1

Secondary Data Analyses of Conclusions Drawn by the Program Implementers of a

Positive Youth Development Program in Hong Kong

Andrew M. H. Siu[1]

Daniel T.L. Shek[2,3]

1.   Department of Rehabilitation Sciences, The Hong Kong Polytechnic University

2.   Department of Applied Social Studies, The Hong Kong Polytechnic University.

3.   Kiang Wu Nursing College of Macau.

Running Head: The Tier 2 Program of the Project P.A.T.H.S.

Abstract

The Tier 2 Program of the Project P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programmes) targets adolescents with greater psychosocial needs, and the related programs were designed and implemented by school social workers. In the Experimental Implementation Phase of the project in 2006/07, 207 schools participated in the program. Based on subjective outcome evaluation data collected from the program participants (Form C) in each school, the program implementers were invited to write down five conclusions based on an integration of the evaluation findings (N = 1,035). The conclusions stated in the 207 evaluation reports were further analyzed via secondary data analyses in this paper. Results showed that most of the conclusions concerning perceptions of the Tier 2 Program, instructors, and perceived effectiveness of the programs were positive in nature. There were also conclusions reflecting the program participants' responses on the difficulties encountered and suggestions for improvements. In conjunction with the previous evaluation findings, the present study suggests that the Tier 2 Program was well received by the stakeholders and the program was beneficial to the development of the program participants.

KEYWORDS: subjective outcome evaluation; positive youth development; secondary data analysis

Secondary Data Analyses of Conclusions Drawn by the Program Implementers of a

Positive Youth Development Program in Hong Kong

Introduction

The Positive Adolescent Training through Holistic Social Programmes (Project P.A.T.H.S.) is a two-tier program that aims to promote positive youth development in junior secondary school students in Hong Kong (1, 2). The Tier 1 Program is a curriculum designed to provide 20-hour training for Secondary 1 to 3 students of the participating schools. The Tier 2 Program is a prevention program designed by social services agencies to address the needs of students who have ongoing issues in certain areas of psychosocial development, such as academic study, personal adjustment, mental health, interpersonal relationship, and family relationship. To identify students suitable for Tier 2 programs, the school and the social service agency appointed for conducting the program would review academic and behavior records of students, and teacher's ratings or recommendations. About one-fifth of the students enrolled in Tier 1 program would normally be selected to join Tier 2 program.

The school and social service agency, i.e. the program implementers, would identify the needs of the selected students and design appropriate programs for them. The type of programs that are commonly conducted include: 1) mentorship programs, 2) mental health promotion, 3) adventure-based counseling, 4) parenting programs, 5) service learning program, 6) resilience enhancement programs. Because of the diversity of programs across different schools, it is not feasible to conduct an experimental or standardized measurement of outcomes of Tier 2 programs. Tier 2 programs were evaluated based on the views of stakeholders, program implementers, instructors, and the participants (students). The respondents would complete questionnaires (Form C) which captures the degree of satisfaction with program,

perceived benefits, difficulties encountered, and recommendations for improvement.

In a few previous studies on the Tier 2 program of P.A.T.H.S. at Secondary 1 level, respondents had very positive perception of the programs, instructors and program benefits (3,4). As the Tier 2 Program is now extended to Secondary 2 and 3 students of the Experimental Implementation Phase, there is a need to examine the participants' perceptions of the Tier 2 Program as a whole.

Most Tier 2 programs are tailored to meet the specific needs of students in different schools, and there is a wide variety of program contents and approaches among schools. As a general requirement of Tier 2, social services agencies are required to design the programs with reference to the 15 positive youth development constructs covered in the project in addition to specific goals and objectives covered in the program. A survey of the current objectives and contents of Tier-2 programs showed that these programs often focused on a few developmental constructs of P.A.T.H.S., such as development of self-concept, behavioral competence, cognitive competence, social competence, and prosocial involvement. Many program adopted experiential learning as the key approach. The use of adventure-based counseling approach and volunteer training and services were also very popular in the Tier 2 Program (3,4).

