

Teaching and Learning Food and Textiles in Samoa:

Multiple Perspectives on a New Curriculum

A thesis submitted in partial fulfilment of the

requirements for the Degree

of Master of Teaching and Learning

in the University of Canterbury

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University of Canterbury

2011

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to those who have given me advice, assistance, support and encouragement in completing this research project. Each and every one of you has contributed tremendously to the successful completion of my thesis project.

I wish to acknowledge with sincere thanks and appreciation the support, guidance and encouragement provided by my overseas supervisor Dr. Missy Morton who challenged me and guided me in the overall structure of this thesis. Thank you for your helpful critique that clarified my thinking.

A special mention of Dr. Gillian Tasker, Dr. Carol Mutch, Bridget O'Regan and Dr. John Everatt, for the time and energy you have put into supporting this study.

Thank you to the staff at the National University of Samoa who have contributed and showed encouragement to this research. Karen Nelson needs a special mention as well as Susan Faoagali. Their assistance and encouragement were helpful in improving the overall structure of this research project.

I am grateful to the government of Samoa for sponsoring my studies on a part-time basis. I wish to acknowledge the Ministry of Education, Sports and Culture (MESC) and the research informants including the principals, teachers, students and parents who were willingly participated this research study.

Furthermore, I also wish to acknowledge the support given by the Director of the Catholic Schools, teachers, students and parents who willingly participated in this study.

Lastly my sincere and numerous thanks go to my parents, my sisters, brothers and their families, all my friends and relatives for their undying love and support, words of encouragement, assistance and patience during my work on this project.

To my husband and my two children, my warmest gratitude and special thanks for all their support and encouragement right from the beginning. Though separated with my husband when he passed away, his words of encouragement are still remembered, particularly with the demanding work required for this study.

Thank you all for your genuine support.

ABSTRACT

This is a practical experience study to examine the perspectives and experiences of the teachers, students and parents towards teaching and learning Home Economics or Food and Textiles Technology (FTT) in Secondary schools in Samoa. The study attempts to understand the major factors that impede the successful implementation of the Food and Textiles Technology teaching and learning in the classroom.

The research methodology of the study is drawn from qualitative case study approaches. Teachers, students and parents were interviewed and observed to gather relevant data for the study. Additional research includes analysis of educational documents to assist in creating a well-developed view of the FTT teaching.

The study showed that though a great deal of research is being done to address identified needs in the Samoan education system, little work has been done in the area of home economics/food and textile technology. Additionally, the promotion of technical assistance through the vocational education training programmes is relevant for Samoa but it has not been addressed adequately in the change literature. This study attempts to contribute to meeting these two needs.

The important findings of the study address innovation and support for all curriculum areas. The FTT innovation is a component of the Samoan education system, however, it is still regarded by many Samoans as a 'second-class' option in relation to formal education rather than 'second chance education' (Jones 1994; and Sharma 1995). Many Samoans accustomed to academic education regard FTT as a low status subject, a belief that is shared by many parents. In some countries women are considered second-class citizens but it is clear that 'second chance' education provides an equal opportunity to educate everyone and to provide a safe, respectful and nurturing environment. In addition, the opportunity of a second chance education can enhance the options available for early school leavers.

The Ministry of Education Sports and Culture (MESC) needs to develop strategic policies to strengthen its approaches to the implementation of FTT in the secondary school. It is clear that teaching and learning FTT in schools in Samoa is not a compulsory component of the school system. It is only taken by the schools with resources, a trained teacher and enrolled students who are willing to participate in these courses. The MESC policies are related to its shared vision of a change process that provides teachers with

strategies to achieve the desired goal or a set of goals. Therefore MESC policies should be flexible, usable, timely and applicable to the teaching and learning of FTT.

Very importantly, the supply of pre- service and in- service training of teachers by MESC is needed to ensure there is a pool of high quality teachers to provide the successful implementation of FTT in the secondary school curriculum.

It is also clear and understood that MESC should provide the appropriate quality resources to the learners to ensure the effective delivery of the FTT programmes in the secondary schools. Normally, FTT is expensive but this should not prevent or limit students' access to the programmes. All efforts should be made to make the programmes accessible to all students. In order for the implementation of FTT to be successful, all the stakeholders should be active participants of the change process in the FTT programmes and all these programmes should be high quality, sustainable and on going.

In the light of the above findings, it is important for the MESC, principals, teachers and stakeholders to participate and appreciate FTT implementation as a learning opportunity to develop new concepts, skills and behaviour (Huberman and Miles 1984; Joyce and Showers 1998; Fullan, 1991). These interactive and cumulative learning processes have important implications, which are addressed in this study in relation to the numerous target groups involved.

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LIST OF ABBREVIATIONS

ACEO	Assistant Chief Executive Officer
ADB	Asian Development Bank
APTC	Australian Pacific Technical College
CEO	Chief Executive Officer
DOE	Department of Education
FOE	Faculty of Education
FTT	Food and Textile Technology
MESC	Ministry of Education, Sports and Culture
NUS	National University of Samoa
TVET	Technical and Vocational Education and Training.
PDT	Professional Development of Teachers
PE	Physical Education
PTA	Parents and Teachers Association
PSSC	Pacific Senior School Certificate
SSC	Samoa School Certificate
H. Ec.	Home Economics
IST	In-Service Training
EFA	Education for All
SQA	Samoa Qualification Authority
UNESCO	United Nations Educational Scientific and Cultural Organisation
GOS	Government of Samoa
SDS	Samoa Development Statements
SES	Statement of Economic Strategy
PICs	Pacific Island Countries
CJ	Carpentry and Joinery
SROs	School Review Officers
SMOGA	Saint Mary's Old Girls Association

CHAPTER ONE INTRODUCTION: THE SAMOAN CONTEXT

Context of the Study

This study was carried out in Samoa; consequently there is a need to explain the Samoan way of life and to put into context the Fa'a-Samoa (Samoan Customs and traditions). This chapter outlines the context and sets the scene in which this study took place. Fa'a-Samoa is an integral part of this research and throughout the thesis. The successful management of any educational change requires an appreciation of the geographical, political, socio-economic and educational contexts in which it operates.

