

## Chapter 3

# STATEMENT AND ANALYSIS OF RESULTS

### Introduction to the Chapter

This chapter will present the data and examine the results that have been highlighted and point out generalisations and where necessary, the significant interpretations of the data. The majority of the data is qualitative and as such textual material forms the foundation. The presentation of text, graphs, and tables are used to show significant interpretations and relationships where necessary. The data will be presented in these formats and then analysis will be drawn from the data.

This study sought to examine a case study, namely the Train The Trainers Workshop and the implementation of this into two pilot schools in one of the selected provinces involved in the program. This process involved several stages in order for an overall assessment to be made. The first section to be looked at will be an analysis of the trainers themselves starting with the Australian project coordinators and then the four trainers who delivered the modified sports. The trainees themselves will be looked at with reference to the stated research question. The next section to be looked at are the students at the community schools which were used in the study. Statistical methodology is the tool used in this section. The fourth section looks at the program in action via the implementation of the program into the selected community schools. This was done by the use of Anderson's observation system. To conclude the trainees were interviewed after the program had finished in order to ascertain their thoughts on the overall outcome.

### THE TRAINERS

This part of the study sought to illuminate the deliverers of the innovatory program. The trainers were an integral factor in the Train The Trainers Workshop. Many attempts have been made to organise and implement training initiatives and programs and they have met with mixed success. The literature review has documented and highlighted this. Simons (1974) constructs a portrait of an effective trainer and stresses the importance the trainer has on the successful implementation of any educational training program. If the trainer does not meet or is not aware of many vital factors then the program could be at risk. Paramount in this, is that the factors themselves can not be seen in isolation. Therefore the innovation and the staging of the program via the Train

The Trainers Workshop cannot be looked at without scrutiny of the facilitators themselves.

One of the research questions is *whether or not the quality of instruction and trainer competency will affect the successful delivery of a training program*. This section looks at the data relevant to this question and is divided into two sections; the project coordinators and the trainers themselves.

In total six trainers were involved in delivering the Train The Trainers Workshop. Two of these were overall coordinators and the other four were involved in training the course participants.

### **The Project Coordinators**

The team coordinators will be looked at first. The concentration of the thematic analysis for these two subjects will be on the following questions; two through to five (experience, background, selection) six and seven (PNG preparation) eleven, twelve, fifteen, sixteen, seventeen (the course, reservations, expectations, the program). These can be found in the methodology section and in Appendix four).

#### a). Background / Experience / Selection

How the coordinators were selected to attend the workshop and their individual backgrounds and experience are combined together to gauge the type of person chosen to direct such a program.

The principal coordinator is a thirty six year old male who holds the position of Principal Sports Coordinator for Aussie Sport and Racing in Queensland. Seconded from the Department of Education, this position had been held for one and a half years up until the time of this study. Before this time the coordinator was the Education Officer for Aussie Sport in Queensland and held this position for three years. He was selected to attend the workshop because of his position in Aussie Sport, his background in Education, the fact that he was a physical education graduate and the close proximity of Queensland and PNG.

The second coordinator is a thirty one year old female who is the Sports Operations Coordinator, based in Queensland, within the national Aussie Sport Unit of the ASC. She has held this position for two years. Prior to this the subject was in the Queensland Aussie Sport Unit as a operations person for community based activities. Before this she

was a community education officer for the Queensland Cancer fund, looking after their early detection and prevention programs. This subject has a degree in Human Movement but unlike the other coordinator has no teaching background.

Selection to be a coordinator for the PNG program was made by the management sector of the Aussie Sport Unit in Queensland. Both of these people came to the program with sound credentials and backgrounds. Both have worked with adults and both come from a physical education base.

Both the project coordinators, from Australia had significant background knowledge and expertise, and from the data were well equipped to deliver such a program. As both work for departments within Aussie Sport they came to the process with sound credentials. As the project was a physical education program innovation it was necessary that the deliverers of such have some background in this field. Both of these coordinators had successfully completed studies in physical education.

In line with these credentials both had experience in working not only with children but also with adults. As this workshop was directed at the adult level, this served as a necessary advantage in dealing with the contingences which could arise in the ongoing development of such a program. One of the coordinators had a background in the Australian Education system and this could have been helpful when trying to work with the representatives from the PNG Education system, particularly as there was scepticism and a reticent and guarded attitude from them. Even though the systems are not totally compatible the coordinator highlighted the comparison with most workers in education.

#### b). PNG Preparation

Both the coordinators came to PNG in February prior to the workshop. When asked about their knowledge of the PNG education system neither had resourced any information nor had been they been informed of how the system worked or what a community school was like. They did receive a copy of the PNG Sports Policy but no documentation on education in the country. They made it known, as they felt it was an important factor in their acceptance, and the success of the innovatory program, that the Education Department representatives were reticent, guarded and defensive in their comments at the initial meeting in February. One of the coordinators used the term sceptical to describe the attitude of the Education Department representatives. The impression one of the coordinators had was that the PNGSC and the Education Department had not formally approached each other before the proposal of the Train The Trainers workshop. The coordinators felt that it was vital for the PNGSC and the

Education Department to work together and to form a strong bond for the overall working of the program.

‘If they are anything like education people in Australia and I’m one of them, we guard our territory zealously and jealously and when people outside education come in and attempt to tell us what to do we get a bit dirty I suppose and dig our heels in. I suppose it is a product of education worldwide and there are a lot of groups that want to access the children. I don’t know what sort of preparation was done with education before we came here but it seemed very little. They wanted to know who we were, what we wanted, and if it was going to mean more work for them. The difficulty and challenge we had as coordinators was to convince them that this program could assist them and help them to do their job better’.

As the coordinators came from a physical education base they were able to assess the quality of instructors who were to be involved in the program. Unfortunately, the coordinators were unable to gain access to trainers from within Queensland and as a consequence liaison and organisation was hampered somewhat. One was from South Australia, one from New South Wales, one in Queensland and the other from within PNG itself. The coordinators did organise a teleconference to assist in this difficulty and this serves as another factor in their organisational and competency abilities.

#### c). Reservations

With respect to reservations felt by these two coordinators one of the major concerns was in direct relation to the trainers. The sports were asked to choose people specifically from Queensland so that there would be a close liaison between them all and that meetings could be easily organised and arranged. Unfortunately one was from New South Wales, one from South Australia and one was already resident in PNG.

The coordinators felt that they were informed too late by the sporting bodies. In the case of the volleyball person, the coordinators were told only one week prior before her arrival who this person was. The trainer herself was only told two weeks prior to departure.

Volleyball Australia was extremely hesitant to send anyone to be involved in the program. A PNG team who had been in Adelaide, South Australia had left without paying their bills on a previous occasion, and as a consequence of this Volleyball Australia felt that they would not like to help PNG in any way. The coordinators expressed their disappointment with this and stated that they would have liked to have

had some input into the selection. The rationale behind this was that they would have liked to have made sure that all of the people who had been selected had some experience in teaching children in a school setting.

Another aspect of the workshop in which the coordinators had reservations in trying to implement the concept of the program into PNG was with respect to networking. It was felt that for such a program to work it was essential that networks be created so as to give people involved in the implementation of the program the support they needed. One of the coordinators had this to say when asked about such problems :

‘If they go back to their communities and aren’t followed up then it will fail. There will be pockets of good work but there will be a number of people afraid to put it into practice unless they feel that they have the support of those around them. Peer support is going to be very important and the PNGSC and the Education Department are going to be critical factors in the follow up, making those people feel important and making them feel that they are not alone. This is the single greatest factor and the weakest link in the chain’.

‘The provinces that have sent the most people will have the greatest chance of success. Isolated schools will be the weakest and the most vulnerable. We expect there will be a percentage of failure but anything that is happening is better than nothing, and its more than what was happening before. This system is a great change and change takes time’.

The female coordinator informed the researcher that about four years prior to this innovation into PNG a person from the South Australian Aussie Sport unit had come up to PNG for about two weeks to introduce Aussie Sport. A lot had been organised from the Australian end but when he landed things that he had expected to happen did not happen. The Aussie Sport representative expected to work with teachers but instead worked with children.

The coordinator told the researcher that ...‘this was a classic example of things not been organised on the ground’. Recommendations were made at this time as a result of what had happened. When the researcher tried to find out about this earlier visit she was met with very little assistance. No one would provide any information.

When asked if the South African experience had influenced the preparation for this project both the coordinators answered yes. The similarities of the two projects included the lack of resources and the large number of untrained personnel. Resources from the South African program were shown to the PNG task force by the Aussie Sport

personnel, and they chose what they wanted. The major differences were the amount of funding that went into South Africa as compared to the PNG project and the PNG approach of bringing teachers and sports people together.

Reservations were held about the volleyball trainer as notification to this person of her involvement in the program only arrived two weeks prior to her departure. Volleyball Australia was extremely hesitant to be involved in any program involving PNG due to non payment of bills by them when their team visited South Australia. As a consequence the selection of this person occurred very late and little was known of this trainers capabilities. The coordinators, (one in particular) was concerned by this and made every effort at the workshop to observe this trainer and to assist her where possible. This astuteness was warranted after observations of the first instruction session.

Both the coordinators had apprehensions concerning the programs implementation. One stated;

‘With any program you do a lot of training and the challenge is putting it on the ground when you get back. It has to be able to work on the ground and to provide ongoing support and communication. Together with this, is that the program is a huge resource implication and for the ongoing program this is going to be another challenge’.

#### d). A Transplant

When asked the core question of whether the coordinators felt that they had attempted to implement an Australian program into a developing context without sufficient background information, both gave similar responses. One of the coordinators expressed a real concern that when he first arrived the education department representatives accused them of been a bit ‘colonial’. Both the coordinators felt that the whole process of the innovation was to develop a PNG awareness, rather than implant a program. Rather than transplant an Australian program into a developing context without sufficient background, both felt that the whole process was one of developing an awareness rather than an implanting of an idea. One of the coordinators expressed this notion;

‘For me this is what we can do, can any of this help you? All we can do is show the people of Papua New Guinea that this is what Aussie Sport has done in Australia. Yours is a different environment, you tell us what you think can work, and what can’t, and if it can not, how can we

change it so that it can work, and if there are any needs we haven't met. But at the end of the day its going to be up to the PNG people and the people who are the deliverers of junior sport in education and in the sport environment to make it work'.

The other coordinator reiterated these feelings;

'These are some of the things that we do and these are some of the ways that we do it, what suits, you mould it to your environment. I see this as a Pikinini Sport Project and we provide support for it rather than an Aussie Sport Program been done in PNG. People doing the international work would say that we look at concepts and ways of doing things rather than a program'.

This analysis demonstrates that the coordinators of this innovation had a high level of competency, both in relation to their individual backgrounds, their experience and their philosophical standpoint. How the instructors were able to cope with these factors will now be looked at.

### **The Project Trainers**

Firstly the trainers themselves, as the integral players in the workshop were interviewed along with the main coordinators of the program as has already been documented. It has been noted earlier the importance that a trainer has on the successful implementation of training programs. The relevant research question will be restated :

*Whether or not the quality of instruction and the trainer competency level will affect the successful delivery of a training program.*

The four trainers instrumental in the delivery of the practical sessions at the workshop came from varying backgrounds and experiences. Questions were grouped together to form several thematic categories. Not all of the questionnaire items were used. Of the four trainers only one had a physical education background. This trainer also had an involvement in Aussie Sport in her occupation and as such had an understanding and an awareness of the concepts of this program. .