Experiential learning is learning by doing and by reflection of doing. It assists participants to make meaning from learning experience, often in the form of groupwork (5). Kolb presented a four-step cycle of experiential learning, i.e. concrete experience, reflective observation, abstract conceptualization, and active experimentation, which could happen in this sequence or in nearly any order (6). The key criteria for designing experiential learning activities are that the activities need to have personal significance and meaning for the student, the students need to be personally engaged (in their senses, thinking, feelings, and personality), the

continuous use of reflection (6). Instructors need to establish a sense of trust, respect, openness, and concern for the well-being of students, and recognize them for prior learning the students have brought into the new learning. The experiential learning approach is widely used in school education, adult education, and management training. It is particularly suitable for application in programs which aim to increase self-understanding and interpersonal effectiveness. While the experiential learning model is widely adopted in education and training, there are also some strong critics on its basic tenets (like what exactly is "experiential learning"), its insufficient attention to the process of reflection (of feelings), the application of the learning style inventory, or the lack of systematic research efforts (7,8).

Developed under the experiential learning model, adventure-based counseling (ABC) engages participants in challenging and adventure activities and aims to foster growth needs like courage, resilience, responsibility, belonging, mastery, autonomy and altruism (9,10). The experiential activities in ABC also serve as metaphors for real-life issues, and it is postulated that participants who successfully overcome the challenges in the program could transfer the experiences to other life challenges in the present or future (11). The ABC approach has been widely used with adolescents, and in particular with delinquent youth, and there is some evidence in support of this approach (11,12). However, there are also critics that questioned the research evidence of the adventure-based counseling programs, and how far the outcomes of these programs could be generalized and sustained in real life situations.

Participation in volunteer training and services is the third approach which is commonly used in Tier 2 programs. The engagement of young people in volunteering provides an excellent platform for personal development, socialization of prosocial norms and behavior, provide recognition for positive behavior, and leadership training. Volunteer training requires different levels of student involvement and competence,

and the level of participation and training is flexible. While volunteer work is often of benefit to the person receiving the service, there is some evidence that there are significant benefits for young persons who participated in volunteering. Some studies showed that young persons who participated in volunteer work had increased levels of empathy and altruism, higher, increased self-efficacy, fewer problem behaviors (13,14). Through volunteer work, young people obtain real-life opportunities for practicing their interpersonal skills and organizing skills, and to establish bonding with healthy people (15) and learn from models or mentors.

In addition to the design and contents of program, there are many factors which influence the implementation and effectiveness of a program. These factors include characteristics of the program, instructors, and the teaching-learning process. First, program characteristics such as its relevance to the needs of students, the training mode, and support from stakeholders are important (16,17). Second, instructor qualities and leadership style are important determinants of success of programs. In particular, participants are most appreciative of good rapport, a caring and responsible attitude, professional teaching skills, presentation style, and the ability to arouse student interests and involvement (18). Third, successful programs were characterized by excellent, instructor-student interaction, high peer interaction and high peer involvement (19).

Based on the above review, this study examined the subjective outcomes of Tier-2 program by obtaining the perspectives of stakeholder and participants on the need and relevance of program, the quality of instruction, perceived program effectiveness, difficulties met in program implementation, and recommendation for improving the program. The information would provide information for quality of the programs, as well as suggestion for improving future programs. In addition, as documentation of practice research was rare in the local social work literature (20),

this paper also serve to pioneer a systematic approach in documenting the effectiveness of youth programs designed by the social services agencies.

Method

Dataset for Secondary Data Analyses

In 2006-07 school year, there were 207 schools that joined the Secondary 1 Program of the Project P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programmes) in the Experimental Implementation Phase. In these schools, there were 13,194 participants involved in the Tier 2 Program, of which 12,092 Secondary Two students identified by teachers, parents, and/or self-administered questionnaires as having greater psychosocial needs and were invited to join the Tier 2 Program. The remaining 1,102 participants were the parents and teachers of those identified students and they were also invited to participate in the Tier 2 Program. The mean number of participants joining the Tier 2 Program per school was 63.74 (range: 14–308). The average number of sessions provided per school (normally 1.5 - 3 h per session) was 22.91 (range: 6–62 sessions). A total of 10,255 participants (mean = 49.54 participants per school, range 6 - 294) were invited to respond to the Subjective Outcome Evaluation Form (Form C) developed by the research team [1] after completion of the Tier 2 Program. The overall response rate was 77.72%.

