

## **Findings from a Student Evaluation Survey: A Case Study of the Teacher Qualification Upgrade Programs at Divine Word University**

**Cecilia Nembou**

### **Abstract**

This article presents the findings of a survey. The purpose of the survey was two-fold: first, to evaluate the design and delivery of the Teacher Qualification Upgrade Programs (TQUP) provided by the Divine Word University (DWU) in 2006 and, second, to assist DWU and the National Department of Education (NDOE) officials and the project team to prepare for the design and delivery of similar programs in the future. There were two distinct academic programs: the Diploma in Teaching (DipT) and the Postgraduate Diploma in Education (PGDE). Findings from the survey indicated that there was marked improvement in students' teaching confidence and competence after having participated in their respective programs. The two analytical approaches – quantitative and qualitative – gave complementary perspectives to the survey results. The general conclusions are that the TQUP was highly successful and positive views far outweighed the negative views.

### **Introduction**

In 2006 Diwai Pacific Ltd and DWU won a contract to deliver two teacher qualification upgrade programs (TQUP): Diploma in Teaching (DipT) and Postgraduate Diploma in Education (PGDE). The programs were designed for teachers in the national education system who held a variety of trade or degree qualifications but not a teaching qualification. Most of the students in the DipT program taught in vocational, technical or business colleges while most of the students in the PGDE program taught in secondary schools. Both programs were designed to enable participants to achieve learning outcomes that enhanced the effectiveness of their teaching performance in their particular educational context.

There were nine specified outcomes:

- Enhanced curriculum implementation and evaluation capacities
- Enhanced confidence as a teacher
- Enhanced ability to use different methods of teaching
- Enhanced understanding of outcomes-based curriculum and assessment
- Enhanced professional competence as a teacher
- Enhanced student counselling and discipline strategies
- Enhanced lesson planning and preparation quality
- Enhanced motivation to teach
- Enhanced capacity for reflective practice.

### **Data gathering approach**

The programs were conducted in flexible learning mode over two semesters, with a three week residential component at the beginning of each semester. At the end of each residential component, students were asked to evaluate the TQUP by completing a questionnaire. The questionnaire was adapted from one designed by the Education Capacity Building Project (ECBP) and used to evaluate the last teacher qualification upgrade program delivered by the University of Goroka. The aim of the Diwai Pacific–DWU survey was to inform stakeholders, such as officials of the National Department of Education (NDoE), the project steering committee, TQUP lecturers and DWU officials, of the views and reactions of the participants to various aspects of the programs.

The response rate in second semester was 85% compared to a 96% response rate in first semester. The lower response rate in the second semester may be attributed to the fact that the questionnaire was given to the PGDE group after the closing of the session and they were asked to return them by mail. In any case, an 85%–96% response rate for a rather long and comprehensive questionnaire with the equivalent of 43 multi-part questions clearly indicated the level of commitment and interest of the participants to express their views. About 40% of the questions were of qualitative nature and 60% were of a quantitative nature and some items were similar in nature. This unintended duplication served to verify the views expressed under the alternative modes of questioning.

The structure of the questionnaire was as follows. questions 1–2 covered personal data, questions 11, 13–24, and 32–43 required each respondent to make a judgment on a scale of 0–4, with zero corresponding to the lowest and 4 corresponding to the highest level of satisfaction in various aspects of the project. In particular, question 29, asked for a before and after satisfaction rating of their perception of selected learning outcomes. For the purpose of data analysis, question 29 was relabelled as questions 32–43. Questions 3–10, 12, 25–28 and 30–31 involved each person's qualitative opinion on various aspects of the program and project implementation.

The residential sessions for the diploma in teaching were conducted at four delivery centres: Kimbe, Port Moresby, Mt Hagen and Madang. The allocation of participants to centres was based on the objective of grouping together those of similar background while also minimizing transportation cost. However, for the participants in the postgraduate diploma in education program, the objective of minimizing transportation cost was disregarded in view of the total number of participants being relatively small at 27. The delivery centre in this case was Madang. In the analysis the delivery centres have been kept separate to delineate any distinct features or characteristics showing up in the nature of the responses. Further, the responses have been kept separated by data type so that particular views can be verified.

### Results from quantitative data analysis

To obtain an appreciation of the participants' evaluation of the various attributes of the program, Table 1 shows the percentage of respondents who indicated high or very high levels of satisfaction for questions 11 and 13–24 at the end of the second semester residential component. The questions represent measurable attributes of the project and the results serve as the evaluation decisions made by the participants.