Geographical Context

Samoa is located in the South West Pacific and includes four inhabited islands covering 2785 sq. km. area (Statistical Division Government of Samoa 2001). The two larger islands, Upolu and Savaii, are volcanic and have fertile strips. Out of 219,998 people residing in Samoa 140,000 live in Upolu. This figure includes almost 40,000 in the capital, Apia. Two thirds of the population are dependent on a semi- subsistence lifestyle and for the most part reside on customary land (Fairbairn-Dunlop 1998). Right of access to village land lies with the aiga extended family and associated matai-chiefly title/s. Tanielu describes the aiga (extended family) as the basic social and economic unit in Samoa. In this context, "the matai directs the economic, social and political affairs of the family" (Tanielu: 1995). The extended family and village provide informal social and financial support. Increasingly, family networks extend beyond the boundaries of Samoa. Of the total population of over 340,000 Samoans, approximately half reside in Pacific Rim countries Ward 1998). Bedford (1999) describes Samoa as a transnational community spanning a number of countries.

Socio-economic Situation

As in many small Pacific Nations, Samoa's development is hampered by fiscal constraints. Unpredictable agricultural markets, plant disease and natural disaster have contributed to a decline in agricultural production and increased dependence on waged employment. Samoans in Samoa and abroad maintain active relationships and there is a constant two-way flow of goods, people and money (Ward 1998).

Remittances from family members residing overseas and international aid play a central role in sustaining the economy, enabling the development of infrastructure and maintenance of present standards of living (Liu 1991; Fairburn, Dunlop, 1998; Asian Development Bank, 2000; Meleisea 2000). Lack of finance is a major constraint on educational development (Treasury Department 2002; MESC 2003;) and Samoa continues to depend heavily on international aid to realize its educational aspirations (Coxon, 2003 and MESC 2003).

Agriculture still plays an important role in the economy. The government has called for the encouragement of investment and continued fiscal discipline, while protecting the environment. Development efforts in the area of trade at both national and international levels are considered relatively advanced compared with other Pacific islands. However Samoa is ecologically fragile and vulnerable to natural disasters, such as tsunami, cyclones and disease.

Over the years, Samoa has experienced rapid economic and social change. There is increasing migration to Apia in search of paid employment, educational opportunities and greater personal freedom. These processes coupled with migration overseas have contributed to increased reliance on waged income, weakening of the extended family, and a trend towards smaller family units and individualism (Fairburn Dunlop 1998; Meleisea 2000). Associated with recent changes there has been an increase in the range and incidence of social problems and growing social inequalities (O'Mear 1990; Tanielu 1995; and Meleisea 2000). As in many small Pacific countries there are also high levels of corruption (Liu 1991; Meleisea 2000; Soo 2001).

Samoa has been exposed to several episodes throughout its history (some continuing at present) that have shaped its culture and society such as arrival of missionaries, political independence, migration, urbanization and modernization. These circumstances and their impact on society and education have been examined and debated by people from the Pacific Region (Thaman, 1993, 2002; Fairburn, Dunlop (1991), Coxon (1996) and from other regions around the world.

Political Situation

Since independence, the national system of government has been based on the British Westminster model, with a combination of traditional and democratic features. Universal suffrage has applied since 1991, but with the exception of two seats reserved for

voters considered to be outside of the matai system (out of a total of 49 seats) only a matai can stand for parliament. The members of Parliament are elected by Samoans who are 21 years and over. The Human Rights Protection Party (HRPP) has been in power for almost thirty years. The coalition forming the opposition comprises the Samoan National Development Party and eight independent members.

Samoa has social codes that embody respect for leadership, discipline and order. Today, the underlying motivation in Samoa and among Samoans overseas is pride: pride of self, of family and of being Samoan. The pride of self and pride of family motivates Samoans to work hard so that their families live a happy life. People are determined to work and utilize the available resources such as land for their own benefit. Others have worked hard in attaining 'survival skills' because they are proud not to depend on their relatives.

The maintenance of culture motivated the Samoans to fight for independence. They didn't want people from other countries to govern their country. As a result, several writers such as Geoffrey (1989), Campbell (1992) Alailima (1994), argue that both expatriates and the Samoans have viewed the attainment of independence with conflicting attitudes. This new era, however, brought both continuity and change. The government of Samoa did not have the Samoan public servants or skilled people needed to meet the demands of the secondary and tertiary industries. The localization of such positions necessitated the appointment of people with at least some skills. During this period, less than 50 per cent of Samoans have had the opportunity to finish their education in secondary schools and only a small number of them succeeded in entering tertiary education provided by the New Zealand Government.

The Education for All (EFA) Assessment (2000) in Samoa shows the government's commitment and its initiatives in the improvement of education. The report highlights that in the 1996-1997 period, The Government of Samoa (GOS) introduced its first biannual Statement of Economic Strategy (SES) document subtitled "A New Partnership". This document incorporates the MESC's policies and strategies. It was followed by another report SES 1998-1999 subtitled "Strengthen in the Partnership" This SES document put emphasis on the need for basic educational, professional and technical skills. It considered education as a means to achieve the GOS's vision. The Government's National development Plan V (1992-1993) document states the need to create employment opportunities and training at all levels so that the country's economy can be managed by

Samoans themselves. Consequently, greater resources were diverted to the development of the Samoan people. It was felt that greater responsibilities would require increased technical knowledge and managerial skills and well-trained human resources. Broadening the school curriculum to include vocational subjects such as FTT was seen as a necessary step forward.