The Subjective Outcome Evaluation Form (Form C) was designed by Shek and Siu [1], with the aim to measure the perceptions of the Tier 2 Program. There are seven parts in this evaluation form:

1. Participants' perceptions of the program, such as program arrangement, quality of service, appropriateness of the program, and interaction among the participants (8 items).

2. Participants' perceptions of the workers, such as the preparation of the

workers, professional attitude and knowledge, and interaction with the participants (8 items).

3. Participants' perception of the effectiveness of the program, such as promotion of problem-solving skills, behavioral modification and positive change (8 items).

4. Things that the participants appreciated most (open-ended question).

5. Opinion about the workers (open-ended question).

6. Things that the participants learned from the program (open-ended question).

7. Areas that require improvement (open-ended question).

To facilitate the program evaluation, the research team developed an evaluation manual with standardized instructions for collecting the subjective outcome evaluation data (1). In addition, adequate training was provided to the social workers during the 20-h training workshops on how to collect and analyze the data using Form C. Based on the evaluation data collected in each school, the responsible worker in each school was required to complete an Evaluation Report where the quantitative and qualitative findings based on Form C were summarized and described. In the last section of the report, the worker preparing the report in each school was requested to write down five conclusions regarding the program and its effectiveness, which can give an overall picture regarding the perceived effectiveness of the Tier 2 Program.

Data Analyses

The data were analyzed using general qualitative analyses techniques (3) by two research assistants. There were three steps in the data analysis process. First, raw codes were developed for words, phrases, and/or sentences that formed meaningful units in each conclusion at the raw responses level. Second, the codes were further combined to reflect higher-order attributes at the category of codes level. For example, the response of "the program is helpful to students" at the raw response level could be

subsumed under the category of "general program benefit", which could be further subsumed under the broad theme of "benefits of the program" (see Table 1).

In the present qualitative analyses, since the author designed the P.A.T.H.S. program, he was conscious of his own biases and expectation of the program to be effective. As such, the author was not directly involved in the data analyses. In addition, in order to minimize the possible biases involved, both intra- and inter-rater reliability on the coding was calculated. For intra-rater reliability, the research assistant primarily responsible for coding coded 20 randomly selected responses without looking at the original codes given. For inter-rater reliability, another research assistant coded 20 randomly selected responses without knowing the original codes given at the end of the scoring process.

Following the principles of qualitative analyses proposed by Shek et al. (21), the following attributes of the study regarding data collection and analyses were highlighted. First, a general qualitative orientation was adopted. Second, the sources of data (e.g., number of participants) for analyses were described. Third, the issues of biases and ideological preoccupation were addressed. Fourth, inter- and intra-rater reliability information was presented. Fifth, the categorized data were kept by a systematic filing system in order to ensure that the findings are auditable. Finally, possible explanations, including alternative explanations, were considered.

<div align="center">Results</div>

Based on the 1035 conclusions in the 207 reports, 1640 meaningful units were extracted. These raw responses were further categorized into several categories, including views of the stakeholders on the program (Table 1), views towards instructors (Table 2), perceived effectiveness of the program (Table 3), difficulties encountered (Table 4) and suggestions for improvement (Table 5). Regarding the conclusions related to the stakeholders' perceptions of the program, results in Table 1

show that most of the responses were positive in nature in the areas of satisfaction, and program content. The questionnaire requested stakeholders to give two comments on the program, and they gave an average of 1.7 comments. Among the 355 responses, 333 responses were classified as positive (93.80%). The intra-rater agreement percentage was 95% and inter-rater agreement percentage was 90%.

For the perceptions of the program implementers, findings in Table 2 show that most of the responses were positive in nature. Among the 203 responses, 201 were positive (99.01%). All responses were positive in the areas of general and specific appreciations of the instructors, and half of the responses were positive in other appreciation of the instructors. The intra-rater agreement percentage was 100% and inter-rater agreement percentage was 95%.

The responses related to perceived effectiveness of the program are shown in Table 3. There were a total of 911 meaningful units that could be categorized in several levels, including societal level, familial level, interpersonal level (general interpersonal competence and specific interpersonal competence), personal level (positive self-image, ways to face adversity, reflection, goal setting, behavioral competence, cognitive competence and experiences/exploration) and others. All 217 responses were positive (100%). The intra-rater agreement percentage was 95% and inter-rater agreement percentage was 90%.