**Table 1: Percentage of respondents who scored high (3) or very high (4) to questions 11, 13–24**

Question	Kimbe	Port Moresby	Mt Hagen	Madang DipT	Madang PGDE	% Scores
11. Quality of instruction	96	100	93	86	100	95
13. Coordination and logistics	82	95	57	87	70	77
14. Information and communication	86	95	90	82	95	89
15. Relevance of program	92	96	93	95	95	94
16. Pace of delivery	81	100	80	96	85	88
17. Quality of learning materials	93	100	94	91	90	94
18. Availability of references & materials	93	100	86	95	75	90
19. Appropriateness of assessment methods	93	95	96	77	95	92
20. Appropriateness of semester structure	85	87	87	96	70	85
21. Gender inclusiveness	97	87	76	95	90	89
22. Comfort of venue and accommodation facilities	68	100	50	91	90	77
23. Quality of catering services	50	91	46	95	85	70
24. Usefulness of learning contract	75	100	66	77	70	77
Total Respondents	28	23	30	22	20	123

Most attributes received a score between 85% and 95%. Attributes that received a lower score of 70% or 77% include coordination and logistics; comfort of venue and accommodation facilities; quality of catering services; and usefulness of the learning contract. An influence for such a result was to be expected from Mt Hagen where certain aspects of the centre administration and coordination did not work out according to plan. On the other hand, it was pleasing to observe that there was a marked improvement in the score for the same attributes at Kimbe, where the administration and coordination standards

had been criticized in first semester. Port Moresby and the Madang PGDE groups scored 100% for the quality of instruction and the average score for this particular attribute over all centres was 95%. For all attributes in Table 1, satisfaction ratings ranged from 70% to 95% in the second semester compared to a range of 75% to 96% in the first semester.

Following are two tables. The first table shows the results of respondents' self assessment of their confidence or competence in various attributes before the TQU program. The second table shows the results of respondents' self assessment of their confidence or competence after participating in the TQU program. The dramatic difference in the results may be considered clear evidence of the value of the teacher qualification upgrade programs.

**Table 2a: Percentage of respondents who scored 3 (high) or 4 (very high) to questions concerning personal attributes before the TQUP**

Question	Kimbe	Pt Moresby	Mt Hagen	Madang DipT	Madang PGDE	% Scores
32. Your confidence as a teacher	21	5	17	28	15	17
33. Your motivation to teach	18	22	30	41	40	30
34. Your professional competence as a teacher	14	26	10	23	30	21
35. Your morale	18	23	20	41	25	25
36. Your self esteem	29	41	27	41	30	34
37. Your curriculum implement. & eval. capacities	7	13	7	14	5	9
38. Your lesson planning and preparation quality	4	13	17	27	15	15
39. Your ability to use different teaching methods	11	9	13	19	20	14
40. Your counseling and discipline strategies	8	13	10	23	15	14
41 Your capacity to use a variety of assess. methods	0	4	23	18	15	12
42. Your capacity to use outcomes-based assessment	11	0	13	10	10	9
43. Your capacity for reflective practice	4	9	13	14	15	11
<b>Total Respondents</b>	28	23	30	22	20	123

**Table 2b: Percentage of respondents who scored 3 (high) or 4 (very high) to questions concerning personal attributes after the TQUP**

Question	Kimbe	Pt Moresby	Mt Hagen	Madang DipT	Madang PGDE	% Scores
32. Your confidence as a teacher	100	100	93	95	100	98
33. Your motivation to teach	97	100	97	91	100	97
34. Your professional competence as a teacher	100	100	97	91	100	98
35. Your morale	100	100	93	91	95	96
36. Your self esteem	96	100	97	95	95	97
37. Your curriculum impl & evaluation capacities	100	100	97	91	100	98
38. Your lesson planning and preparation quality	100	100	93	95	100	98
39. Your ability to use different teaching methods	100	100	97	91	95	97
40. Your counseling and discipline strategies	88	100	97	86	90	92
41 Your capacity to use a variety of assess. methods	96	100	96	91	100	97
42. Your capacity to use outcomes-based assess,	97	100	90	86	90	93
43. Your capacity for reflective practice	88	100	93	96	90	93
Total Respondents	28	23	30	22	20	123

The findings are overwhelmingly favourable. For instance, in Kimbe no respondent scored 3 (high) or 4 (very high) for question 41 – capacity to use a variety of assessment methods – before the program. After the program, 96% of the respondents at Kimbe scored 3 (high) or 4 (very high) for the same question.