Category 1 Background / Experience

Question 1 : Name, Age, Gender

Question 2 : Occupation

Question 4 : Do you have any prior experience in teaching adult training program

Question 5 : Are you a physical education graduate

These questions directly relate to the research question of whether or not the quality of instruction and trainer competency level will affect the successful delivery of a training program. Age is one determinant factor in determining experience and the questions relating to occupation and adult training programs are significant in determining competency levels. As the program is a physical education concept it was necessary to establish the trainers expertise.

#### Category 2 Selection / Timing

Question 3 : How were you selected to attend this workshop

Question 9 : Do you feel that there has been sufficient time for you to have prepared for this workshop

The selection of the trainer and preparation time allowed for the workshop could affect the successful delivery of the training program.

#### Category 3 Background information

Question 6 : Did you do some prior study on the PNG education system before arriving in the country

Question 7 : Has the South African experience of 1993 influenced your preparation

Question 8 : Were you given any sort of advice prior to assembling your course materials

As the trainers would be working mainly with community school teachers in the PNG education system it was necessary to determine if they had any understanding of what they would be dealing with in relation to delivering the program information. As Aussie Sport had been taken into South Africa some knowledge of this process could have been useful to the trainers overall knowledge.

#### Category 4 Reservations

Question 11 : Did you have any reservations before attending this workshop

The trainers were coming from Australia and it was necessary to determine if they held any reservations before attending as this could affect the quality of instruction given and the competency of the deliverer.

#### Category 5 Possible Problems

Question 13: Are you aware of the large age differences in many of the community school classes



Question 14: Do you feel that the above factor could affect the outcomes of the problem

Question 15: Do you feel that there will be any problems in trying to implement this concept into PNG

Question 16: Do you feel that you have attempted to transplant an Australian program into a developing country context without sufficient background information

An understanding or lack of an understanding of community schools, the PNG education system and the Aussie Sport idea could affect the delivery of a training program.

Category 6 Expectations

Question 12 : What are your expectations for the course participants when they leave the workshop

It is important to establish what expectations the trainers have of their trainees in order to assess the trainers level of competence and quality of instruction. Aspirations of what the trainer wants will ultimately determine their overall commitment to a program.

## **Results**

Category 1 Background / Experience (names have been omitted for privacy)

Trainer 1 35years, female

Presently, home duties

Was the Junior Development Officer for Netball in an Australian state and held this position for 4 years.

Have done a lot of Level 0 coaching courses geared at adults

I am not a physical education graduate

Trainer 2 21years, female

Presently, at a Management Agency where I work in pregnancy related problems

In my spare time I am the coach of the under 21 Women's Volleyball Team in an Australian state

I have no prior experience in teaching adult training programs

I am not a physical education graduate

- Trainer 3      36years, female  
 Presently I am an Aussie Sport Education Coordinator  
 Prior to this I was a primary school teacher in Queensland  
 Yes I have had prior experience in teaching adult training programs  
 Yes I am a physical education graduate. I have a Bachelor Of Education  
 in Health and Physical education and a Graduate Diploma in Health  
 Promotion
- Trainer 4      50years, male  
 Presently, a Director of Soccer Coaching in an Australian state  
 I am an Oceania FIFA Instructor  
 Prior to this, coaching in the National League from 1979-1984  
 Yes I have had prior experience in teaching adult training programs and  
 have done coach education courses in the South Pacific before  
 No I am not a physical education graduate  
 32 yrs coaching experience
- Category 2      Selection / Timing
- Trainer 1      Was selected by All Australia Netball. As I was resident in Goroka at the  
 time it was thought this would be a cost effective process rather than  
 bring someone else up from Australia  
 I was notified in late May, and I would have liked more time
- Trainer 2      Was selected by the South Australian Sports Institute  
 Only found out two weeks prior to the workshop of my selection. This  
 was not enough time
- Trainer 3      Was selected by the Director of Coaching in Queensland Softball, via  
 Softball Australia. Initially I declined the selection  
 Was notified one month prior to the start of the workshop, this was  
 sufficient time
- Trainer 4      Was selected by the National body - the Australian Soccer Federation  
 I was notified in advance and had sufficient time to prepare

Category 3 Background Information

Trainer 1 No prior study of the PNG education system was done by me, but I did go to two community schools with the writer which gave me some idea of the facilities at the schools  
I knew of the South African program but this didn't influence my preparation  
I did not assemble the course materials, this was done in Australia by Netball Australia

Trainer 2 I had no idea of the education system or what a community school looked like  
I had no idea of the South African program  
No I was not given any sort of advice prior to assembling my course materials. Because of my late notification there wasn't enough time to put the manual together as I would of liked

Trainer 3 No I had no idea of the education system or what a community school looked like  
The South African experience had no influence on my preparation  
The only advice I received in assembling the course materials came from my liaising with the Director of Coaching in Queensland and Softball Australia. No considerations for the PNG audience were taken into account

Trainer 4 No I had no idea of the education system or what a community school looked like. However as I have done courses in other Pacific islands I had some idea  
I knew nothing about taking such a program into South Africa  
The resources came directly through Aussie Sport. Perhaps I could of had some input

Category 4 Reservations

Trainer 1 I didn't know what resources I would be using  
As I was already living in PNG I had not met the other trainers or the coordinators and felt a little left out

- Trainer 2      The lateness of been told of my selection made me question whether I was prepared enough or not  
I was nervous as this was my first overseas trip
- Trainer 3      I had no reservations as I have been involved in a lot of training programs and felt confident in my ability  
I had spoken in detail with one of the coordinators and knew what was expected and required of me
- Trainer 4      I had no reservations as I have done coach education in the South Pacific Islands and I knew what it would be like and what to
- Category 5      Problems
- Trainer 1      Yes I was aware of the age differences in the classes  
Don't feel that this will be a problem if the sport is taught the way it should be  
I feel that there will need to be a great deal of follow up work and support if the implementation is to be successful. "It might be alright when it is fresh in their minds, like after this workshop, but follow will be vital if it is to work"  
I feel that the trainers should have been made more aware of the context that the program was coming into
- Trainer 2      No I was not aware of the age differences in the classes  
There could be a problem of embarrassment with the older students  
"I thought that the teachers would be more educated and this could be a problem when the program is been implemented"  
Even if I had known more about PNG I would probably done the same thing in introducing the program
- Trainer 3      Yes I was aware of the age difference in the classes  
This could be detrimental to the Aussie Sport ideals if not dealt with or if the sport is not taught the way it should be ie. for primary school in a modified way.  
"No I don't feel that I have attempted to transplant an Australian program as I am aware of my role and the team coordinators have placed the emphasis on advising , and have developed a good understanding in this way"

- Trainer 4      No I wasn't aware of the age differences  
 Can't see this as a problem if the concepts are taught correctly but I do see a problem with the resources. 'I've taken thousands of dollars worth of soccer gear into islands and gone back 2 years later to check on the program and either the gear has gone or worse than that, someone in office still has the soccer balls, looking at them because they are nice and shiny'.  
 No, its more the concepts and ideas rather than a program transplant
- Category 6      Expectations
- Trainer 1      That the basics of the modifications of the game will be taught  
 That the equipment will remain at the school and not be lost or stolen  
 That the schools run expos and that a PNGSC representative be sent out to assist them
- Trainer 2      That the participants are confident to run the program in their school
- Trainer 3      "I hope that they will be able to model what I've been doing"  
 "They need to be able to deliver the A to Z of what I have given them"  
 "I hope that they will access the resources"  
 "I hope that they will act as key teachers so that other staff can seek them out for advice."  
 "That they act as a mentor"  
 I hope that some wont be selfish and keep the information for themselves as the expert
- Trainer 4      That they take back what they have learnt here at the workshop to their provinces  
 That they are not afraid to have a go

The ages of the trainers highlights experience. One was twenty one years of age with no experience in adult teaching programs through to the only male in the group at fifty years of age and thirty two years coaching experience at varying levels. This experience would become evident when the course participants, the trainees were asked to select which sport session they enjoyed the most and why. The female trainer involved in volleyball and the youngest of the group with the least experience gathered 4.9% of the selected samples choice whereas the soccer trainer with the most experience and the eldest in the group gained 37.7%.

When asked why they had made this choice the trainees sighted organisation and knowledge as the key factors. 47.6% gave this as their reason. Hence the competency level and quality of instruction given by the inexperienced trainer was deemed the lowest of all the sport sessions taken. Her background, lack of experience and late notification of participation in the program are all factors leading to this result. All the other trainers had experience in training programs and were involved in some sort of sport education in their occupations ie, Junior Development Officer for Netball, Aussie Sport Coordinator, Director of Soccer Coaching.

The trainer selected by the trainees as the most knowledgeable, the most organised and the sport session they enjoyed the most has a background as an Oceania FIFA Instructor. This involves travelling to the Pacific islands and conducting coach education courses. There is a knowledge and background which sets him apart from the others. He had worked with such a group on many occasions and this was evident by his manner and relationship that he developed with the course participants.

Only one of the trainers had some 'hands on' understanding of where the program was going to be implemented; the community school. This trainer did join the researcher when questionnaires were delivered to students involved in two of the pilot schools. Although the soccer trainer had no concept of a community school in PNG he had some concept of such schools in other islands of the Pacific. The coordinators themselves also had no concept of a community school ; what to expect, class sizes, shortage of equipment, teacher conditions etc. This could have been a disadvantage in the preparation of the trainers and the assembling of materials to use in these schools. Both coordinators felt that there was a need to have seen a community school, both rural and city to have more of an understanding of where the program was going.

When asked about unforeseen problems each trainer had a different concern, ranging from more awareness of the context that the program was been introduced into, to the lack of education of the trainees, and mismanagement of the equipment. There was no conclusive factors to be drawn from these concerns, but perhaps insights into future directions. On the question of expectations all of the trainers had similar responses with the emphasis on the hope that the skills would be taught, and in the way that they had been demonstrated.

In conclusion it is evident from the research that the level of competency and quality of instruction given by the trainers were vital factors in the delivery of the train the trainers workshop. Each had their own delivery techniques, their ages ranged from twenty one