My Position

In my role as a curriculum adviser to secondary schools for teaching and learning FTT, I have opportunities to observe teachers and to work alongside them in conducting in-service training, planning units of work, assessing theory and practical tasks, in order to create positive classroom environments and to improve the student achievement in the school level (McGee 1997; Taylor et. al. 2002). Despite the number of constraints and barriers raised by teachers over the past ten years in the implementation of FTT, many teachers still find it difficult to teach without adequate teaching resources and text materials. They also find the new curriculum content for teaching the FTT learners rather difficult. It is important to point out, that most of the writing for the new curriculum was carried out over seas by consultants employed by the MESC, as part of the Samoa Secondary Education Curriculum and Resources Project (2004).

Furthermore, there is an issue with the community and parents' attitudes towards teaching food and textiles. These attitudes reveal a low value on this subject even though there is a growing community need for food safety, eating low fat foods (Parkinson 2004) and improvement in textiles and design. Emphasis is often placed on the importance of receiving high status degrees in areas such as law and accountancy, leaving vocational and technical training as a lesser choice for many. The challenge is to achieve the long-term and sustainable change in teachers' practices so that they are able to provide appropriate teaching environments and strategies which are effective in engaging FTT students in their class learning and lead to improved learning outcomes.

As a teacher who worked at the curriculum division for more than ten years, and where I had collected a lot of feedback from school visits, I learned much about the FTT learning environment at the school level. As an extension of that learning, this study is valuable because it has the potential to create a clearer picture of how teachers and students can work together to create positive attitudes towards this subject (Earnest, 2004). It also provides useful information to teachers and school leaders to create positive classroom environments in hope of improving student achievement. The Samoan School Curriculum

Council was established in the early 1980 as an independent body in the Department of Education. The Curriculum office has its key areas of developing the curriculum framework, quality assurance and strategic planning. The school curriculum council is committed to develop each core subject such as English, mathematics, science, social studies, Samoan, and applied subjects such as home economics (FTT), wood work, agricultural science, and business studies (Department of Education Report, 1985).

In this introductory chapter, I draw from a range of theories of inquiry in order to consider the most effective practice in teaching FTT learners. First I will set the scene, and establish the need for a focus on the FTT learners. I note research on key characteristics of quality, expert teachers for all students. In considering the specific needs of FTT students I outline what is important for teachers; teaching that is responsive, teaching language, teaching using specific strategies and approaches, about students' learning FTT; and teachers' problem solving and decision making about their daily lives in the classroom, (Peacock (2000). Similarly, it is also important to find out how the teachers and students learn to become active as change agents in the school and society. The issue of becoming active as change agents is to recognize the work that they do. This will enable me to speculate on the daily routines and the problems faced by the teachers and students as well as the sacrifices made for their achievements as suggested by Clarke (1990) in teaching and learning FTT. I will suggest that there is a need for effective teacher professional development learning that enables teachers to shape their teaching skills for the FTT learners. Because the link between education and culture often drives the educational programs, I discuss key cultural issues embedded in the successes and weaknesses of FTT. I conclude with the significant personal experience of the research and describe the research questions that shape this thesis.

The Samoan Educational Context

As in many developing countries, Christian missionaries introduced a basic formal education system in Samoa in the early 1920s. This formal education system became the major force in the missionaries' conversion campaign to change the people's way of living. Church schools were established in the villages. The social changes brought about by the conversion of the Samoans to Christianity were far-reaching. They were based on the ideals of the middle-class Victorian England 'nuclear family'. The nuclear family sees the husband as the breadwinner and the wife as the homemaker (Lay, 2000). In addition to this, the idea that women should do the cooking was encouraged. These were ways in

which the Samoans were influenced and through these changes, the European style of education system found its place in the Samoan culture.

Before independence and for some time afterwards, secondary education in Samoa was based on New Zealand's education system. It was facilitated by imported curricula and teachers. This model prepared students to sit the New Zealand School Certificate and the University Entrance examinations. Following a review of the country's education system by the World Bank in 1992, the government of New Zealand started funding education projects. MESC has the overall responsibility for schooling, but there are also Church run schools, which operate in partnership with the Ministry. The educational policies are underpinned by the philosophy that education is a life-long process and the belief that it is the most vital factor in national development. The family, traditional village institutions, churches and other community groups all contribute to 'education as a life-long process'.

The education system in Samoa is similar to that of other Pacific Island countries. Education spans from early childhood, primary secondary to tertiary levels of education. Children begin their level of education at the age of five and depending on their success in external examinations at certain levels, follow successive stages in primary, secondary and tertiary education. Many students consider themselves lucky if they make it up to Year 13.

When the curriculum was rewritten in 2004, the Government of Samoa and MESC worked together in trying to improve education in the country and as a result have recognised the need to address the following areas of education in Samoa. The early childhood education includes daily activities according to the age and development of each child. These include creative play, language, music, books and storytelling, dramatic or fantasy play, manipulative play, construction, physical activity, life-skills, character development, recognition of colours, shapes, pre-reading, pre-writing and school preparation. For all children the transition to school is a challenging one, so we nurture a love of learning to ensure this journey is enjoyable and rewarding.

At primary level, there was a priority to promote on-going teacher training from year one to year eight teachers. This support will increase teachers' knowledge in curriculum guidance, materials and resources and to include vocational training for students and teachers as well.

The need to move away from an examination oriented system to a more flexible system in order to improve the learning environment and achievement is an integral part of the discussion. Formal paper-and-pencil tests were thought to be of a limited value in assessing students' work. Assessment in the classroom is an area worthy of continued investigation and research.

Support for teaching and learning other essential skills offer secondary students opportunities to develop new skills and replenish their own creativity. It is appropriate to develop more local and national networks to raise the profile of the arts in education. National festivals and education can showcase students' achievements in the skills of traditional visual arts, design technology, food and textiles, music, drama and dance.