For question 42 – capacity to use outcomes based assessment – none of the Port Moresby participants scored 3 (high) or 4 (very high) before the program. This dramatically contrasts with 100% of them scoring 3 (high) or 4 (very high) after the program.

In the combined scores, 9% to 34% of respondents had scored 3 (high) or 4 (very high) before the program and 92% to 98% after the program. One example to illustrate the marked difference of the combined respondents' results is that only 11% of respondents had ranked their capacity for reflective practice as high to very high before the program compared with 93% of them who ranked their capacity for reflective practice as high to very high after the program.

Comparing the combined first and second semester figures over all expected outcomes, they are 11%–39% and 9%–34% before and 87%–97% and 92%–98% after, respectively, which suggest that the participants' confidence and competencies had increased greatly by the end of the second semester. The most remarkable figures came from Port Moresby where the before figures range was 0%–41% and the after figures showed 100% for all questions. Even at Mt Hagen where there were some unfortunate organisational incidents, the ratings were 7%–30% before and 90%–97% after. For the Madang PGDE group, the ratings were 5%–40% before and 90%–100% after the TQU program. These quantitative results from the survey are indicative of a very successful program.

### Results from qualitative data analysis

Nvivo7 text analysis software was applied to questions 3–10, 12, 25–28, and 30–31. The questions asked have been summarized in Table 3.

**Table 3: Qualitative type questions**

Q1 Personal data  
 Q2 Highest qualification  
 Q3 Why take the TQU program?  
 Q4 TQU program primary objectives?  
 Q5 Are objectives being met?  
 Q6 Plan to pursue higher qualifications?  
 Q7 Leading teaching and learning practices modeled by facilitators  
 Q8 Feel confident to apply theory to achieve outcomes?  
 Q9 Will DWU take your views seriously?  
 Q12 How to keep up-to-date with teaching and learning developments?  
 Q25 Strengths of the TQU programs?  
 Q26 Weaknesses of the TQU programs?  
 Q27 Who paid for your participation?  
 Q28 Who should pay for future TQU programs?  
 Q30 Most significant improvement in your teaching and learning competencies  
 Q31 Any other comments

Seventy three percent (73%) of the participants stated that their reason for participating in the TQU program was either to upgrade their qualifications, gain registration with the Teaching Service Commission or become an effective teacher with enhanced teaching skills and methods. This was a three percentage decrease from 76% of participants who in the first semester had given similar responses to question 3.

Seventy five percent (75%) of the participants thought the primary objectives of the TQU program were to do one or more of the following:

- Upgrade teacher qualifications
- Train the un-trained teacher
- Gained improved teaching skills and methods

- Gain competence as a teacher
- Become an effective teacher
- Improve educational standards in PNG.

This is a 2 percentage decrease from 77% recorded for the same question in the first semester.

In the first semester 89% of the participants answered 'yes' to the question of whether or not they thought the objectives of the TQU program were being met. In the second semester results, 94% answered 'yes', an increase of 5%. Those who answered 'no' in the first semester included those who wanted to wait until the end of second semester to make a more holistic evaluation. It is worth noting that in second semester, the number of participants who answered 'no' to the same question was zero implying total agreement that the objectives of TQU program had been met.

Ninety four percent (94%) of the participants indicated that they planned to pursue higher qualifications after completing the TQU program. That is a decrease of four percentage points from 98% in the first semester.

Just as they did in first semester, there were a great variety of responses to the question on what each participant perceived as the leading teaching and learning practices that were modeled by the facilitators. A sample of responses selected randomly across the five groups is listed below. The nature of the responses was similar in both semesters. It is to be noted these responses came from less than 50% (39% in first semester and 25% in second semester) of respondents.

- *Group dynamics, peer presentations, exposition, PowerPoint presentations, using computers, and a whole lot more.*
- *Lecturer-student interaction and small group learning*
- *The skill of listening; they listen to everyone's opinions and suggestions and were very helpful.*
- *The facilitators used PowerPoint presentations, professional readings, oral presentations, written tasks of workplace context, completion of practical and lead-in activities to deliver the program.*
- *They were punctual, committed and kind to all of us; made our learning interesting by sharing their experiences and motivated us to be good, responsible and caring teachers.*
- *To my own understanding, I think the two lecturers modeled the outcomes based education. They wanted us to change from objectives to outcome based education*
- *Our facilitators in the PGDE program allowed us to discuss openly on ideas and there was very good and constructive conversations between us and the facilitators which I personally think was quite effective and enriching.*
- *Group work*