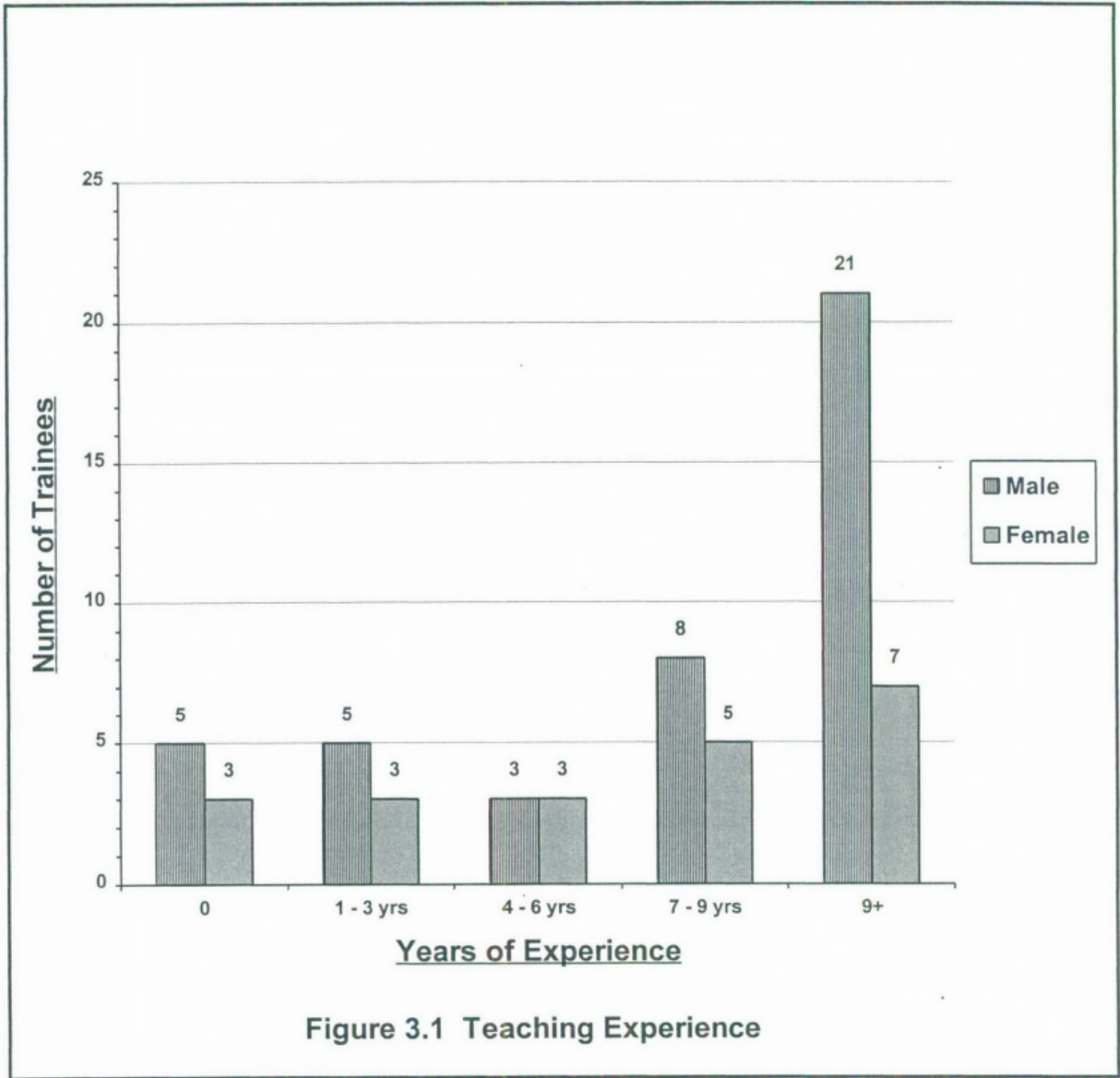
years through to fifty years and experience in delivering adult education programs ranged from no experience what so ever through to thirty two years of coaching of all ages. Recruitment of the expatriate personnel came from varying sources with the netball trainer residing in Goroka. The coordinators were extremely competent and demonstrated a sound knowledge in the execution of such programs. The trainers who came to the project with the most experience had the most success in instructing the trainees.

## **THE TRAINEES**

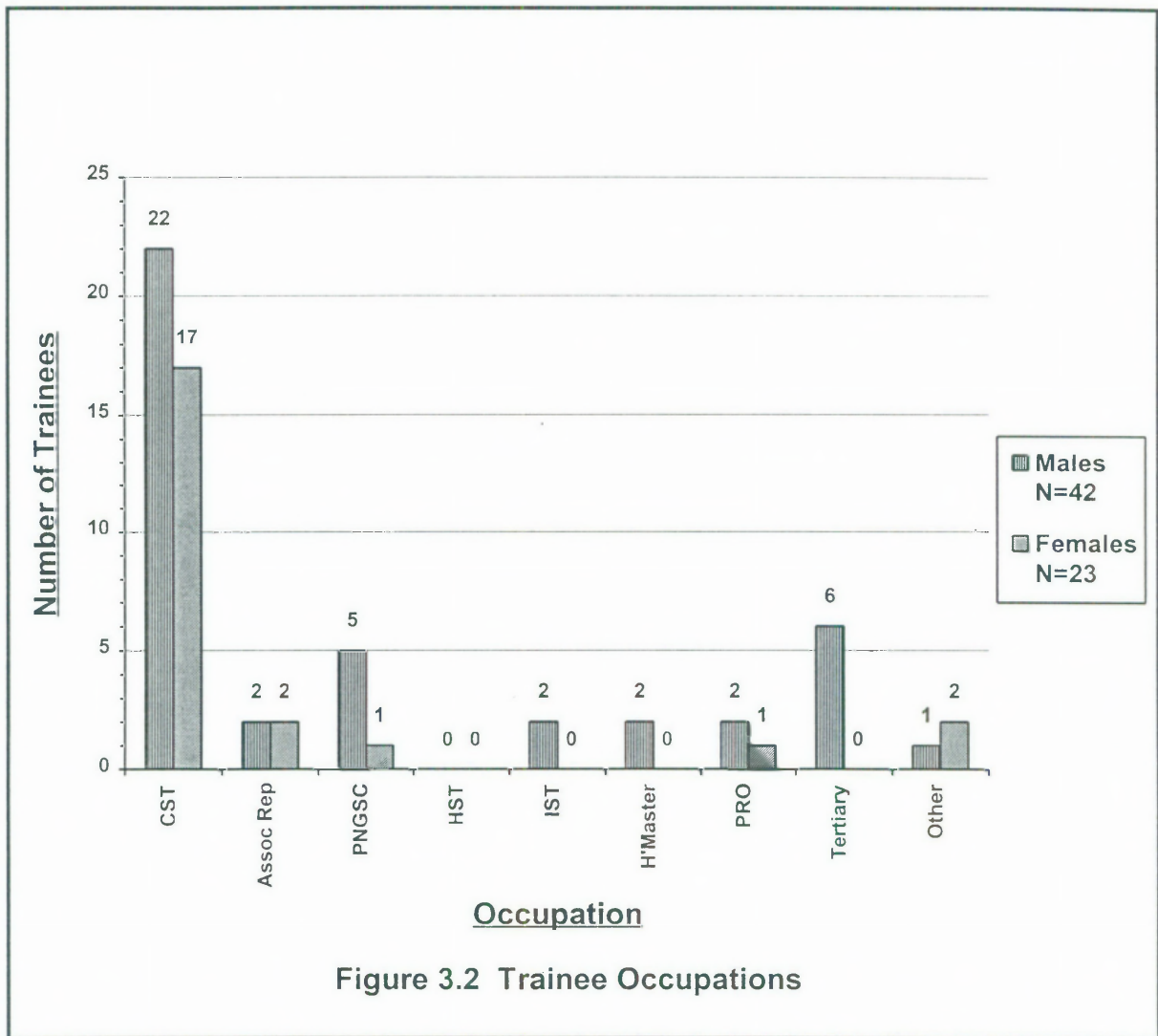
This research sought an understanding of the trainee perceptions on the innovatory sports program conducted at the workshop. The research question is stated as the following ;

*Will the characteristics of the target group of a training workshop impinge on successful implementation*

The trainee questionnaire was administered to sixty nine participants who attended the Train The Trainers Workshop in Goroka. Forty six of this total were male and twenty three were female. It was constructed so as to determine the trainees backgrounds, experience, program knowledge and general and specific thoughts on the workshop and the overall program innovation. It was felt that in order to assess whether a program designed for one cultural and sociological environment could be successfully implemented into another it was necessary to look at the characteristics of the target group, ie, the trainees.







Figures 3.1 and 3.2 and the number of the participants (forty six were male and twenty three were female) present trainees responses to the items 2, 3, 4, in the first page of the questionnaire (see Appendix five). The results feature total responses which have been subdivided into gender. Because of the gender disparity as has made evident it was felt that highlighting the differences in this respect would be worthwhile, particularly in relation to the evidence provided in the literature review relating to gender roles and inequity.

Figure 3.1 indicates that sixty six percent of the sample indicating years of experience were male and thirty three percent were female. The total response indicates that sixty five percent of the trainees have in excess of seven years teaching experience. As can be seen from Figure 3.1 the majority of the teaching experience indicates that the target group ie. the trainees would be well equipped to take on such a workshop. However, as has been indicated in the literature many teachers have less than grade ten education and

in-service training programs must be geared towards upgrading and improving competencies.

Figure 3.2 indicates that the sample response rate of sixty percent of the trainees were community school teachers. This demonstrates successful targeting of the correct group. This characteristic of the target group is a crucial factor in the programs implementation. The workshop was involving those people who would be the deliverers of the innovation and in this respect was successful. The next highest categories were nine percent both for PNGSC representatives and people from the tertiary sector.

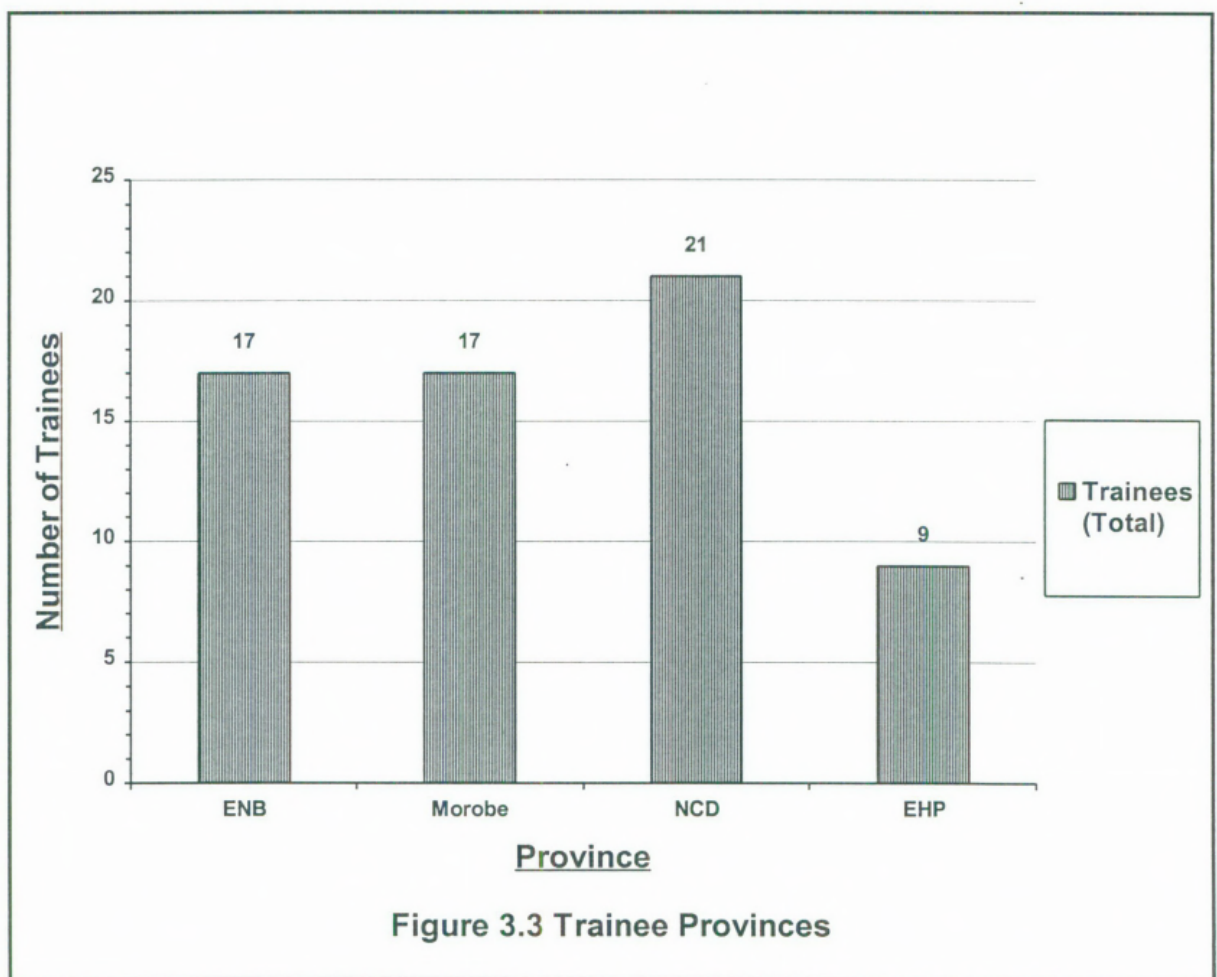


Figure 3.3 presents the trainees responses to question five, which was used to determine how many participants were attending from each province.