The government secondary schools are poorly resourced and will need to be upgraded to meet the recommended designed standards to enable the implementation of the new five-year single stream curriculum. In addition, vocational subjects need to be implemented including FTT in the secondary schools. This would strengthen all the life-skills necessary for survival. Lastly, an investment of teaching and learning FTT and other vocational subjects will help reduce unemployment and ensure a skilled labour force in primary, secondary and tertiary industries. This initiative encourages people to of all ages to upgrade their skills, especially in the present competitive 'world of work' environment in Samoa. This is important as most students' educational lives end at year eight when they sit for their external examination. This problem is most severe in the 12 to 16 year age groups.

As an alternative, the Education Policies and Strategies 1995-2005 document has stressed the importance that the post- secondary education system:

should be concerned with the advancement of knowledge, scholarship and intellectual pursuit, and at the same time focus attention on employment related skills development. All post- secondary institutions should be characterised by equity, quality, relevancy and efficiency. Post-secondary students should be able to access, command and criticise existing knowledge while exploring practical issues, creating new knowledge, identifying problem dimensions and working in a team (Government of Samoa, 1995:23).

Prior to the 1970s, it is evident that MESC in particular, did not strengthen the policies to encourage vocational education system, but stressed only the education for academic and core subjects. Furthermore the MESC did not properly address the problem

of the early school leavers from the formal academic education nor initiate programmes for the school leavers who will be unemployed or under-employed.

Prior to the 1980s, the development of the Samoan secondary schools curriculum became stronger with assistance from the outside aid funding agencies. Both core and vocational subjects were developed (Petana–Ioka, 1995). Home Economics was included in the major Regional Vocational Curriculum Project, funded by the UNESCO (Thaman, 1993).

While the new curriculum was a positive move for the education system in Samoa, as a small developing nation, Samoa has limited resources. Some schools apply to overseas donors for funding, while many schools do not, resulting in poor quality teaching rooms with very little or no equipment.

Fortunately and more recently, in 2007, the MESC has been able to fund consumables and resource materials for practical tasks in schools. Unfortunately, most of the consumables supplied to schools are misused, adding to the problems of the FTT programme.

In the case of the consumables supply, efforts were made to empower both teachers and students` with knowledge and skills to implement the practical classroom tasks effectively and efficiently. This partnership between the MESC and schools should have been strengthened earlier to ensure a successful implementation process in the schools.

A successful education in vocational subjects like FTT is an important part of the educational system. Through FTT, students will gain skills to increase employment prospects particularly for school leavers who can then take part in the social and economic development of the country. Creating a strong FTT curriculum will assist with the challenge facing the parents and teachers to ensure that students emerge from school with a strong commitment to the community and to living a productive life.

However in the last decade, MESC has played an important role in the successful implementation of the vocational subjects like FTT to support teaching its context. This includes the support of teaching the curriculum with relevant and available resources as well as support for teachers to work productively with students in the classroom. It has also increased parents` participation and awareness of employment skills using vocational educational skills and to support FTT to have an academic standing as a subject.

Fortunately and more recently, in 2007, MESC has been able to fund the consumables for practical tasks, and this is done to empower both teachers and students to implement the classroom practical tasks effectively and efficiently. This partnership between the MESC and schools should have been strengthened earlier on to avoid a lot of existing problems and to enhance the FTT learners' capacity to continue learning these skills.

In summary, a successful education in vocational subjects like FTT will develop innovation in many beneficial ways. These include greater employment skills for early school leavers to take an active part in the social and economic development of the country. Consequently, the challenge for parents and teachers is to ensure that students emerge from school with a strong commitment to contributing to community ways of living. The purpose of this research is to examine the perspectives and the experiences of the teachers, students and parents towards teaching and learning Home Economics or FTT in Secondary schools in Samoa.

Background of the Study

The overall aim of education worldwide is threefold: intellectual development, citizenship training and life living skills development. Literally, this is to increase the potential for the child to assist creatively in their own communities (Maiai, 1957; Clopton, 1999; Derrick, 1990; Meleisea, 1987; Sharma, 2005). Research studies have shown that the education system in Samoa was based on 'oral tradition; for instance, the women direct the children in their chores and tidy the house by putting away the mats, and sweep the floor. The untitled men are ordered by the matai (chief of the family) to do agricultural work on the plantation. They return with taro, bananas or breadfruit for the day's food. When food is brought from the plantation, the women and children help out in cooking the family meal. Children learn by watching, listening and doing (Gardner, 1965; Thomas and Postlethwaite, 1984; Meleisea, 1997; Pasikale, 2002).

This traditional form of education has not been successful in achieving the aims of providing quality education for the Samoan citizens (Levi, 1995; Coxon, 1996; Thaman, 2002). This is because the present education system did not emerge from the historical and cultural values and dynamics of the society in which it is located. It is simply connected to the curriculum taught in schools and was highly academic and was not particularly relevant to the daily lives of many Samoans. Therefore the Samoan education system is highly

dependent on Western models, which many argue, are not particularly relevant to the Samoan context (Puamau 1991; Tavola 1991; Thaman 1993).

Traditional teaching and learning was mainly pragmatic and practical. It involved people in the society such as parents and mature adults deciding ‘what to learn’, ‘how to learn’ and recognising that learning had taken place. Thus the education system in Samoa has acknowledged the need to undergo radical transformation. In particular, schooling should be concentrated in moral education, vocational skills, the development of a ‘whole’ person, and the sustainability of the society (Afamasaga, 1999; Thaman, 1993; Nabobo, 1998; Sharma, 2000). According to Afamasaga (2002:97) “[s]chooling in Samoa (and in the Pacific) is totally foreign import, and this is an alienating force, threatening to transform our society beyond recognition.” Likewise Tavana (1994:139) argues, “Samoan education still reflects the powerful influence of European and American colonialism with its primary focus on ‘individual students’ and ‘individual performance’. Western intervention and the introduction of formal education has changed this traditional system of education.