- *The facilitators knew what level to pitch their delivery of lectures. In doing so, participants responded well in lecturers.*
- *OBE through active participation from learners.*
- *Participants and facilitators interactions and exchange of ideas and experiences during the sessions were really enriching*
- *The outcomes based education. Something very new to the program but is at the same time very challenging to me. I really want to make a change to this new reform.*
- *Teaching and learning skills and methods, assessment and reporting methods and pastoral care.*
- *Commitment, time management, communication, encouragement, dedication and co-operation in the teaching and learning practices model.*
- *Their motivational approach, their content knowledge of the subjects or units and the use of PowerPoint presentations. Excellent in every aspect of their presentations.*
- *They were real role-models,- leading in everything we learnt.*
- *Oral presentations, lesson plans, using aids, clarity of explanations, examples or samples to help our level of understanding.*
- *I thought very highly of all the class activities that the facilitators got us to do. They encouraged a lot of student participation activities which got us involved most of the time during the program. I benefited a lot from these activities.*
- *Use of a variety of teaching aids that were student centered for every lesson.*
- *Be a good role model to the students.*

Ninety one percent (91%) respondents in second semester compared to eighty nine percent (89%) of respondents in first semester answered 'yes' to the question seeking a measure of their level of confidence to apply theory to achieve outcomes.

When asked if they thought DWU would take their views seriously if they made recommendations for improvement, 89% of them in second semester compared to 85% in first semester answered 'yes'.

Eighty four percent (84%) in second semester compared to 96% of respondents in first semester indicated that the TQU program was appropriate for the PNG context.

There were five options given as to how they would wish to keep up-to-date with teaching and learning developments: a) Instruction from the school principal; b) Teacher/Education journals; c) Internet journals; d) Attending regular workshops (self funded); and e) Other – please indicate. This question was intended to evaluate their motivation to keep up-to-date with developments in education. Interestingly, 10% said they would wait for their school principal to give appropriate instructions; 25% would take the initiative to read teacher/education journals; 1% would search Internet journals; 19% would like to attend regular workshops; and 13% would use other options such as attend



in-service training and undertake further studies. All of the above account for 69% of the respondents, the other 31% did not respond appropriately. In second semester, the corresponding proportions are: 10%, 16%, 2%, 37%, and 19% accounting for 84% of respondents. Only 16% of respondents did not respond appropriately.

On the strengths of the TQU program, respondents had various opinions. A representative sample of these is listed as follows.

- *Help participants qualify in the job; Gave better knowledge to participants to improve students' learning*
- *Enhance teaching skills; Outcomes achieved within short time; Implementation of things learnt in schools; Promotes teaching professionalism*
- *Residential session is a plus – no interruptions; The flexibility of the program ; Helpful resources and training materials; Lecturers had ethical and professional attitudes; Well organized management of the whole program*
- *Helps us to budget our time properly; Extra load (challenging); We learnt a lot in a short period of time; Useful in our school context; Helps us as teachers*
- *The program had useful learning materials and resources provided; All lecturers delivering this program are highly qualified; Flexible in the delivery of the program; The units of the program were related to our school situations*
- *Well prepared for outcomes based education; Course materials are useful as references; Teachers learn and implement at the same time; The Ethical Educator and Pastoral Care units have greatly changed me into a good teacher*
- *Materials were useful; Balanced diet; Good accommodation; Experienced lecturers also friendly; Facilities here at DWU of a very high standard*
- *Improves my skills and knowledge in teaching; Opens up opportunities in future studies; Gives confidence and job security; Encourages me to continue in the teaching profession; Gives me a wider knowledge from working and listening to many different colleagues in the course*
- *Materials, texts books, CD's, computer disks; Materials/units covered within the time frame; Lecturers committed; Support staff work around the clock to ensure all things are okay; The environment is very caring, peaceful and helpful*
- *Very short and brief to the point; Course relevant to our fields; The lecturers were very confident in the units; They were flexible in their marking; To equip and qualify us as trained teachers and also open our way for registration*
- *Provides opportunity for teachers to become qualified; Improves our teaching competencies; It exposed us to new concepts; There's a positive learning environment (eg facilities, food etc); Assignment deadlines are flexible*