Table 4 shows the program participants' responses on the difficulties encountered in the implementation of the program. There were 85 responses in this dimension and all were neutral in the scopes of program schedule and students' responses. The intra-rater agreement percentage was 85% and inter-rater agreement percentage was 90%.

Responses on recommendations to the program were presented in Table 5. All the 191 meaningful units were classified as neutral in the areas of program content

and program implementation. The intra-rater agreement percentage was 75% and inter-rater agreement percentage was 80%.

Discussion

Stakeholders are generally very positive about the Tier-2 program. While most of comments which are quite general, the specific comments they expressed were mainly related to the perceived need and outcomes, and the experiential aspects of the program. It is important for stakeholders to see that the programs are meeting students' needs, and that students' improvements are recognized by others. Stakeholders also appreciated the experiential and activity-based nature of activities, which may better meet of the needs of this group of students when compared with classroom activities.

In comparison, there are not as many comments on instructors. When asked to give two comments on instructors, the respondents only gave an average of .9 comments. While about half of the comments are general (on attitude, performance, or other general comments), the other half of the comments focused on three aspects: 1) the professionalism, attitude, and devotion of instructors, 2) good relationship, understanding and caring toward students, 3) arrangement and delivery of programs. On the whole, the respondents are more reserved on commenting on people (instructors) than on satisfaction or perceived benefits of program. When respondents commented on the instructors, they tended to emphasize more on the personal qualities (like being professional) than the delivery of programs. It may imply that respondents appreciate the use of self (personal qualities) as most important tool in working with this group of students.

Respondents are very enthusiastic in comments on the perceived effectiveness of programs. The key perceived benefits of the program were on the personal level, such

as enhancing a positive self-identity, interpersonal competence, behavioral competence, and ability to face adversity. First, it is noteworthy that many programs focus on improving self-understanding, identity exploration and development, and improvement of self-concept. This is in line with the key developmental tasks of building searching for one's identity, verifying one's self-concept and building self-efficacy and confidence during adolescence (22). Second, the programs were perceived to have a great impact perceived on interpersonal communication and relationships, such as improving social skills and learning to respect, trust, and appreciate others. Both interpersonal relationships and self-concept were strongly linked to the emotional development of students, and these few topics may together form an indispensable part of Tier-2 programs.

Third, the benefit of the programs on developing self-discipline, problem-solving, self-management, persistence and resilience was also very commonly mentioned. In a societal environment with different information competing for our attention, which requires multi-tasking for most of the time, young people need to learn to stay focused and inhibit urges to divert attention in order to be successful (23). The three key perceived outcomes (self-concept, interpersonal relationship, and self-management) of programs identified in this analysis could come because of several reasons. It could be what the stakeholders want to or expect to see in programs, or these perceived benefits were the objectives of programs. These outcomes may also come up because they are more observable than covert changes in areas of emotional, cognitive, and moral development. Also, there were only a few comments suggested that the programs had an impact the familial and societal levels, and this may reflect the key focus of these programs were on the individual rather than on the family or social level. Most programs are individual or small group programs which did not involve parents, teachers, or many programs may not seek for extension of benefits to a social or

community level.

Many of difficulties encountered in the program were related to the implementation and time constraints. Only a few comments were related to design of program or carry-over of effects of program. The reported difficulties were quite common for implementation of extra-curricular activities or the PATHS Tier-1 program, such as time constraint, clash with other activities, or difficulty in motivating students to participate.

In the recommendations section, respondents suggested that an experiential, adventure-based using a diversity of activities would be most beneficial to the students in Tier-2 program. Activities needs to be able to stimulate interests, be conducted outdoor if possible, and involves some challenge and recognition of participation. Good rapport with students and good support from school are essential factors for success of these programs. On the whole, these recommendations or principles of good practice were largely consistent with the other answers in the questionnaire.

In summary, the results from this study showed that the respondents (stakeholders, responsible social worker) perceived that an experiential learning approach is most suitable for Tier-2 programs. The experiential activities used should cover a wide variety and be of interests to students. The amount of outdoor (or outside school) activities should be increased, and the activities could bring some challenge to participants as well as recognizing their participation and efforts. The key difficulties encountered in running the programs were operational (like time constraints and clash with other activities) and how to adequately enhance the motivation and participation of students.