The researcher felt that this could have a significant impact on the implementation process once the workshop was completed.

The highest number of participants were from the National Capital District (NCD). Thirty two point eight percent were from this province. The least number of participants were from the host province, Eastern Highlands (EHP) with fourteen percent of the total trainees. Morobe and East New Britain (ENB) provinces had twenty six point five percent of the total number of respondents attending.

The highest number of participants were from the National Capital District (32.8%). Morobe and East New Britain provinces were next with (26.5%) and Eastern Highlands province with the least (14%). The innovation was been introduced to the same number of schools in each province but the results show a large disparity. Also the host province of Eastern Highlands in which costs for travel to the workshop were minimal considering the cost of flying other participants in from their provinces highlights a significant difference.

Although no conclusions can be drawn this variation in number of participants attending the workshop could have long term consequences as to the programs successful implementation into each of the provinces. The greater the number of trainees in attendance the greater the expertise and overall understanding of the program. Also with more been involved there could be a greater chance of communication between trainees and greater dissipation of knowledge.

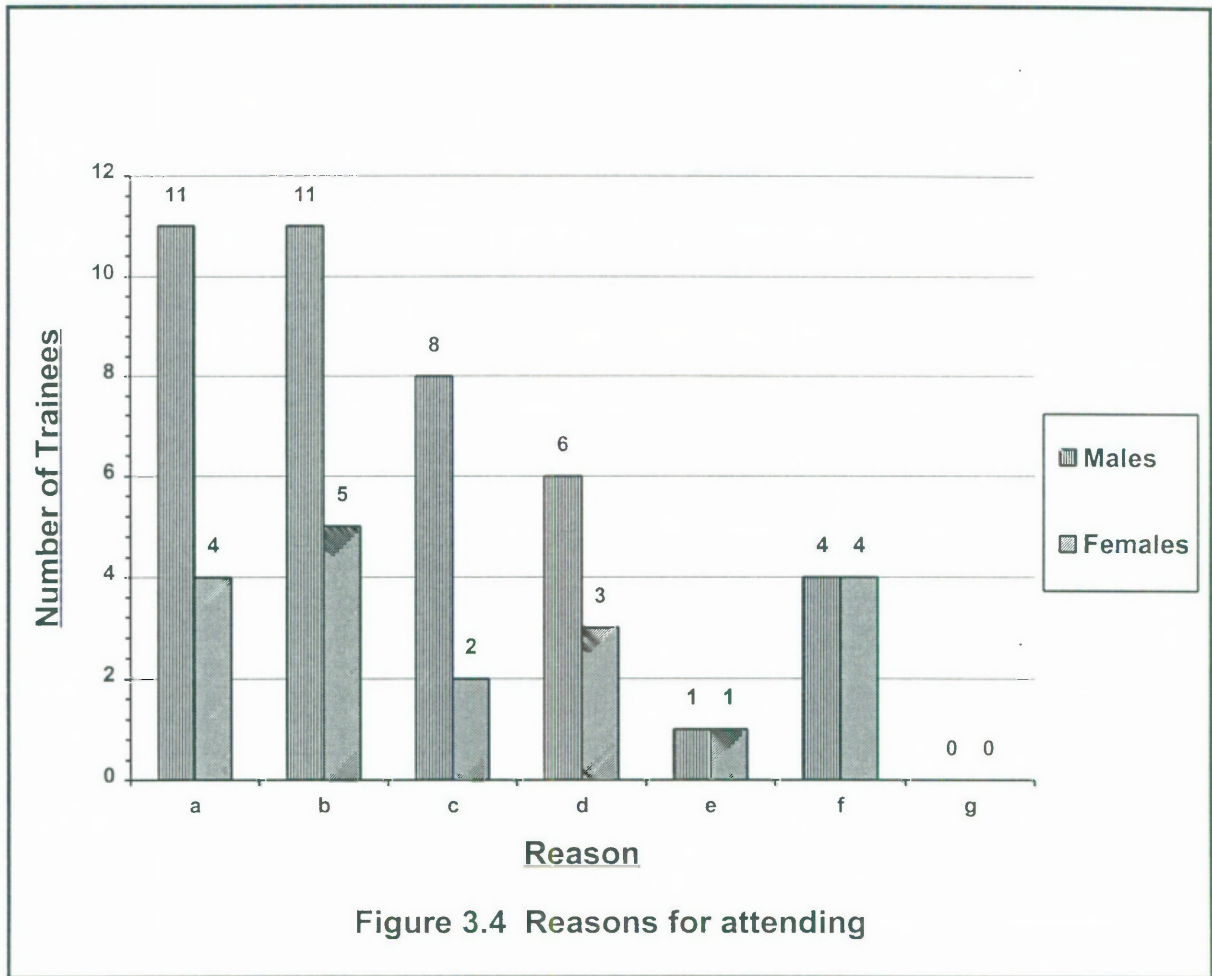
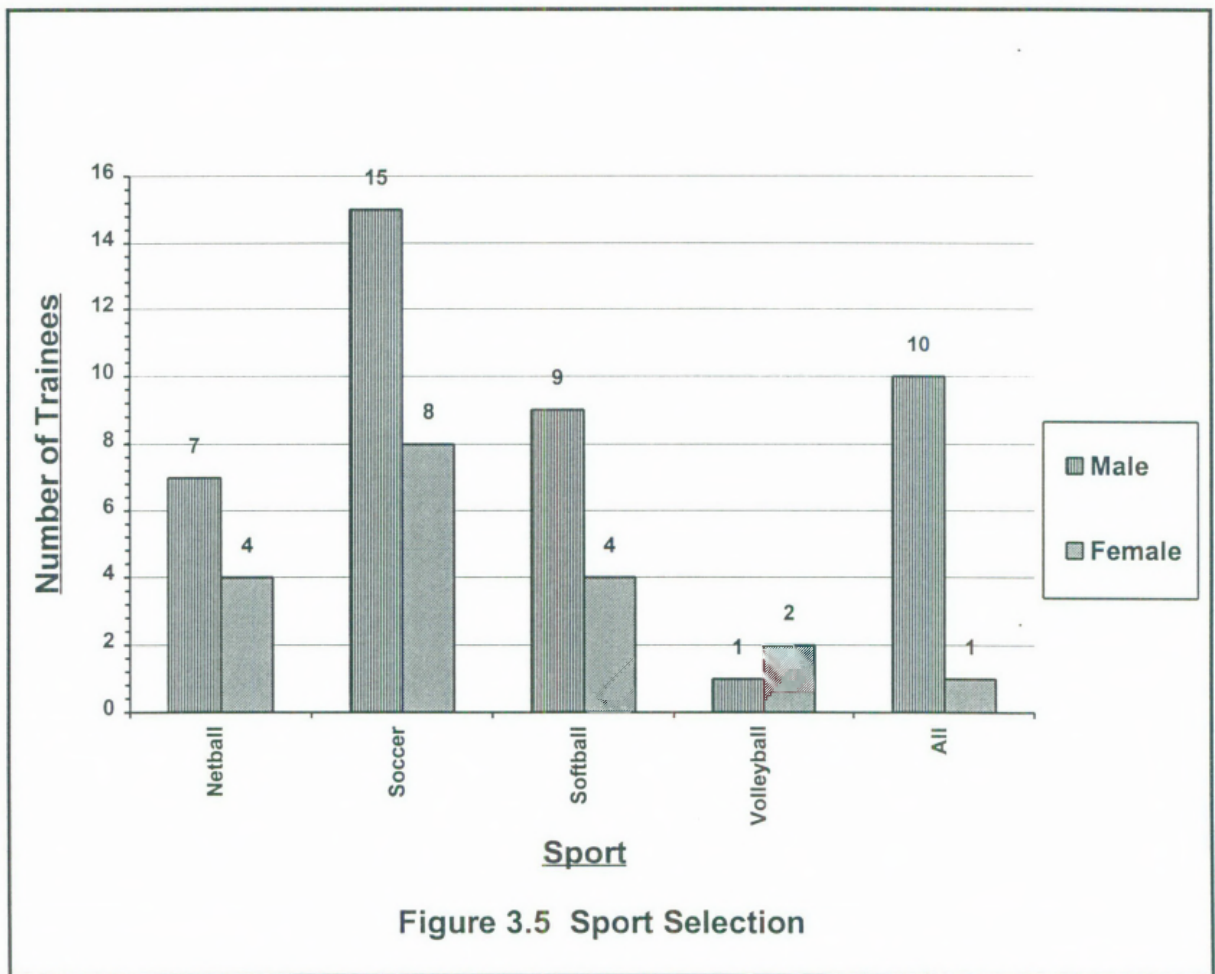


Figure 3.4 indicates the reasons why the trainees wanted to attend the workshop. It was felt that this question could assist the researcher in determining why the trainees were attending, and for many, leaving their home province. Overall the male respondents placed the emphasis for attendance on the acquisition of skills in modified sports and to help the children of PNG to become better at sport. Fifty three point six percent of the male respondents indicated this. Twenty six point three percent of the female respondents indicated that helping the children in their country to become better at sport was the most important reason for them attending. There was a sample response rate of twenty five percent and twenty six point six percent in favour of reasons a and b (to acquire skills in modified sports and to help the children in my country to become better at sport, respectively).

When asked the reason for attendance at the workshop the responses indicated a congruency of thought. If the majority of the participants have arrived at the same reason then there is a compatibility amongst the group and a common thought held by the majority. This will assist in the programs successful implementation. Over half of the respondents indicated that the major reasons for their involvement were; the

acquisition of skills in modified sports and helping the children in their country to become better at sport.

The following figure, 3.5, represents the relationship between the trainee attitude to the sport and subsequently the instructor inservicing that sport. Whether male or female the sample response indicates that soccer was the most popular sport at the workshop. In total thirty seven point seven percent indicated that this was their choice. For the males it was thirty five point seven percent of the trainees were in favour of soccer over the other sports. For the females it was forty two point two percent of the trainees were in favour of soccer over the other sports. In total only four point nine percent of the sample selected volleyball as the most popular.