- *Minimum disruption to our teaching commitments; The time taken to complete the program is within a year; The inclusion of an ethics unit will make us better teachers; We were allowed to interact and discuss our experiences, thus learning from each other as well*
- *Flexible; Not much disruption to our school programs; Completed within a year*
- *Provide opportunity for further studies; Provides opportunity for promotion; Opportunity for teacher registration*
- *Have learnt a lot; Bring us to be recognized by the people; Can become a manager; Increase our salary*
- *Good learning materials; Good lecturers; Good site; Good presentations. Main points were covered in the allocated time*
- *Very concise and coherent; Units covered within 3 weeks were okay; Easy to understand; Materials were very useful*
- *Obviously materials were of high quality; Lecturers qualification and their teaching was of high quality and excellent; Venue was conducive for learning; Our assignments were marked and delivered on time; NDOE and DWU support was great*
- *Excellent facilitators; Text books, materials, resources etc on time availability*
- *Excellent venue; Effective communication from provider to participants and other people*
- *Can be able to do lesson plans; Use different methods to teach.; Care for students and colleagues; Evaluate lessons, analyze and solve it; Draw up assessment plan and many more*
- *Adequate facilities/sponsor; Qualified lecturers; Relevant resource material; Experience of the participants; Duration-short and intensive, that kept me busy and set priorities*
- *The textbook and course materials were excellent; The units were all appropriate and relevant; The teaching methods used were very effective; The facilitators were well organized; The activities for each unit were interesting.*

Opinions regarding the weaknesses of the program were also varied. The given sample is quite representative. The nature of the views expressed is similar to those that were expressed in the first semester.

- *TVET materials to be included in the Book of Readings!*
- *Time was a factor; Sessions were squeezed due to holidays; Workplace assessment task due dates are too short due also for workplace pressure from our supervisors;*
- *Less supervision at work place by DWU; Disturbs/interrupts teaching program; Short time frame to do this program*
- *Timing is too short (Residential sessions, Unit materials not fully covered); Most of the material contains Australian context; Learning materials such as floppy disks, CD are not accessible in some schools, thus waste of funds (memory stick is ok); Computing courses should be conducted during the 6 weeks residential sessions.*

- *The availability of computer facilities on a regular basis; Conduct basic lessons on computing; More emphasis should be on OBE training*
- *The program was good only if our load in the schools can be properly arranged so that more time is given to teachers to work on assessments*
- *We need better PNG related relevant/examples; We should have a longer residential session/component; TVET participants should be separated from Primary/Secondary; Participants should be grouped according to their subject task; Lecturers are too critical in marking assessment tasks set by other lecturers*
- *Some assessment tasks are not clear; Resource material should be PNG context; Not enough time for some units.*
- *Residential session was too short; Many things compressed in one week per unit; Materials especially course materials were in foreign context*
- *Insufficient time to complete assignment tasks especially at workplace.*
- *Some units a quite big to cover within 3 weeks.*
- *Too costly to send assignment-especially travel costs/not postage.*
- *Materials are not in PNG context (textbook); CD's provided –no computer at workplace; No support from Provincial Education division; No support from school; Paid extra costs to send assessments. There should be transparency in all programs.*

It is interesting to observe that while in first semester 83% of respondents knew that the National Department of Education (NDOE) sponsored them to undertake the TQUP, in second semester only 62% of them responded in such a manner. Still 2% of them thought that DWU was the sponsor. More than 30% of them did not respond appropriately.

As to who should pay for similar TQU programs in the future, 68% of participants in the second semester compared to 83% in first semester said it should be the NDOE.

When asked to state what they thought was the most significant improvement in their competencies, again the views were varied. Here is a representative list of views stated.

- *I can do proper student assessment; I am now able to do reflective listening; I can do a pastoral care policy and an assessment plan*
- *Plan unit of work and lesson plans; Implement the above effectively; Assessing and reporting*
- *I am able to write an assessment plan; I am able to write a syllabus; I am able to write a pastoral care plan*
- *I know and can use a wide variety of teaching methods; A good ethical educator due to the two units, ethical educator and pastoral care; I can professionally teach the outcomes based method*
- *Use of effective lead-in activities; Student centered lessons; Variety of assessment methods*
- *Outcomes based curriculum known; Different teaching methods known; Courses unique – pastoral care and the ethical educator*