Issues of FTT

Though a great deal of research has been done addressing the need for change in the Samoan education system generally, little work has been done in the area of home economics or (FTT). A search of in the literature on teaching and learning FTT reveals significant gaps in the provision of quality FTT teaching in schools in Samoa. These include the shortage of specialist teachers, teachers struggling to teach without teaching resources, lack of research to strengthen the teaching of life-skills and the lack of professional development to train teachers to become high quality teachers and to learn the context of FTT effectively.

Many government schools are poorly resourced with lack of basic furniture, equipment and resources. Reflecting international trends towards supporting basic education (Tolley, 2003), New Zealand and Australia have increased their focus on both primary and secondary education in Samoa. Likewise the government of Samoa identifies both education systems as priority areas.

Government and villages share responsibility for secondary education. In most instances villages continue to provide land and school buildings, whilst the government meets teachers’ salaries, supports the delivery of the curriculum and provides some

resources. Delivery of education is overseen by School Review Officers (SRO), who encourage “strict adherence to MESC policies and curriculum” (Lee-Hang 2003:15; cited by Pereira, 2005). SRO officers also act as liaison officers of information between the central MESC office and schools. SROs oversee the work of the head teachers, who oversee the work of teachers. Staffing continues to be an issue. Low salaries, lack of resources, low status associated with FTT teaching as a career, plus an increasing range of alternative salaried employment options, contribute to teacher shortages (Coxon 1996; and Fairburn, Dunlop, 1998).

Classroom practice is for the most part teacher-centred and authoritarian (Education Policy and Planning Development Project Committee 1995; Coxon 1996; Lake 2001; cited by Pereira, 2005). Teachers adhere to a narrow and tightly defined curriculum covering five core subjects (English, mathematics, social studies, science and Samoan).

Many of the large populated post secondary schools (500 hundred students or more) do not offer FTT teaching and learning contexts. MESC introduced a number of vocational education initiatives in its secondary schools. Among these initiatives, the most significant included the establishment of the junior secondary schools in the early 1970s in rural schools, which were designed to provide vocationally oriented courses from Form 3 (year nine) to Form 4 (year ten). It was indicated that these initiatives have not made any significant impression on the basic nature of educational change and development in Samoa (Coxon 1996). Junior secondary schools failed to achieve these vocational objectives against the strong parental pressure for academic courses (Sharma 2000). The ineffectiveness of these programmes has to date, been attributed to the mismanagement of the implementation phase.

Some of these gaps include inadequate training and skills of human resources and the use of relevant readily applied local resources. Another notable problem is that the principals, teachers, students and their parents have very little knowledge of the FTT programmes.

The MESC and aid donors play an important role in the success of FTT. They provide assistance in terms of materials, finance and human resources. Fullan (1991) points out that governmental commitment to, and the ownership of the proposed change are important keys to the success of its implementation. Likewise, Fullan (1993) asserts

that the success of the implementation process is dependent on the staff development as the process progresses.

As a result, MESC introduced its vocational courses including FTT in its school curriculum with regional Vocational Curriculum Project, funded by UNDP (Thaman, 1993). It was then that the people of Samoa realised how important it was for Samoan to acquire the skills and knowledge necessary for living. Consequently, the Government of Samoa and MESC established a trades training institute that started provided vocationally oriented programmes. These programmes catered for those who left school early and those who were interested in upgrading their life-skills.

FTT is offered in twenty-three secondary schools including the mission schools. This includes eighteen government schools and five mission schools. The four strands of the courses offered are mainly Food and Nutrition, Caring for the Family, Consumer Responsibilities and Design and Textiles. Resources have been provided by MESC, such as cooking and sewing equipment, cooking ingredients, fabric, fabric paints and design boards. Curriculum materials for student and teacher guides have also been distributed to these schools. It is an optional subject which students may take from year nine to year thirteen. Students who have completed this course from year nine to eleven will get ready to take the Samoa School Certificate at year twelve. Students who have completed year twelve will take the year thirteen and be prepared for the Pacific Senior Secondary Certificate (PSSC) as offered by the South Pacific Board for Educational Assessment (SPBEA), Fiji.

In FTT education the role of the teacher is considered essential to the delivery of the curriculum (McGee, 1997; MESC 1990; Fullan, 2001; Hargreaves, 2004). Therefore, research in this area may offer some understanding as to the implementation of this subject area and lead to important suggestions and recommendations to make the teaching and learning of FTT more relevant to Samoa. Parents who were aware of the benefits derived from FTT programmes wanted their children to take vocational education as an important part of their total education. These educated parents see the lack of job opportunities and it especially affects those who live in the rural areas because their limited access to higher education, and employment opportunities.

An Overview of FTT in Samoa

In Samoa, Food and Textiles Technology teaching and learning has been characterized as being a non-compulsory subject in the curriculum implementation in the secondary schools. In my experience, and from the stories I have heard from older teachers, some students believe that everyday tasks (jobs) like cooking, sewing, house-building, fishing and hunting are the activities to be learnt at home but not at school. Along the same lines, it is evident that some parents' have high expectations of their sons' and daughters' achievement at school. Parents always expect their children to become teachers, nurses, doctors, and lawyers because according to McGee (1997), these are highly paid jobs. Unfortunately, some students' academic performances, are not up to the standard required. In my experience, educators and teacher educators often discuss the fact that they are continually faced with the problem of how best to make teaching and learning food & textiles more effective and meaningful for the students.

From my anecdotal evidence, as I often recorded these findings from my school visits, I am aware that the principals prioritise teaching the core subjects such as English, science, social studies, Samoan and mathematics, rather than FTT subjects. Prioritizing the core subjects ensures the school gains good results for external assessment at the end of the year leading to a special salary bonus for the principal. In such cases, the school's recognition was often admired by the community, and, as a result, some parents would take their children to this school. It was often believed that most of the students were taking the core subjects rather than opting for subjects like FTT. Therefore, the principals believe and think that if the core subjects are taught effectively in the schools, then they will get a good pass in the School Certificate (internally assessed by MESC in Samoa) and Pacific Senior School Certificate Examinations run by SPBEA (Fiji).