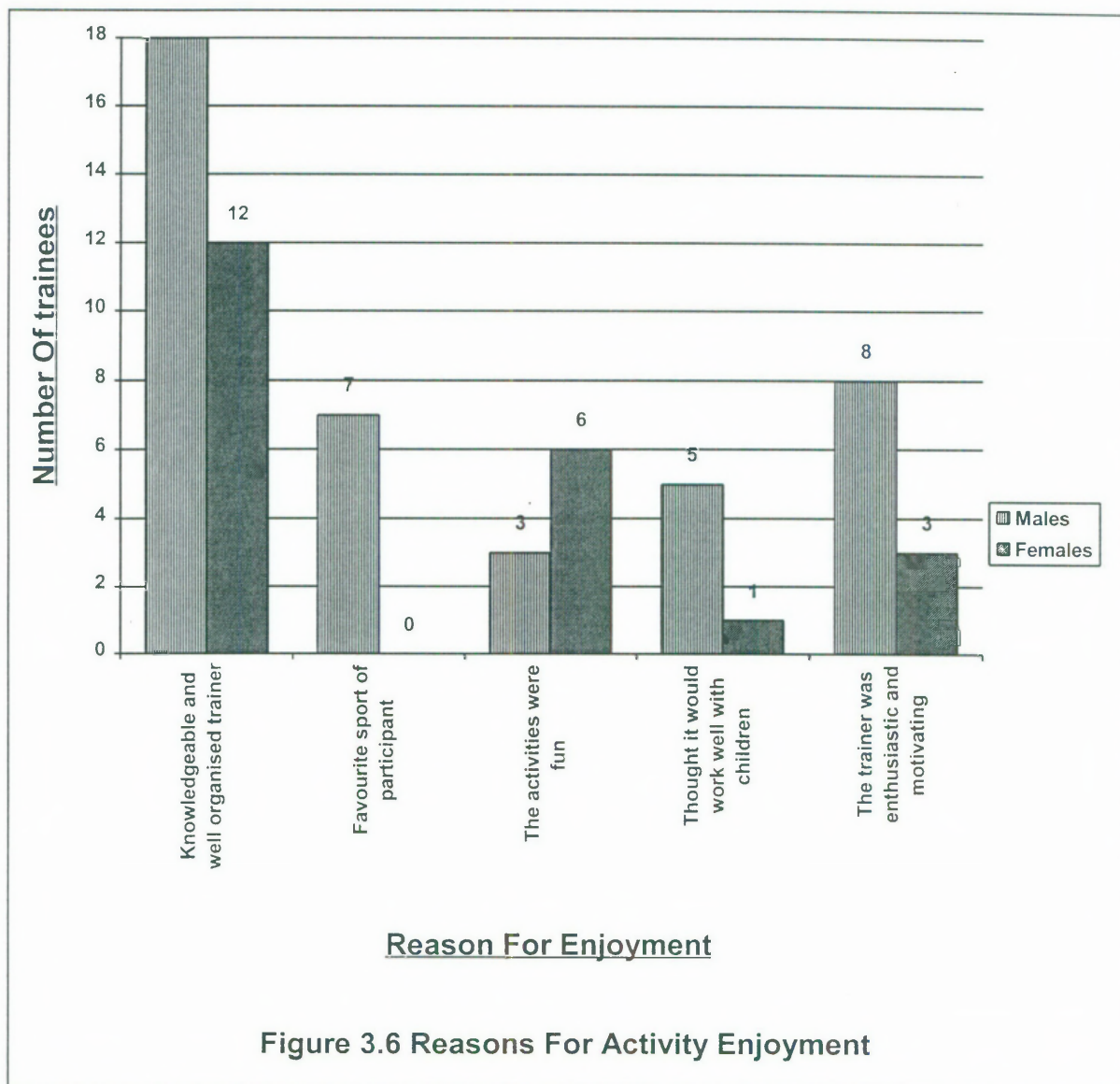


Figure 3.6 represents the reason why the selected sport was enjoyed the most. The researcher felt that it was necessary to determine these factors if there was to be a carry over into the implementation process. Of the total respondents forty seven point six percent rated response a) that the trainer was well organised and knowledgeable as the reason for their choice. Of the female respondents fifty four point five percent gave this as the reason and of the male respondents forty three point nine percent gave this as the reason for their selection.

The following tables: 3.1, 3.2, 3.3, and 3.4, present percentage responses to the questionnaire items for the whole sample.

Table 3.1 presents the number of the trainees who have a trained background in physical education. It is worth noting , as has been made evident in the literature review that

there is a great demand for adult education training programs in all areas of education. This workshop was in a sports field yet as the figures indicate seventy three percent of the sample have no physical education training.

**Table 3.1 Are you a trained PE teacher? (N = 63)**

Response	Total Number	Percentage
NO	46	73.0
YES	17	27.0

Table 3.2 below, presents the percentages of the trainees who had some knowledge of the Aussie Sports. 54% of the total had not heard of it before, while 45% had. It was felt that some prior knowledge could have a small influence on the participants overall concept of the innovation.

**Table 3.2 Had you heard of Aussie Sports before? (N = 61)**

Response	Total Number	Percentage
NO	33	54.0
YES	28	46.0

Table 3.3 presents percentage response rates for the whole sample. The trainees were asked if there would be community support for the program. The researcher felt that this would be a vital ingredient in the eventual implementation process. 78.68% of the trainees felt that there would be community support for the program. 21.31% were unsure, while not one respondent said no.

**Table 3.3 Do you feel that there will be community support ? (N=61)**

Response	Total Number	Percent %
NO	0	0.0
YES	48	78.7
NOT SURE	13	21.3

Table 3.4 presents percentage response rates to question 15, which asked if the trainee felt if there would be any problems when the program was attempted in their school. 63.1% responded NO with 26.3% NOT SURE and 10.5% YES.

**Table 3.4 Do you feel that there will be any problems ? (N = 57)**

Response	Total Number	Percent %
NO	36	63.1
YES	6	10.5
NOT SURE	15	26.3

Of this group 73% had no physical education training, 54% had never heard of Aussie Sport and 78% stated that there would be community support for the program. Added to this 63% stated that there would be no problems when they tried to implement the program in their schools. If one has never been involved in an innovation concept and process before, then an optimistic view is recorded. The impact of the Train The Trainers Workshop has not been put to the test and as such the trainee has not considered such factors as lack of confidence, lack of materials, financing, the personnel involved in taking the Pikinini sport classes, the place of physical education in their particular school, and the philosophical base on which physical education is founded. Therefore there is a naivety in the target group which will affect the implementation process.

### **THE COMMUNITY SCHOOL STUDENTS**

The object of the student questionnaire was to ascertain the students physical education perceptions in their school prior to the innovation implementation. The researcher felt that this was a vital factor in the process. The Train The Trainers approach would have little impact if the perceptions were already positive. If students already had a favourable perception of the physical education program in their school then no matter what was to be introduced this view would not change. So we need to look back at the research question put forward, and this is as follows;

*Will the already existing perceptions of the community school students about physical education influence the implementation process ?*

The following tables represent the statistical findings on research conducted on sixty eight grade six community school students from West and North Goroka Community



schools. The writer was keen to find out what students thought about their already existing physical education program as this could provide valuable insights into the acceptance and implementation of a new innovatory program.

Research was conducted on sixty eight grade six community school students from West and North Goroka community schools involved in the innovation. From the data represented in the results chapter both schools revealed very similar responses. The majority of students enjoyed sport at their school, most thought there was lots of sports equipment, the majority looked forward to sport classes, most thought sport was important for them and both groups of students agreed that it would be good to have an organised sports program in the school and that they needed more help on how to do skills in sports rather than just play games.

**Table 3.5 Student Questionnaire Results (West)  
Percentage Response Rate (N=38)**

<b>Response</b>	<b>SA</b>	<b>IA</b>	<b>UND</b>	<b>ID</b>	<b>ISD</b>
Item 1	26	37	13	13	11
2	34	55	0	7	2
3	21	29	42	5	5
4	8	34	32	18	8
5	37	29	13	18	2
6	29	55	5	8	2
7	21	16	13	29	21
8	16	34	21	21	5
9	31	24	21	18	7
10	53	39	2	0	5
11	26	29	21	16	11
12	39	39	5	5	8
13	47	37	2	5	7
14	47	31	8	13	0
15	24	34	13	16	13

**Table 3.6 Student Questionnaire Results (North)**  
**Percentage Response Rate (N=30)**

<b>Response</b>	<b>SA</b>	<b>IA</b>	<b>UND</b>	<b>ID</b>	<b>ISD</b>
Item 1	33	43	10	10	3
2	60	37	0	0	3
3	47	33	17	3	0
4	20	37	27	13	3
5	20	30	20	17	13
6	50	37	13	0	0
7	13	20	13	33	20
8	30	53	7	10	0
9	27	50	10	7	7
10	53	37	7	0	3
11	23	30	20	23	3
12	50	47	3	0	0
13	60	37	0	0	3
14	60	33	3	0	3
15	23	27	7	30	13

Table 3.5 presents response rates to the questionnaire items for the whole sample of grade six at West Goroka community school, while Table 3.6 presents response rates to the same questionnaire items for the whole sample at North Goroka community school. Raw score were converted to percentages for the purpose of analysis. For each item a chi square result was obtained so as to determine if response frequencies were significantly different. These results are presented in the following table, 3.7.

**Table 3.7 : Chi Square Results for North and West Goroka Community Schools**

For each item,  $X^2$  was calculated using 3 categories.

Item	$X^2$	Significance
1	1.52	NSD
2	1.27	NSD
3	7.09	$p < 0.05$
4	1.58	NSD
5	1.73	NSD
6	4.41	NSD
7	0.10	NSD
8	7.54	$p < 0.05$
9	3.83	NSD
10	0.77	NSD
11	0.01	NSD
12	4.67	NSD
13	2.91	NSD
14	3.00	NSD
15	1.86	NSD

This presents chi square values for each item between North and West community schools. Only response frequencies to items 3 and 8 were significantly different. The chi square was used to compare frequencies occurring in the different categories. Only three categories were used from the original five. To determine whether the observed frequencies were significantly different this method was used.

The following table, table 3.8 is a ranking of the non significant differences by total agreement. The results of both schools were combined. The item or question number was ranked according to the total number of responses from the two schools combined. The items which were significantly different, item numbers 3 and 8, were not included in the overall ranking.

**Table 3.8 : Rank order of items indicating a non significant difference**

Rank	Item Number
1	2
2	10
3	13
4	12
5	6&14
6	1
7	9
8	5
9	11&15
10	4
11	7

From observations conducted by the researcher there was an ambiguity as to the responses given and the realities of the situation. The researcher noted a lack of equipment in her visits to the schools on teaching practice supervision.. Often classes of forty students had one volleyball, softball lessons were conducted with cardboard boxes as bases, and student skill level was poor. Often the teacher involved in taking the class gave no direction as to how to accomplish a skill, gave no encouragement or motivation and played mass games of twenty students per side.

The perceptions given by the students don't bear witness to the realities of the situation and as alluded to in the literature review these factors can not be seen in isolation. There is a cultural background on which these perceptions have been developed. A student who has known no different does not see a lack of equipment or poor instruction, and lack of opportunities in the physical education class. It is a chance to get outside the classroom. Physical education as such does not exist; the child is in a sports education arena.

Therefore, when analysis was done on the two schools combined responses there were no significant differences on thirteen out of the fifteen items. Only questions three and eight showed a significant difference. Question three asked if most of the children in their class were very good at sport, and question eight asked if sport classes were well organised. North Goroka students thought they were better organised and better at sport. 21% of the group at West were undecided as to whether their sport classes were well

organised along with 21% who disagreed with the statement. At North only 10% disagreed with the statement with 7% undecided and an overwhelming 83% who felt that their sport classes were well organised. The large number of responses indicated no significant responses.

When looking at the percentage response rates on the remaining thirteen items the vast majority of the responses feel in the agreement categories. This was evident across the two schools. Two of the questions (thirteen and fourteen) where there was large support from the two schools by the students were, firstly that it would be good if they had an organised sports program in their school and secondly that they needed more help with how to do skills rather than just play a game in their sport classes. At West 84% supported an organised sports program and at North this feeling was indicated by a 97% support response

Therefore, even though the existing perceptions of the students at the two schools were already favourable towards sport in their schools there was evidence of the need for a program of instruction. The students were well aware that playing sport was a healthy pastime, and that they felt that sport was enjoyable at their respective schools. These factors were regardless of what was actually happening in their schools.