- *Gaining registration as a qualified teacher; In depth knowledge gained about education system in PNG; Prosper into my next level of education; which is Masters of Education (Philosophy)*
- *I can manage my classroom environment effectively; I am able to critically analyze issues*
- *My confidence and self esteem have been boosted; Teaching, assessment and evaluation options have widened*
- *Identify the different types of teaching methods; Identify the importance of lesson plans; Importance of assessment; Managing the learning environment and how to discipline and care for students*
- *Pastoral care; Outcomes based assessment; Ethical educator*
- *Interpreting of the syllabus; Improvement in my teaching methods and skills; Preparation of lesson plans and assessment methods*
- *Helps me improve my teaching; Helps us learn from each other; Share from each others' skills*
- *Presentation skills; Attitude towards teaching; Knowledge about teaching practice in general*
- *A professional teacher; Teaching student centered lessons; Be a role model*

Examples of some of the other comments received are indicated below. In general they reflect strong appreciation by the participants for being given the opportunity to be selected for and sponsored in the TQU program.

- *I recommend this program to the rest of my colleagues out in the field to attend. By doing so, all teachers would be fully equipped to effectively implement the educational reform in PNG.*
- *Thank you Diwai Pacific for taking this opportunity in training us TVET teachers. Thank you for putting us on the right track.*
- *Overall presentation of course/program, satisfactory but need more materials, lengthen residential sessions etc.*
- *Firstly, I am very grateful to our sponsors the AusAID. Secondly, I am happy to be here at DWU and thanks to AusAID and PNG Government to award DWU the contract. And it should continue. I think there is no better place than this. Finally, the learning materials, CD's and others were just superb. Just one word 'Excellent'.*
- *I want to continue/advance my level of education from PGDE to Masters of Education (Philosophy); Big thanks to the DWU, Diwai Pacific, NDOE, TE & SD and the faithful facilitators with DWU ancillary staff for making it possible for me.*
- *I thoroughly enjoyed the program. I have learnt so much from it of which I am already applying since the first semester in my teaching. Thank you DWU, Diwai Pacific, NDOE and AusAID.*
- *I just want to thank the DWU for the facilitation of the TQUP and for helping me to be a competent, effective classroom teacher. I am satisfied and I have learnt a lot from the program and from my course mates and I am now confident of applying these in my school.*

- *I will recommend this program to other provisionally registered teachers and diploma teachers to do their degree through DWU*
- *DWU offers the best training of very high standard and quality training is excellent. Thank you DWU*
- *It is a very good program and should be conducted again so that those who do not have that teaching qualification could apply.*
- *I personally recommend this course. This course should be delivered on a yearly basis to others who are still out in the field and need the teaching qualification.*
- *I recommend DWU for training field teachers for they have helped us become more qualified and professional. You have met our needs. Thank you.*
- *I will remember my facilitators and the DWU for having taught me so much in this program.*
- *This program has helped me a lot in qualifying me as a full time teacher by profession. Thanks a lot to all of you who have made me what I am going to be.*
- *This program is very helpful for those teachers who were not registered, many have working experiences that they wanted to pass on to young children but cannot do so because of lack of teaching skills.*

### **Conclusions**

Recalling that the purpose of the survey was two-fold: first, to evaluate the design and delivery of the current TQU programs provided by the DWU and, second, to assist DWU and NDOE officials and the TQU project team to prepare for the design and delivery of similar programs in the future; a number of questions arise: Has the survey fulfilled its purposes? What lessons have been learnt? The answer to the first question is a resounding 'yes'. From both analytical approaches – the quantitative and qualitative perspectives – the conclusions are that the positive views far outweighed the negative views with a combined satisfaction rating of between 86% and 96% across all delivery centres. The answer to the second question is also a 'yes'. Some lessons were learnt from the first semester's experience and improvements were made for the second semester and the evaluation results confirm this.

The general conclusion is that both the first and second semester residential sessions and the overall TQUP were highly successful. The negative views relate mainly to coordination and logistics, which is understandable considering the geography of Papua New Guinea and the spread of delivery centres. A significant number of respondents suggested that three weeks should be extended to four or six weeks for the residential sessions and due dates for assessment tasks should be extended. Given that there are many factors involved, there will be considerable consultation before any changes are made in this regard.

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## Author

Cecilia Nembou is the Vice President of Divine Word University. In 1992, she received a PhD in Operations Research from the University of New South Wales, Australia, making her the first Papua New Guinea national to be awarded a PhD in the mathematical sciences. Prior to joining DWU in August 2005, she had held various academic and administrative positions at the University of Papua New Guinea and University of Wollongong in Dubai. Email: [cnembou@dwu.ac.pg](mailto:cnembou@dwu.ac.pg)