Consequently, FTT is implemented only by those secondary schools which choose to teach this subject area. In my view, these arguments for teaching FTT do not provide an 'education for all' in the schools in Samoa. I believe that if this is the only opportunity for students in the skills of life living, MESC needs to upgrade the teachers and support the schools in terms of providing all the resources needed for practical teaching and learning. It is important that the students learn more food and textile skills in order to contribute to their society, individually and generally. If this is the only opportunity for students to learn the skills of life living, why is MESC unable to upgrade the teachers and support the schools in terms of providing all the resources needed for practical teaching and learning?

It is important that the students learn more food and textile skills to contribute to their society, individually and generally.

In 1978, the Secondary Teachers College was set up to train junior secondary teachers to meet the demand for teachers for all the secondary schools in Samoa. Assistance was received from the aid funding agencies to further develop the Samoan secondary school syllabuses. Both core and applied subjects were developed (Petana, Ioka, 1995; Faoagali 2004).

In 1997, the Secondary Teachers College merged with the National University of Samoa. Home economics was renamed Food and Textile Technology (FTT) as a result of a survey carried out by the Home Economics teachers in 1998. During that time the Secondary School Curriculum was being written, resulting in 'Home Economics' being replaced by the name FTT (Ministry of Education, 2001). It was reported that most of the students who dropped home economics did so because most of them thought that home economics was a subject to be learnt at home. But in reality, the main aim of the subject is to help students learn food and textiles processes and techniques. The integration of food and textiles enables students to develop skills and learn a variety of technological practices related to everyday food, textile, family and consumer needs and to solve bigger issues that affect the family and community (Ministry of Education, 2004, p. 8).

As a teacher, I found many interesting issues focused on the FTT learning environment at the school level. Studies from other Pacific countries like Fiji, are valuable because they have the potential to create a clearer picture of how teachers and students can work together to create positive attitudes to improve school effectiveness (Sharma, 2000; Earnest, 2004). Such studies also provide useful information to teachers and school leaders seeking to create positive classroom environments and to improve student achievement at a school-wide level.

Aims of the Study

It is clear that the researcher needs to find out and identify the processes that are involved in the nature of teaching and learning FTT in the system of education in the secondary schools. Such information will help determine methods of how the study can be useful to provide a big picture to MESC for an in-depth implementation of FTT in secondary schools. The study therefore aims to identify the strengths and limitations of FTT in the light of the educational change literature that relates to secondary schools

policy and practice. It is hoped that examining the major factors that impede the successful teaching and learning of FTT will provide insights and contribute significantly to the positive perspectives and attitudes towards teaching and learning of FTT in secondary schools. It is important to indicate here that this mode of investigation will provide policy makers and practitioners with relevant information and insights that may contribute to more effective implementation of FTT in the secondary schools.

Conceptual Framework of the Study

This study seeks to look at the factors influencing FTT implementation from the perspectives of teachers, parents and students. This way of conducting this research study finds support in the theoretical perspectives which underpin qualitative case study research methodology. This approach is concerned with explaining and understanding meaning, events and issues from an insiders' point of view (Bogkan and Biklen, 1992.) A qualitative research methodology is chosen for this study, because a qualitative case study approach offers appropriate methods, providing descriptive data necessary to understand the perspectives and perceptions of the teachers, parents and students. In-depth interviewing, participant observation and documentary analysis have been selected as data collection methods. The theoretical construct of the study stems from the change literature, Fullan (1991) and draws upon the work of several key writers who suggest that one of the phases in the change process is related to community support. However, most members of the school community are less likely to initiate a change or participate in change decisions about the educational programmes. Nevertheless, Fullan (1991: 56) records that more highly educated communities seem to put general pressure on their schools to adopt academic oriented changes as opposed to vocational- type education. Those in authority at the community level (such as the members of the school committees in Samoa) are likely to react strongly against innovations that they do not like and to facilitate those they prefer.

The view of implementation as a key factor in the change process is also supported by other key writers such as Bolam (1975) Wallace (1994) Cheng and Hung (1996) and Sharma 2001. Fullan argues that a planned change is a process and not an event. Therefore an initial planned change is transformed as the implementation process unfolds.

The need for such a study, addressing issues such as the ongoing training for FTT teachers, enhancing research in the context of FTT and using the appropriate resources will

identify many changing elements related to secondary education. The study has also been conceptualised to relate to the educational culture of the secondary schools where there is a need for curriculum and teaching programmes that directly impact student learning in achievable and practical ways (Hopkins, 2002). According to Sharma (2000) who discusses (Marx et. al., 1998) who advocated for a balanced curriculum, it is important to include both vocational and academic subjects. The rationale behind this view is to provide citizens with relevant education so that they can participate gainfully in the nation's socio-economic and political development. Such a viewpoint is quite relevant to Samoa's education and economic system. The next section looks at the implementation process.

Implementation Process

Consistent with worldwide trends, the MESC has for some time, been trying to modify Samoa's educational system so that it can address the significant problems and issues such as unemployment, inaccessibility of educational opportunities and high drop-out rates from schools. According to Baba (1990) Thaman (2002) and Sharma (2000), the unemployment problem is caused by a lack of opportunities in meeting the expectations of those with practical skills. The affected part of the population reside in rural areas as they are the ones with limited access to higher education and employment opportunities. To address this problem, attempts have been made to vocationalise the existing school curriculum by offering technical vocational education in various schools.

The establishment of vocationally oriented programmes in schools was seen as a positive way to address the employment and education issues as discussed above. While the concept of including vocational education was sound, the implementation process has not been easy. Transferring policies into practice has proved difficult, and there are gaps between the planning and implementation processes that need to be addressed. The implementation stage has to be managed and someone has to assume the administrative and leadership role. Responsibilities have to be delegated in order to empower the change agents and users. The ownership of an innovation is important to successful implementation. Most major changes in developing countries have to be supported by external assistance, technical help and physical resources at the right time and place.