### **THE PROGRAM IN ACTION**

One of the researchers aims in this investigation was to determine if the staging of an inservicing workshop such as the Train the Trainers would carry over into the implementation process at the school level. In order to determine the success of the workshop it was necessary to observe the implementation process in the selected schools. The stated research question is as follows:

*Does a Train The Trainers workshop effect the successful implementation of the sports program into the community schools*

In order to determine if the staging of a Train The Trainers workshop would effect the implementation of the sports program into the community schools Anderson's Physical Education Teachers Professional Function Observation system was used (Appendix seven).

The two pilot schools selected for observation were West and North Goroka. Observations took place from July 28th 1994 which was the week the Pikinini program was to be started in the schools on the conclusion of their own inservicing of their staff

members. Observations concluded on November 2nd 1994. In this time forty three sessions were observed with one extra observation at West Goroka.

### **The Introduction Process Of Pikinini Sport Into The Pilot Community Schools**

On July 28th the researcher went to North Goroka community school to observe and record the introduction of Pikinini Sport via the trainee who had attended the Train The Trainers Workshop. Thirteen staff members and the Deputy principal attended the explanatory session. Eleven of the staff who attended were female. The trainee did not explain the concept of Pikinini Sport, and did not show the equipment kit or manual that were provided for each school. The warm up for the introductory session was done not by the trainee but by another staff member who had not attended the Train The Trainers Workshop. It consisted of regimented drills, mainly sprinting. Soccer was the chosen demonstration activity.

On the 11th of August the trainee conducted another in-service with the rest of the staff. Lesson plans were looked at and the trainee used a plan from the Aussie Sport Program to assist her. Game pamphlets from the Sport Pak were handed out for the staff to look at. All grade teachers got together in groups and worked out their lesson plans. Lesson plans were being done on all sports and not just those done at the workshop. Lesson plans were also being done in all grades from one through to six. The program is only to be done in grades four through to six. The teachers were preparing plans in basketball, touch rugby and other sports. None of these were done in the Train The Trainers Workshop.

The sports kit was opened and shown to the staff. It had been left in the staff room over this time. All the participating schools received the same equipment consisting of : hoops (six), mini markers (ten each of red, blue and yellow), netballs (six) sports carry bag (one), pump (one), netball bibs (two sets), soccer balls (six), tee ball bats (three), tee balls (twelve, mixed colours), tee ball bases, tee ball stands (two) volleyball net (one), volleyballs (six).

All of the teachers were to start their teaching of Pikinini Sport the following week. Lessons were to be conducted three days of the week for each teacher with Wednesday afternoon left available for sports afternoon. The researcher was to observe the lessons apart from the Wednesday afternoon sessions.

On the same day the researcher attended the West Goroka Community School to observe the introduction of Pikinini Sport. This was done by the trainees who had

attended the workshop. Twenty three staff were in attendance with fifteen of these being female. The actual concept of Pikinini was not addressed and no real introduction of Pikinini Sport provided. The concept was vague and many of the staff were confused as to what the program was all about. The equipment kit and manuals were not shown.

On the 10th of August an in-service was given by the two trainees who had attended the workshop. Nineteen teachers took part with fifteen of these being female. Soccer and softball were selected as the sports to be first taught. Both the trainees were dressed in sports clothing and had whistles. The soccer skills taught were dribbling and passing and the softball skill taught was batting. The warm up activities were what the trainees had been shown at the workshop and the other staff were enthusiastic and involved. After approximately thirty minutes the groups changed to take part in the other activity. While this instruction was taking place the school students were sitting and watching the activities.

The following week all of the year six students (approximately 140) participated in skill lessons by the teachers who had been in-serviced the previous week. The groups were divided into classes of about twenty to twenty five students and four teachers were allocated per group. One of the teachers taught the warm up, two taught a skill each, and the other teacher the concluding activity consisting of a mini game. Three groups did soccer while another three did tee ball.

Approximately forty minutes was spent on each sport. All of the teachers had handout lessons from the Aussie Sports Resource Pak, which they were using and referring to. The majority of the activities that were been used were from these resources. All teachers involved in the years four to six are to commence classes of their own in the following weeks. It is these classes which the researcher observed. Classes were timetabled for Mondays, Tuesdays Wednesdays and on Fridays there was a sports afternoon. The sports afternoons were not observed.

### **Lesson Observations**

For West Goroka community school twenty two lessons were observed. For North Goroka Community school twenty one lessons were observed. Anderson's Physical Education Teachers Observation System was used, along with a portapak video, to observe the physical education lessons. The researcher felt that this was a vital part of the ongoing analysis of the Train The Trainers Workshop. Many innovations in PNG have failed to go beyond the preparatory stages and many of the contributing factors relevant to success or failure are ignored in analyses. As part of the observations a basic

analysis was undertaken of how closely the teacher followed the models and examples set down by the trainers in the workshop.

Lesson observations took place from the 5th of September and concluded on the 3rd of November, with the conclusion of the pilot program and the year six students sitting their final exams. Forty three observations were done in this time. Of the forty three lessons observed the researcher witnessed six physical education lessons actually taking place. During the other thirty seven times no lessons occurred even though they were timetabled and should have been taking place. Unfortunately Anderson's Observation System sheet was not used, as in each one of these cases there was no teaching occurring. On five of these occasions there was no teacher in sight and the students were playing their own games, such as 'chasey', 'tag' or 'brandy' and 'keep it off'. Some students were sitting in the sun, while others were talking. Of the one observed lesson that the researcher saw there was no evidence of Pikinini Sport or modified games of any sort. One of these was mass soccer with approximately twenty students per side and the other was mass volleyball of the same number. There was no organisation, no designated area to play no goals, no umpires, and lots of children standing around. One teacher was observed sitting down watching. When the researcher asked one of the teachers why there were no lessons occurring the response was;

'Oh, if we knew that you were coming to watch us we would be out there, but there is so much other work to do. Could you come back tomorrow and we will do a lesson then for you'.

The researcher continued to go to the two community schools and observe. This continued until early November when the grade six students concluded classes with the sitting of their exams.

Observation documented from the results indicate the following :

- Even though the workshop has been determined as a success the implementation aspect of the Pikinini concept into the schools was not
- Neglect on the part of the new trainees to explain the concept behind Pikinini Sport
- At North Goroka community school the warm up session to the introduction day was done not by the trainee but by another staff member who had not attended the workshop. As a consequence this session revealed no Aussie Sport concepts or ideals. Instead it consisted of repetitive regimented drills



- At North Goroka lesson plans were being done in all sports and not just those that had been done at the workshop
- At North Goroka lesson plans were being done in all grades instead of the targeted grades of four through to six

Equipment kits and other resources were not shown to staff at the introductory sessions at both schools

- Many of the staff were confused as to what the program was about and what role they had to play in it
- The two trainees at West Goroka community school introduced the program to their staff in an organised and committed manner.
- The two trainees at West Goroka used the skills and drills that they had been shown at the Train The Trainers workshop to introduce the concept to their peers
- Staff members at the two schools were keen and responsive

### **THE PILOT SCHOOL TRAINEES**

At the conclusion of these observations the trainees who were in charge of the pilot program in their respective schools of West and North Goroka Community schools were given a questionnaire to determine their response as to how the program had gone in their school. This can be found in the methodology section or in Appendix eight.

Neither of the trainees indicated that they had a physical education background, but both felt that the Train The Trainers Workshop had prepared them sufficiently to be the Pikinini Sport coordinator in their school. With respect to the workshop both the trainees felt that they were competent in transmitting the information that they had learnt at the workshop. One rating himself a four on a scale of five and the other rating herself a three on a scale of five.

Both agreed that the resources that were provided were beneficial and worthwhile, however the trainee from West Goroka wanted far more equipment and thought that the amount that was provided was far too meagre. This school has a population of over 1000 students whereas, north Goroka has 669 students.

When questioned on school related matters and the innovatory program both felt that they had good support from the headmaster/headmistress in their school but when questioned about support from other teachers the trainee at West Goroka felt that this was not the case. On talking to him afterwards he reiterated this and felt that this was a big difficulty in the concept of implementation. This was further borne out in question eighteen in which the trainees were asked if there were any weaknesses of the concept in their school. Other teachers' reluctance and lack of facilities and equipment were highlighted.

Neither of the two schools had conducted a school expo and neither had been in contact with each other or any of the other schools in their province involved in the program.

A third category addressed by the questionnaire was in relation to community support and overall assistance in the innovations implementation.

Both the respondents answered this set of questions identically. Firstly, it was asked in question eleven if they had had any assistance from the PNGSC staff since the Train The Trainers Workshop. The answer was NO. The Pikinini Sports coordinator from the PNGSC did arrive at the schools on November 8th. This was the first visit since the workshop, he spent very little time and also the year six exams were in progress. At the time of the workshop this coordinator spoke of a newsletter to inform trainees of relevant and helpful information. Neither of the respondents had received any information whatsoever.

The provincial recreation officer had also not contacted either school to give any help, advice or assistance. Both the trainees were adamant that there needed to be greater publicity and awareness of Pikinini Sport in the community, both at a provincial level and also from the PNGSC. The trainee from West Goroka was forthright in his comments on trying to get some assistance from provincial sports coordinators, PNGSC staff and possibly staff from the National Sports Institute, to assist in the programs delivery at the school level.

When the observations were concluded a questionnaire was given to the trainees who had been responsible for introducing the program into their respective schools. Even though all felt that they were capable of introducing it into their schools, and rated themselves accordingly, the trainee at North Goroka was remiss in giving the vital first stage of the warm up to one of her staff who had not attended the workshop. This resulted in a regimented drill type activity and did not resemble anything that had been taught at the workshop.

Also this trainee was getting staff to write lesson plans in sports which had not been conducted at the workshop. Grades four to six were targeted as the classes to receive the Pikinini sport idea, however at North Goroka the trainee was getting all the grade teachers to be involved. Here was a breakdown in the knowledge that was delivered at the workshop and what the trainee took away. There seems to be other factors which have come to the forefront and affected the implementation process. A lack of self esteem, self confidence, trust in others and unwillingness to change, together with insufficient preparation on the part of the trainee.

From observations made, this trainee exhibited a nervousness and passivity about the way she was conducting the introduction of the program into her school. As Hurst explains ... “to ask someone to collaborate in an innovation is to ask him to take risks and make extra efforts, and people who lack self esteem, self confidence and trust in others are unwilling to risk change”.

Often there has to be a modification in behaviour and this has to be done with little preparation. This trainee needed assistance and guidance to overcome these difficulties, but unfortunately none was forthcoming. A representative from the PNGSC arrived at the school in November. His behaviour is worth mentioning in light of the importance the PNGSC had placed on the innovation. During his only visit to Goroka since the Train The Trainers Workshop he was drunk and on returning to the NSI one evening rammed the front gate. As a representative of the PNGSC this behaviour was an embarrassment to the program and as a result of this, the incident was gagged.

The three trainees felt that there was a lack of assistance from the PNGSC staff. Perhaps this poor response manifested itself in a lack of real commitment. The trainees also had no assistance or guidance from any other outlet. Once they left the train The Trainers workshop they were on their own. If there were feelings of lack of confidence or nervousness on their part then this would have compounded the issue. Added to this was the fact that the other teachers on the staff, although keen at first, became reluctant to take their classes. There was always something else that had to be done and this is borne out by the lack of lesson observations that were actually done.