Most respondents agreed the programs were effectives, and they observed that the key benefits of the programs were at the individual level rather than at a social

level. The major impact was increase in self-understanding, self-exploration, and improving self-concept, improving social skills and interpersonal relationships, as well as self-management. The respondents were generally very satisfied with the Tier-2 program, and appreciated the programs could meet the psychosocial needs of students, and that the programs were generally well designed and tailored for the students.

References

1. Shek, D.T. L., Siu, A.M.H., Lui, J.H.Y and Lung, D.W.M. (2006) *P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme (Evaluation Manual). Social Welfare Practice and Research Centre*, The Chinese University of Hong Kong, Hong Kong.

2. Shek, D.T.L. (2006) Construction of a positive youth development program in Hong Kong. *Int. J. Adolesc. Med. Health* **18(3):**299-302.

3. Shek, D.T.L., Lee, T.Y., Sun, R.C.F., and Lung, D.W.M. (2008) Positive youth development programs targeting students with greater psychosocial needs: subjective outcome evaluation. *TheScientificWorldJOURNAL:* TSW Holistic Health & Medicine **8**, 73-82. DOI 10.1100/tsw.2008.3.

4. Shek, D.T.L. and Sun, R.C.F. (2008) Helping adolescents with greater psychosocial needs: evaluation of a positive youth development program. *TheScientificWorldJOURNAL:* TSW Holistic Health & Medicine **8,** 575–585. DOI 10.1100/tsw.2008.85.

5. Itin, C.M. (1999) Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century. *J. Exp. Educ.* **22(2),** 91-98.

6. Kolb, D.A. (1985) *Experiential learning: Experience as the source of learning and development.* Upper Saddle River, NJ: Prentice Hall. pp. 39-58

7. Miettinen, R. (2000) The concept of experiential learning and John Dewey's theory of reflective thought and action. *Int. J. Lifelong Educ.* **19(1),** 54-72.

8. Coffield, F., Moseley, D., Hall, E and Ecclestone, K. (2004) *Should we be using Learning Styles? What research has to say to practice*. Learning and Skills Development Agency, London.

9. Brendtro, L.K and Strother, M.A. (2007) Back to basics through challenge and adventure. *Reclaim Children Youth* **16(1),** 2-6.

10. Fletcher, T. B and Hinkle, J.S. (2002) Adventure based counseling: an innovation in counseling. *J. Couns. Dev*. **80(3)**, 277-285.

11. Carlson, K.P and Cook, M. (2007) Challenge by choice: adventure-based counseling for seriously ill adolescents. *Child Adolesc. Psychiatr. Clin. N. Am.* **16,** 909-919.

12. Glass, J.S and Myers, J.E. (2001) Combining the old and the new to help adolescents: individual psychology and adventure-based counseling. *J. Mental. Health Couns.* **23(2),** 104-14.

13. Dolan, B. (1995) A teen hot line. *Adolescence* **30(117),** 195-200.

14. Schondel, C., Boehm, K., Rose, J and Marlowe, A. (1995) Adolescent volunteers: an untapped resource in the delivery of adolescent preventive health care. *Youth Soc* **27(2),** 123-135.

15. O'Donnell, J., Michalak, E.A and Ames, E. B. (1997) Inner-city youths helping children after-school programs to promote bonding and reduce risk. *Soc. Work .Educ* **19,** 231-242.

16. Nation,M., Crusto,C., Wandersman,A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E and Davino, K. (2003) What works in prevention: principles of effective prevention programs. *Am. Psychol* **58**, 449-456.

17. Weissberg, R.P. (2000) Improving the lives of millions of school children. *Am. Psychol.* **55**, 1360-1373.

18. Marques, T. E., Lane, D. M and Dorfman, P. W. (1979) Towards the development of a system for instructional evaluation: is there consensus regarding what constitutes effective teaching? *J. Educ. Psychol.* **71(6),** 840-849.

19. Harachi, T.W., Abbott, R.D., Catalano, R.F., Haggerty, K.P and Fleming, C.B. (1999) Opening the black box: using process evaluation measures to assess implementation and theory building. *Am. J. Community Psychol.* **27,** 711-731.