Organisation of Rest of thesis

Chapter One provides an overview of the study with a particular emphasis on background and context, the Samoan education system in general, and an overview of FTT in Samoa in the rest of the thesis. Chapter Two reviews the relevant literature on FTT curriculum and other related vocational subjects in the secondary school system so that the curriculum design and implementation can be understood from a wider perspective. This chapter also examines the teacher as a key decision maker and highlights the factors that affect FTT within existing practices and suggests alternative approaches. Chapter Three is an in-depth discussion of the methodology of this study and the manner in which the study was conducted. Chapter four examines the findings of the study. Chapter Five discusses the values of the Samoan context and its impact on the study. Chapter Six examines the key themes and implications of the study for its many audiences.

The specific research questions:

1. What perspectives and perceptions do the teachers, students and parents have, towards teaching and learning FTT in secondary schools in Samoa? (main question)
2. What processes are involved in teaching and learning in the FTT context?
3. What are the major factors that impede the successful implementation of the FTT teaching and learning?
4. How can positive perspectives and attitudes towards teaching and learning be enhanced to provide changes for the future implementation of this subject area?

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this chapter is to critically review the relevant literature on FTT as a vocational subject as implemented in the secondary schools in Samoa and as understood from a wider perspective. The extreme diversity of FTT as a vocational subject is reflected in its structures, educational technologies curriculum, pedagogy, management, resourcing and funding. It is argued that this diversity is a strength of FTT because it reflects the range of eventual employment opportunities for which students are prepared. FTT can claim its justification from Dewey's pragmatist epistemology. Dewey emphasises that 'learning' should be directly relevant for the active interests and concerns which pupils have or will face in their out of school life, in their private lives and in their future roles as workers and citizens (Lilis, 1984). Secondly support for FTT can also be found in the concept of polytechnic education that is based on Marxist principles (Gustafsson, 1998). This concept seeks to integrate 'theory' and 'practice' stressing the educative dimensions of study and work.

Potential

The potential of vocational subjects including FTT emerges from three fields such as job training, job creation and job improvement. These concepts can be traced back to the work of Marx, Dewey, and Mao, who advocated a balanced curriculum, including both vocational and academic subjects. In reality, the rationale behind this view was to provide citizens with relevant education so that they could participate gainfully in the nation's socio-economic and political development. It is clear from the literature that vocational programmes including FTT were introduced worldwide for a range of purposes (King and Watson, 1994), including for example, to provide young people with the skills needed for employment in a wide range of self-employment and waged employment. Self-employment is the act of working of oneself alone and having no boss to answer to. Many professionals who are self-employed choose to work at home for convenience. It is important to point out that this also requires learning how to maintain a good work schedule and taking care of everything from marketing to personal financing (Morgan, 2006). Wage employment refers to payment received in any way for labour, or for those who are paid by the hour in contrast to a salary, which implies a more fixed and permanent form of income. Becoming a hard and reliable worker may prevent unemployment.

Employment also facilitates economic development by transmitting to local citizens certain values and attitudes that are necessary to perform certain skills in the modern economy.

Many African countries adopted a socialist stance for their vocational programmes. These programmes were established largely to cope with early school leavers and were basically preparation for self-employment. Following this system of education, secondary schooling was often supposed to favour specific subjects like agriculture, commerce and domestic science and technical subjects. However, King, 1994, found that very few of the school population in the 1980s was enrolled in those subjects in Tanzania, despite the claim that the policy of education for self-reliance was established to create an educational approach more appropriate to a rural, developing society. As mentioned in Chapter Six, Botswana and the United States have favoured vocational subjects as the key to further academic education.

In the light of this insight into research requirements this research study utilises a case study strategy to investigate the management of the Samoa's secondary school based FTT programmes. Researchers such as Crossley (1992) and Watson (1994) suggest that comparative approaches to research can help in providing a deeper understanding of vocational education in developing countries including Samoa.

Some educators, policy makers and teachers believe that FTT education and training in Samoa should be offered only in technical colleges or the workplace. They argue that schools are ill equipped for such an enterprise. Furthermore, some stakeholders argue that some teachers teaching vocational subjects not only lack the knowledge and skills necessary for successful curriculum implementation, but are also overloaded with teaching other subjects like science, English, mathematics or Samoan language. Teachers who teach in secondary schools in Samoa have to teach more than two or three subjects. On the other hand, others support the continuation and improvement of FTT in the existing school curriculum. They argue that such a diversified curriculum may facilitate broader learning choices and opportunities for success for all students.

Significantly, this chapter also reviews Food and Textiles Technology and the related vocational subjects mainly in its teaching and learning programmes. It concentrates largely on the curriculum teaching and learning of FTT in secondary schools so that the Samoan study can be understood from the different perspectives of the participants and stakeholders. Firstly, the chapter discusses the concept of FTT and its emergence as a

curriculum subject in the secondary school. Discussion follows about the quality of FTT curriculum and the other related subjects taught at the school level. FTT attitudes and values are also discussed as well as the way that FTT curriculum is implemented in the secondary school. This section also looks at teachers, students and parents and their attitudes towards FTT.

Curriculum

The literature on FTT curriculum implementation is underpinned by the three cognitive areas of Habermas 'Three Domains' which includes the technical, the practical and the emancipatory. The technical is focused on the end product e.g. the sponge cake that meets the pre-set criteria. It also reflects on skills and scientific orientations where actions are subject to certain rules, norms and standards.

The practical relates to the way the programme is made more meaningful for students by using contexts and activities relevant to family circumstances. It concerns putting emphasis on the teachers need to focus attention on individual student learning and processes rather than content. The emancipatory relates to the promotion of enlightenment and to the empowerment students in relation to social issues, social structures through critical reflection, social negotiation and organization of action (Grundy and Henry, 1995).