The trainees at West Goroka Community school felt that the even though the resources were beneficial and worthwhile, there was not enough for the number of students they had in their classes. However there was no attempt to contact the other pilot school to see if they could perhaps borrow their equipment when it wasn't been used. Perhaps this became an excuse for not conducting the lessons.

On the subject of community support all three of the trainees recommended that there was a need for greater publicity and overall awareness of Pikinini Sport in the community. This community support is a major issue in Aussie Sport in Australia, but it was not addressed at the Train The Trainers Workshop. Aussie Sport also places emphasis on the Aussie Sport personnel to work with the schools and sporting organisations to bring about an integrated as well as a receptive environment for junior sport. There was no evidence of this in the Pikinini program. Once back in the schools the trainees were left on their own, with no support.

Whether one looks at the concept of physical or sport education via Pikinini Sport it is evident from the data that in the schools used in this study neither of these were occurring. Much has been said about the distinction of the two and it has been shown in the literature review that in PNG the sport education approach is far more prevalent. However, regardless of its philosophical background any approach would be beneficial.

### **Summary**

From all of the information that was gathered including the program coordinators, the trainers themselves, the trainees, the community school students and the trainees in operation at the two pilot schools in Goroka several conclusions can be drawn in relation to the stated research questions. These are as follows : with respect to the trainers, the quality of instruction and the competency level of the trainer did affect the delivery of the training program. There was a large range of ages from twenty one years with no experience, through to fifty years and some thirty two years of coaching experience. The youngest and least experienced trainer gathered only 4.9% of the selected samples choice when they were asked to select which sport they enjoyed the most and why. Organisation and knowledge were the key factors in their choice. The other trainers also had previous experience in training programs and were involved in some sort of sport education in their occupations.

With respect to the trainees the workshop was successful in targeting the correct clientele in that sixty percent were community school teachers. Also the trainees backgrounds, experience, and program knowledge were necessary to assess whether a program designed for one cultural and sociological environment could be successfully implemented into another. The total response indicated that sixty five percent of the trainees had in excess of seven years teaching experience and hence should be well equipped to take on such a workshop.

In relation to the community school students used in the study their existing perceptions of physical education did not greatly influence the implementation process. However statistics could have been affected by students answering the questionnaire in the way that they thought was the proper way and not necessarily their true thoughts and feelings. The perceptions given by the students don't bear witness to the realities of the situation. However there is a cultural background on which these perceptions have been developed and these can not be underestimated in drawing conclusions.

When determining if a Train The Trainers workshop will effect the successful implementation of the sports program into the community schools the results demonstrated that the success of one does not necessarily mean the success of the other. Even though the workshop has been deemed a success the implementation aspect of the Pikinini concept into the two case study schools was not. Reasons for this have been documented. The pilot school trainees were in charge of the implementation process into their respective schools and it was felt by all that the workshop had prepared them sufficiently to be the Pikinini sport coordinators in their school. Unfortunately they all agreed that there was insufficient support, guidance or assistance not only from their peers but also the project coordinators. The trainees felt that they were on their own but lacked the ability to ask for assistance, as they didn't wish to 'lose face'. In PNG culture this is always present.

## CONCLUSION

When examining the evidence provided by the data on the analysis of the program in action it is clear that it has not made inroads into either of these spheres in the school environment. The Train The Trainers Workshop has been shown to have been successful but the implementation process has not.

Some conclusions that can be made from this analysis in relation to the stated research questions are as follows:

1. The *quality of instruction and trainer competency* level did affect the successful staging of the training program. The trainer who was notified two weeks prior to attending the workshop had no experience in such a program, had no concept of Aussie sport, had no experience in training adults, and was by far the youngest group member. She had also not travelled overseas before. She was the least competent of all the trainers. The quality of instruction was poor, and in a country where volleyball is so popular it was ranked the lowest by the trainees at the workshop.

The trainer who had the most experience, had been in the Pacific region before, and demonstrated sound knowledge and organisational skills as well as a distinctive rapport with the trainees. He was given the most support. The trainees resoundly selected this activity as the most enjoyable for the reasons given. Softball was the second most popular activity and when looking at the credentials of the trainer with her Aussie Sport background, the reasons for the trainees selection was clear. She was extremely organised, knew her subject and had been involved in such programs many times before.

2. The *target group characteristics* did affect the successful implementation of the program. In terms of experience 65% of the trainees had in excess of seven years teaching experience, however 73% had no physical education background or training. No philosophical base was established for these trainees at the workshop, and as such the overall concept of physical education in the educational arena was not touched on. After a one week workshop the expectation of these participants was that they could take what they had learnt and implement it into their schools. Their lack of background knowledge in the generalities of physical education combined with a subject area that has struggled to maintain its place in the curriculum manifested itself in poor implementation, as made evident by the observations made.

The workshop was successfully in targeting the correct clientele with 60% of the trainees being community school teachers.

When one looks at the number of trainees who attended from each province the least number (14%) came from the province where the workshop was being conducted. A possible reason, although not proven statistically, is the fact the workshop was held in the first week of the school holidays. To attend the workshop the trainees were given their airline tickets at no cost to them, they were accommodated at the NSI at no cost to them and meals were provided at no cost to them. It is common knowledge that Papua New Guineans are desirous of travelling anywhere particularly when everything is paid for, and this could have been a determining factor for some of them attending. Whereas the Eastern Highland trainees live in the province and perhaps were inclined to stay in their village during the week holiday. The disparity in the number of trainees attending from each province could of adversely affected the implementation process.

The trainees indicated that they felt that there would be community support for the program. 76% said yes, not one trainee said no and 21% stated that they were unsure. Even though 54% of them had never heard of Aussie Sport, and that there had been

no community involvement in the formulation of the innovation, there was an overwhelming consensus that there would be community support. Perhaps this characteristic of the trainees could be put down to naivety.

Related to these statistics is that 63% of the trainees felt that there would be no problems when they attempted the program in their school. Once again perhaps over confidence and naivety could account for such findings. From the questionnaire given to the trainees at the two pilot schools it was obvious that there were problems and that these did affect the implementation process.

3. The *students perceptions of physical education* in their school were already favourable with only two significantly different responses in the questionnaire between the two schools.
4. At the *implementation process* into the two pilot schools there was a disparity in the success of this. One of the trainees demonstrated a lack of basic understanding as to what had been shown at the Train the Trainers Workshop. Getting all teachers of all grades to do lesson plans when the project was only targeted for grades four to six, doing lesson plans on sports that were not conducted at the workshop, and allowing the warm up session to be conducted by a staff member who had not attended the workshop. All these factors highlighted a lack of carry over from the workshop into the implementation process at the North Goroka community school. However the introduction process at West Goroka community school did exhibit what had been taught at the Train The Trainers Workshop. A key difference here was that there were two trainees who had attended the workshop and they were able to give support to one another.

The teachers had been asked to learn something completely new in a short space of time (five days). Their skills, attitudes and perspectives of the program were inadequate when faced with the realities in the school situation.

There was a lack of staff commitment once it was their turn to take their own classes. Often excuses were found as to why physical education classes were not running. Perhaps there was resentment as to the new demands that were being placed upon them.

There was a lack of confidence by the trainees once they were in the school situation and there was a fear of admitting that they were failing in what they were supposed to be achieving.

There was lack of support, assistance and encouragement from PNGSC staff involved in the program, making the implementation process difficult for the new trainees as they felt they were on their own.

A recognised fact is that willingness to change appears related to conditions in society. The poor literacy rate, poor health provision, poor educational standards and provision, all highlight a country that is struggling and slowly developing. Where physical education fits in this list and what priorities are placed on it will ultimately determine its successful change in the educational arena.

Many factors had not been dealt with by any aspect of the workshop and the impact of these became obvious at the implementation level. These included the following : the history of physical education in the school ie. had it been taught before, to what degree, and how, the school philosophy of physical education and its place in the curriculum ie. did it stand as part of the core curriculum or was it seen as a break for the teachers when they let the students outside to do as they liked, the personnel delivering the program ie. their commitment, their ability, equipment and facilities ie. were staff made aware of the use of the equipment, facilities ie. if the school had no netball or volleyball court could they improvise or would they just not do these activities, the schools geographical location and the sociological backdrop of the school, its children and the staff themselves.



## Chapter 4

# SUMMARY AND CONCLUSIONS

### Introduction to the Chapter

To conclude this investigation this chapter will focus on the outcomes of the research, its implications, and its overall synopsis. Recommendations will be made in order to highlight areas of need and importance. First of all the research focus will be restated and summarised. This will be followed by a synopsis of the findings and a summary of the results. Recommendations are then put forward concerning the study and then future research recommendations are stated. Implications for practice and for research conclude the main section of the chapter. A summary follows which concludes the investigation.

### Focus of the Research

The investigation served as an analysis of The Train The Trainers workshop and its implementation into the community school environment. The key research objective was to determine whether a program that has been designed for one cultural and sociological environment can be successfully implemented into another. The Train The Trainers Workshop served as a case study and included all the composite factors which make up an educational training program and associated with this the inherent factors related to innovation. It must be remembered that this innovation was only a 'trial', even though it was not investigated, apart from this study.

PNG has created an environment supportive of educational innovations, but this does not mean that all have been successful. In many cases an inherent inertia exists to the process of change. Teachers tend to teach the way they have been taught and are reluctant to move from this comfort zone. This is particularly prevalent in PNG. Innovations make the assumption that people can change, but as has been shown this is very difficult to achieve. Often a teacher who has gone through a training process is then expected to become the change agent in their school. On top of this are influential external factors. Jewett, Bain and Ennis (1985) concur that many innovations fail due to the innovators failure to accommodate such factors within the political, social and economic school context.

## **Synopsis of the Findings**

This study, via an analysis of the Train The Trainers Workshop and its implementation investigated if it was possible for a program that has been conceived and developed in one cultural and sociological environment be successfully transposed and implemented into another. In this case the concept of Aussie Sport through its modified sports program into the developing context of PNG.

Several questions were looked at when investigating this question. The areas of importance included ; the quality of instruction and the competency level of the trainers, the characteristics of the target group who attended the workshop, the existing perceptions of community school children in relation to physical education and the overall concept of innovation and Train The Trainers concept for implementation.

As such the sample that was used for this study consisted of the program coordinators and the expatriate trainers, the trainees who attended the workshop, and the community school students at two of the pilot schools in the Eastern Highlands. Trial questionnaires were conducted on staff of the NSI and UPNG (Goroka Campus), a year six class at East Goroka community school and a random sample of year six and seven students from the Goroka International School.

The case profiles consisted of the Train The Trainers Workshop and its participants including the two coordinators and the four expatriate trainers, the trainees who attended the workshop, the two community schools; West and North Goroka , and their students in year six. Further investigation was done on the three teachers at these two schools who were responsible for introducing and conducting Pikinini Sport in their respective school.

Conclusions to be made from the analysis of these areas are as follows. Firstly, the quality of instruction and the trainer competency level did affect the successful delivery of the training program. The trainer who had the most experience, had been in the Pacific region before and demonstrated sound knowledge and organisational skills as well as a distinctive rapport with the participants was the most successful. His sport of soccer was deemed the most enjoyable and thirty seven percent of the group selected this. Only four point nine percent of the sample selected volleyball as their choice. This trainer was very young, inexperienced in adult programs and lacked competency.

The Australian project coordinators had significant background knowledge and expertise and from the information provided by the data were well equipped to deliver a

program of this type. Both work for departments within Aussie Sport and both had physical education backgrounds. In line with these credentials both had experience in working not only with children but also with adults. As such they were well equipped to coordinate such a program. Unfortunately neither had any real notion of what the school structure or conditions in the schools were like. There was no attempt to visit a community school.

