Provide opportunities for representatives from Jiujiang and other participating institutions to share their teaching experiences and offer pointers on how to properly deliver the lessons; b) Familiarize the trainees with the teaching techniques of the Tin Ka Ping P.A.T.H.S. Project teaching units.	1) *Warm-up activities and; 2) *Lesson demonstrations by four experienced teachers from the four participating schools plus a Q&A session for each demonstration session.

\*denotes activities conducted together with the Junior Group.

**Appendix.**  
**Content of the first training program of the Tin Ka Ping P.A.T.H.S. project in  
the academic year 2016-2017 in Jiujiang, China (continued)**

**Senior Group**

<b>Day 3 (3 hours)</b>	
<b>Themes and objectives</b>	<b>Activities conducted</b>
a) Familiarize the colleagues with the constructs and teaching units; b) Familiarize the trainees with the teaching techniques of the Tin Ka Ping P.A.T.H.S. Project teaching units; c) Familiarize the participants with the teaching units related to the constructs of “Bonding” (BO), “Resilience” (RE) and “Emotional Competence” (EC).	1) Warm-up activities; 2) Lecture on the constructs of “Bonding” (BO), “Resilience” (RE) and “Emotional Competence” (EC) and the contents of the teaching units designed based on these three constructs; 3) Sharing and discussion sessions by the participating schools; 4) *Introduction of the findings of course evaluation in the academic year 2015-2016; 5) *Wrapping up and self-reflection; and 6) *Conclusion and final remarks.

\*denotes activities conducted together with the Junior Group.

## Ethical compliance

The authors have stated all possible conflicts of interest within this work. The authors have stated all sources of funding for this work. If this work involved human participants, informed consent was received from each individual. If this work involved human participants, it was conducted in accordance with the 1964 Declaration of Helsinki. If this work involved experiments with humans or animals, it was conducted in accordance with the related institutions' research ethics guidelines.

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