20. Shek, D.T.L. (2006) Effectiveness of the Tier 1 Program of the Project P.A.T.H.S.: preliminary objective and subjective outcome evaluation findings. *TheScientificWorldJOURNAL* **6**, 1466–1474. DOI 10.1100/tsw.2006.238.

21. Shek, D. T. L., Sun, R. C. F., Lam, C. M., Lung, D. W. M., & Lo, S. C. (2008) Evaluation of Project P.A.T.H.S. in Hong Kong: Utilization of student weekly dairy. *TheScientificWorldJOURNAL: TSW Holistic Health & Medicine, 8,* 13-21. DOI 10.1100/tsw.2008.2. (Special Issue Article)

22. Adams, G.R., Montemayor, R and Gullota, T.P. (1996) (Eds*). Psychosocial development during adolescence:* Progress in developmental contextualism. Thousand Oaks, CA: Sage.

23. Horn, S. (2000) Conzentrate: *Get focused and pay attention – when life is filled with pressures, distractions, and multiple priorities.* New York: St. Martin's Press.

TABLE 1

Stakeholders' views towards the program

Category	Responses	Nature of the Response				Total
		Positive	**Neutral**	**Negative**	**Undecided**	
Satisfaction level	Like the program	4				4
	Satisfy with the program	41				41
	Positive views toward program	15				15
	Satisfy with the arrangement	18				18
	The program is meaningful	3				3
	Program able to achieve the goals	19				19
	High attendance rate	6				6
	Students' active participation	25				25
	Parents support the program	4				4
	Worth to continue	4				4
	Would join the program again	11				11
	Would recommend the program to others	8				8
	Positive comments	5				5
	Neutral comments		5			5
	Subtotal	**163**	**5**	**0**	**0**	**168**
Program content	Comprehensive content	6				6
	Meet students' needs	34				34
	Providing holistic care to students	2				2
	Providing positive experiences to students	5				5
	Providing a platform for students to interact	5				5
	Like and satisfy with the activities	43				43
	Diversified activities	9				9
	Benefit from the experiential learning	10				10
	Students' improvements are recognized by others	10				10
	Other positive comments	31				31
	Neutral comments		6			6
	Content can be more comprehensive and interesting		2			2
	Content and activities are unattractive to students			3		3
	Cannot meet students' needs			3		3
	Other negative view			3		3
	Subtotal	**155**	**8**	**9**	**0**	**172**
Others	Good atmosphere	4				4
	Able to complete the whole program	2				2
	Schools' cooperation	7				7
	Others	2				2
	Subtotal	**15**	**0**	**0**	**0**	**15**
Total responses		**333**	**13**	**9**	**0**	**355**

TABLE 2

Responses on the views towards instructors

Category	Responses	Nature of the Response				Total
		Positive	**Neutral**	**Negative**	**Undecided**	
General	Positive views towards instructors	10	---	---	---	10
appreciation	Appreciate attitude	34	---	---	---	34
	Appreciate performance	54	---	---	---	54
	Subtotal	**98**	**0**	**0**	**0**	**98**
Specific	Satisfy with the instructors' delivery strategies	9	---	---	---	9
appreciation	Satisfy with the instructor's arrangement	6	---	---	---	6
	Well prepared for the program	13	---	---	---	13
	Build good relationship with students	11	---	---	---	11
	Understand students	9	---	---	---	9
	Make adjustments on program continuously	3	---	---	---	3
	Devoted	4	---	---	---	4
	Professional	30	---	---	---	30
	Care about students	9	---	---	---	9
	Attitude and performance enhance students' learning	4	---	---	---	4
	Subtotal	**98**	**0**	**0**	**0**	**98**
Others	Others	4	---	---	---	4
	Instructor Satisfy with their Own Performance	1	---	---	---	1
	Negative Comments	---	---	2	---	2
	Subtotal	**5**	**0**	**2**	**0**	**7**
Total responses		**201**	**0**	**2**	**0**	**203**