The target group characteristics did affect the successful implementation of the program. Even though sixty five percent of the trainees had over seven years teaching experience, seventy three percent had no physical education background or training. No philosophical base was established for these trainees and as such the overall concept of physical education was not touched on. After a one week workshop the expectation was that the trainees could implement what they had learnt into their schools. Their lack of foundational knowledge combined with the inherent difficulties faced by physical education in the curriculum manifested in poor implementation of the program. The clientele targeted by the workshop was made up of sixty percent community school teachers and this was successful.

When detailing the number of trainees who attended from each selected province there were large discrepancies. The host province of the Eastern Highlands had the least number attending with some fourteen percent with the National Capital District the most with thirty three percent. This could have long term consequences on the success of the program in the Eastern Highlands. Of the trainees fifty four percent had never heard of Aussie Sport or knew anything about the program yet when asked if there would be community support for the program seventy six percent replied in the affirmative. Also sixty three percent felt that there would be no problems when they attempted to implement the program into their schools. The issue of community involvement is a major concern in the Aussie Sport program yet it was not addressed in this case.

In examining the data provided by the community school students at the two selected schools in Goroka the students perceptions of physical education were already favourable. The majority of students enjoyed sport at their school, most thought there was lots of sports equipment, they looked forward to sport classes, and they thought sport was important for them. These perceptions don't bear witness to the realities of the situation and as has been postulated they have been developed in their cultural background. A student who known no different does not see a lack of equipment, poor instruction, poor organisation, or a lack of opportunities in the physical education class. When analysis of the program in action was observed at North and West Goroka community schools from forty three observations the researcher witnessed six physical

education lessons. These consisted of mass games with one ball and no field boundaries, students playing their own games, sitting in the sun and talking, no evidence of teaching, umpiring or direction. At the conclusion of the observation period the three trainees were given a questionnaire. From this, even though they felt they were doing a 'good job' there was an overall feeling of insecurity. All respondents indicated that there was a lack of assistance from the PNGSC staff and fellow teachers. Once they left the Train The Trainers workshop they were on their own. By the time a project coordinator arrived at their schools it was November and by this time one of the years involved in the program had sat their exams and left. The trainees felt vulnerable because of this lack of support assistance or encouragement. When all of these composite factors are summarised there is a clear indication that even though a program is successful in one context it will not automatically be successful in another. Many factors transcend the innovation and they are paramount in overall acceptance and success of a program .

These factors, as has been indicated earlier, can not be seen in isolation if an accurate picture of the innovation is to be demonstrated. Many factors exist which are external to the process but impinge upon it. The cultural and sociological milieu impact on the process of change. Change in itself is an empirical process. Aussie Sport and its modified adaptation introduced a new element into PNG community schools and the educational system itself. Even though the program was designed in Australia adaptations were made for the PNG environment. But the concept will remain to some extent a foreign implantation.

Often the process of change can be more apparent than real. Information that is read or is told is often misleading. There has to be a commitment to take part in the observation process oneself . From the evidence in this investigation there is a clear path to be taken. The training and inservicing of the clientele who are going to be involved in the delivery of programs needs to be ongoing with evidence of support from their peers in the school, to the community, through to the program directors.

In this case the community school teacher must have the support of their headmasters, fellow teachers, the local community, the Education Department and the staff of the PNGSC involved in Pikinini Sport. One visit at the conclusion of the pilot project is insufficient if successful implementation is the goal. Systems and people must change to accommodate the innovation. The innovation can not be seen in a vacuum but rather as an overall strategy that has as its objective the advancement of physical education in the community school.

It is also important that in this process that a facade is not built over the realities of what is occurring. As has been demonstrated in this investigation, even though the Train The Trainers Workshop itself, was successful, the implementation of the Pikinini Sport program was not in the two community schools examined in the study. The workshop was favourable, the project had support from the Education Department (although hesitant at first), the PNGSC and its sponsor Coca-Cola Amatil, yet it failed. Reasons for this failure have been detailed and this will serve as a brief summary.

The trainees had been asked to learn something completely new in a short space of time (five days in total). When faced with the realities in the school situation the trainees were inadequately prepared, even though they thought they had the skills to achieve success. The lack of staff commitment was a factor not addressed at the workshop. When the trainees were asked if there would be support in their school they overwhelmingly answered yes. When faced with new content, new techniques and processes which involve valuable time and commitment it is often easier to revert back to the secure and traditional habits that one feels comfortable and safe with. Therefore the innovative role that had to be taken on was not as secure as what was happening before.

Lack of support, assistance and encouragement not only from peers but also the initiators of the program, namely the PNGSC and the Education department were strong factors in the failure of the implementation of the innovation. The trainees felt alone and insecure leading to lack of confidence and overall commitment. There was a fear of admitting failure and a facade was established.

Havelock and Huberman reiterate the failure rate of educational innovations and state that most of them do fail. They add;

Many of the educational innovations in developing countries involve a 'major system transformation'... In spite of large investments and expectations, few of these innovations appear to make a major dent at the *national* level in the educational training problem which they were designed to solve. They appear in many respects to be giant pilot projects ( 1977, p. 80)

Simmons (1980) further alludes to this dilemma when looking at innovations in developing countries. The consensus arrived at is that there has to be an understanding of how innovations are successfully propagated and by so doing developing countries could reduce their dependence on foreign consultants.

## **Recommendations**

In light of the information presented by the findings the following recommendations are made and are seen as directions for future programs. Because of the diverse nature of PNG and its cultural base a rational development plan is a necessity. The *recommendations* in light of the research findings are as follows :

1. Workshops are to be conducted by qualified and competent staff who have a background in adult education programs
2. The target group of such an innovation need to have some background knowledge in the field of physical and sport education. A brief look at the benefits of physical education and its philosophical basis would be beneficial to the participants.
3. Physical education and sport be promoted not only at the school level but beyond into the community by involving the curriculum officers, the NSI, the PNGSC, teachers, parents, headmasters, and school inspectors. This could be done by newsletters, open days, expos and media promotion.
4. Regular contact with the community school teachers must be made by the main personnel whether they be from the Education department or the PNGSC. A network must be developed so that the trainees and fellow teachers don't feel that they are on their own.
5. The monitoring and assessment of what is actually occurring in the schools is vital. Is the innovation developing the way it should be ? Unannounced visits to be conducted.
6. Encouragement of the students to be involved in physical education through competitions within the school and with other schools in the program. Organised lunch time sport activities based on the Pikinini program. Questions to be asked if their teacher misses out on taking physical education lessons.
7. Ongoing inservicing of teachers in physical education with the accent on the modified sports initiative. This would be nationwide with particular emphasis placed on provincial needs. This would build confidence and encourage other teachers to become committed.

## **Recommendations for further investigation**

In light of the above findings, the following research needs to be undertaken :

The development of a program to encompass a teacher award scheme in each province on the basis of achievements in the development of physical education in their school. Criteria to be developed by the Education Department and the PNGSC.

What is the standard of physical education teaching in PNG community schools?. The development of standards for teachers and schools to attain. Criteria developed and set down by the Education Department and the PNGSC.

What is the status of physical education in PNG community schools?. What is actually happening in these schools, to be analysed and monitored by ongoing research.

What is the status of adult education programs which target physical and sport education projects?. How are the adult educators been inserviced to cope with such aspects, and how much support are they being given to achieve their goals.

## **Implications**

Several implications present themselves in this study and these can be subdivided into implications for practice and implications for research. When detailing implications for research this can be further divided into direct and indirect implications.

### **i) Implications for practice.**

From the data, its analysis and the limitations of the investigation the following are apparent ; (a) communication difficulties - it was very difficult to contact the national program coordinators of this innovation. As Goroka is situated in the Eastern Highlands province, and as such is removed from the main centre of Port Moresby in the National Capital District it is often difficult to communicate via any medium. Whether communication is by phone or fax, there are always delays. Often vital information is subsequently delayed, (b) funding - no funding was available for this research and as a consequence it was limited to schools within easy access of the investigation ; any future study would entail a more informative praxis of the research and a strong concerted effort to seek funds, (c) gender - at times the impact of being a white expatriate woman conducting research was intimidating ; any future study could entail the researcher enlisting a national counterpart as an assistant, (d) language - at times a

greater understanding of Pidgin English would have made observations and interviews a little easier.

## ii) Implications for research

Direct research implications include the following ; (a) cultural considerations - as an expatriate doing research in PNG there is often the realisation that one is an outsider looking in. It is often difficult to convince administrators and program leaders that the research will be beneficial to the overall evaluation of a program ( a case in point is this investigation). There is a defensive response and a great deal of energy is spent in maintaining this posture. There is a reluctance by the culture to be 'put under the microscope', hence many innovations are not evaluated for fear of failure. The 'facade' phenomenon presents itself in which the teachers, administrators and program coordinators present an image of successful implementation but to the objective reporter this is not the case, (b) educational innovation in the developing context - any innovation is a deliberate intrusion into the culture of a country and this often entails change. To change patterns of behaviour is a difficult task of anyone. In the developing context there is often fear of failure, insecurity, little experience, and little support and these factors result in a return to the 'old ways'.

Indirect research implications include the following ; (a) the holistic approach - there needs to be a consideration of innovation programming throughout a community. Parents, and local community persons need to be consulted rather than having a program imposed from the outside. In this way the community feels that they are part of the innovation and as such will be more supportive and understanding of those trying to implement it, (b) time frame - the advantages of trialing an innovation through pilot projects is understood, but the fact that extensive in-servicing is necessary is often overlooked. To implement an innovation as was done in this case example, a one week workshop is inadequate. It was assumed that as a result of a one week training course with no follow up, the single trainee was to become the effective agent of change in his or her school. This ignores the structural constraints the trainee has to work under whether they be political , social or economic, (c) The concept of physical education as a is both extensive and involved as is the strategy of innovation. The initial acceptance of an innovation and an enthusiastic early response does not ensure successful implementation. This is evident in this study in relation to the acceptance of The Train The Trainers workshop and then the implementation of the program into the community schools looked at.



## CONCLUSION

Innovation is a total process that is ongoing and requires constant change and adjustment. Often it is easier to revert back to old habits and modes of behaviour in which one feels secure.

As Bishop (1986) points out ... 'changes can rapidly be initiated but they cannot be adopted on a stable or permanent basis'. Often the assimilation of new information and behaviour patterns are too daunting, whether it be from the point of view of an institution, a system or an individual.

Tester and Watkins (1987) in examining the anatomy of innovation with respect to a physical education program concluded that a paramount factor in successful adoption is a recognition of the processes of innovation as been fundamental to the successful adaptation of a change. Lieberman and Miller (1984) put forward a comprehensive list to be considered when trying to present a formulae for school change. Many of these are applicable to training programs and particularly the case in point. There has to be a provision of time for learning for adults, there must be an understanding that there are unique cultural differences in each school, there must be a resistance to the thought that simplistic solutions will solve complex problems and that there has to be a recognition of the complexity of a teacher's work. Overall many barriers present themselves and these need to be realised if change is to take place. Added to this is the inherent inertia that exists in nearly all educational systems, and the fact that many educational systems are unable to manage an innovation. In the case example in this investigation expatriate expertise was used to implement the innovation and this input was met with initial hesitation and scepticism. Fortunately acceptance and enthusiasm did follow this initial response. However, as indicated by the research, commitment to carry on after the initial training period was lacking. Many influences and elements have been documented in the research as to why this occurred and to demonstrate how difficult it is to successfully implement a program that has been designed for one cultural and sociological environment into another.