TABLE 3

Responses on perceived program effectiveness

Category	Subcategory	Responses	Nature of the Response				Total
			Positive	Neutral	Negative	Undecided	
Societal level	-	Enhance social responsibility and participation	27				27
		Subtotal	**27**	**0**	**0**	**0**	**27**
Familial level	-	Strengthen the family bonding	14				14
		Subtotal	**14**	**0**	**0**	**0**	**14**
Interpersonal level	General interpersonal competence	Improve interpersonal relationship	71				71
		Enhance instructors and students relationship	20				20
		Enhance the relationship with senior form students	3				3
		Subtotal	**94**	**0**	**0**	**0**	**94**
	Specific interpersonal competence	Improve communication / social skills	67				67
		Learn to cooperate with others	73				73
		Mutual support / trust / appreciation	23				23
		Appreciate / respect others	10				10
		Subtotal	**173**	**0**	**0**	**0**	**173**
Personal level	Positive self-image	Enhance students' development	86				86
		Positive impacts on students	75				75
		Develop clear and positive identity	16				16
		Enhance self-understanding	34				34
		Enhance self-efficacy	37				37
		Enhance self-confidence	57				57
		Enhance self-esteem	17				17
		Enhance emotional management	15				15
		Subtotal	**337**	**0**	**0**	**0**	**337**
	Ways to face adversity	Cultivation of resilience	27				27
		Enhance problem solving skills	49				49
		Subtotal	**76**	**0**	**0**	**0**	**76**
	Reflection	Enhance Self-reflection	16				16
		Subtotal	**16**	**0**	**0**	**0**	**16**
	Goal setting	Promote beliefs in the future	8				8
		Goal setting	7				7
		Subtotal	**15**	**0**	**0**	**0**	**15**
	Behavioral competence	Promote self-management / self-determination	17				17
		Positive impacts on behavior	15				15
		Enhance learning motivation / skills	12				12
		Enhance persistence	7				7
		Learn to be self-discipline	16				16
		Subtotal	**67**	**0**	**0**	**0**	**67**
	Cognitive competence	Enhance organizing and analyzing abilities	4				4
		Subtotal	**4**	**0**	**0**	**0**	**4**
	Experience / Exploration	Explore / develop potentials	17				17
		Gain successful experiences	14				14
		Provide other learning experiences	14				14
		Subtotal	**45**	**0**	**0**	**0**	**45**
Others	-	Benefits to instructors	3				3
		Benefits to parents	11				11
		Strengthen the school bonding	19				19
		Positive	10				10
		Subtotal	**43**				**43**
Total responses			**911**	**0**	**0**	**0**	**911**

TABLE 4

Responses on encountered difficulties

Category	Responses	Total
Difficulties in handling program content	The program is too intensive	3
	Loose connection between sessions	2
	Lack of concrete goals in the program	1
	Students' cannot integrate the learnt skills and knowledge into daily life	2
	Subtotal	**8**
Difficulties in time management and in program implementation	Insufficient evaluation design	2
	Student-instructor ratio	5
	Time constraint	10
	Classroom management	1
	Difficult to cultivate a favorable atmosphere	2
	Difficult to build relationship with students	3
	Spent too much time on preparation	2
	Attendance rate	11
	Enrollment	3
	Students' performance	10
	Crash with other school's activities	13
	Resistance from parents	5
	Others	2
	Subtotal	**69**
Others	Others	8
	Subtotal	**8**
Total responses		**85**

TABLE 5

Responses on the recommendations to the program

Category	Subcategory	Responses	Total
Good practice	Content	Experiential learning is a effective mean	5
		Adventure-based activities enhance students' participation	6
		Using outdoor activities	7
		Interesting / challenging / diversified activities	4
		Subtotal	**22**
	Implementation	Good relationship with students	10
		Support from school	11
		Discuss with teachers	7
		Enrollment strategy	7
		Grouping strategy	2
		Harmony atmosphere	5
		Award / prize / gift / recognition	8
		Subtotal	**50**
	Others	Others	27
		Subtotal	**27**
Recommendation	Content	Make fine adjustment to meet the needs of students	7
		More interesting / challenging activities	7
		More games	3
		More outdoors activities	10
		Diversified activities	6
		More platform for students' interaction	3
		Motivate the parents' participation	5
		Subtotal	**41**
	Implementation	Reduce the number of sessions	2
		Better program arrangement	12
		Implement the program in weekends	2
		Better cooperation with schools	3
		Prolong the number of sessions	13
		More free time	2
		Subtotal	**34**
	Others	Other recommendations	17
		Subtotal	**17**
Total responses			**191**