Curriculum implementation is also concerned with the means of achieving desired educational outcomes (Fullan, 1991) and is primarily concerned with the unity between theory and practice (Smith and Lovat, 1991). In the context of teaching and learning, attention must be focused on teachers as key curriculum decision makers as well as essential elements of successful curriculum implementation (Kelly, 1999; McGee, 1997). Teachers themselves possess the pedagogical freedom to interpret the objectives of the curriculum and to decide whether to implement an innovation or not (Brown, 1993; Kosunen, 1994). Evans (1993 as cited in Hill, Hawk & Taylor, 2001) suggests that there is a need to build commitment to innovation by teachers in order to ensure implementation. Hattie (2003) argues that in terms of learning teachers make the difference and we must value the teacher and teaching as major change agents. Fullan (1991, 117) suggests that "educational change depends on what teachers' do and think." Teacher thinking concerns itself with the mental lives of teachers, the planning, decision-making, beliefs and theories that influence teacher action.

Clark and Yinger (1977) suggest that teacher thinking and behaviour is guided by a set of organised beliefs, often operating unconsciously. The organized unconscious beliefs that teachers have about learning are obviously key in determining how they operate in the classroom and are essential in changing teacher practice. Over time, it has become apparent that the installation of curriculum cannot be taken for granted and that the role of the teacher in implementation is important (McGee, 1997). Classroom based research that explores curriculum implementation from the perspective of teachers as key curriculum decision makers is important for highlighting the links between teachers' beliefs, practices and the broader issues which impact on the implementation of curriculum initiatives in schools. *Teachers and Curriculum Decision Making* by McGee described the curriculum as transmissive, transactional and transformational. (McGee, 1997). It is very important in the teaching and the learning of the curriculum that the Research skills, knowledge and based skills context should be properly taught and passed to the learners to achieve their interest in learning. 'Constructivism' identifies the teacher's role as a 'mentor' or facilitator in organising learning in the classroom. As stated in Chapter five, it is important that the community awareness and understanding in providing resources and sharing expertise will greatly benefit the students with regards to their skills of learning in the community.. Each of these conceptions of curriculum has differing beliefs and viewpoints in regard to its underlying learning theory and the role of knowledge, student, teacher, parent and society. Within a constructivist viewpoint knowledge is not transferred but is created as an interaction between people, the environment and the subject content. The role of teacher, student, parent and society is inclusive (Andrews, 2002 cited by Faoagali, 2004).

Issues in Curriculum Implementation

With regard to the administration and implementation other vocational subject areas in the school curriculum such as FTT, it was noted that Carpentry and Joinery, Visual Arts and Physical Education and Health had the same aims and problems as FTT at its implementation in the school level. One of the aims of the vocational subjects like CJ, VA, PE and health is to identify its strengths and limitations in the light of the educational change literature that relates to Vocational Education policy and practice. Policy development reflects vocational educational training at post school and tertiary level (Institute of Technology at the National University of Samoa) and will continue to provide

courses for a variety of programmes in the trades and other vocations (MESC Strategic Policies and Plan July 2006-June 2015).

In my interview with one of the teachers, he said that the principal was the overall head of the curriculum programmes in the school. He appointed teachers to head each section. One of the teachers being appointed was a newly graduated teacher who taught the CJ. He was fairly competent but was not fully committed to his schoolwork. The CJ teacher was also a maths teacher and he took up most of his time in teaching maths and very little time was spent at the workshop. It is important to point out that some CJ teachers lack the formal training and skills needed to facilitate the CJ curriculum. The principal, vice principal and senior teachers were busy managing the core subjects (English, Maths, Social Studies) classrooms of the school but rarely visited the CJ workshops.

This teacher also mentioned that the visual arts teacher was well qualified and trained in his subject area. However, he appeared rather uninterested in his schoolwork. Most of the time he was out of his classroom, either attending to other school matters that were not directly related to his work as a visual arts teacher. The reason for avoiding teaching his class was a lack of resources such as paint, brushes, cardboard and other materials needed for practical tasks. The lack of interest in teaching these subject areas was not uncommon in the schools that were visited for this study.

Carpentry and Joinery

Like FTT, CJ was practically oriented. The practical work was undertaken at the workshop. The students were also involved in the maintenance work of the teacher's quarters. They were often called upon to repair the school buildings and furniture. They were however not paid for jobs for which the school would have normally paid building constructors. The topics covered in the curriculum were building construction, joinery and furniture making, and business management. The projects undertaken in Year 12 and Year 13 were chairs, tables, cabinets, beds, lamp stands, sideboards and the likes. The workshop was of a satisfactory standard. There were a sufficient number of working benches, hand tools, timber and machines supplied by MESC. The workshop was systematically organised and the large machines were suitably installed to avoid unnecessary accidents. The hand tools and machines were stored in the tools room and there were students who were appointed on duty each week. Despite these precautions, tool disappearance was a

major concern. The teaching and learning process was largely based on 'teacher centred' approaches. The theory work for which students copied notes from the curriculum books was noted to be difficult for them to understand. Further, the teachers rarely varied the learning activities to cater for individual differences and interests. Thus the students who joined the Institute of Technology to pursue further studies faced a considerable problem in coping with the theory work.

According to a study made by Philip Fox (1978) the encouragement of the personal development of such individuals is the most important economic purpose of carpentry and joinery education in Samoa. He further explained that it is essential that invention and innovation be encouraged to teach the skills of the related subject and most importantly to bring about the attitudinal change in the area of problem solving, theoretical knowledge of tools and materials as well.

Theoretical Framework

This chapter concludes by focusing on the strengths and limitations of the FTT programmes. In modern education, Anderson (2005) and Fleck (1974) describe home economics as contributing to the shaping of the world through its professional impact on millions of individuals and their families. Furthermore, Nickles (2003, as cited in Nkeiruka et al., 2005) asserts:

home economists are the primary source of knowledge about the family and their functions. The home economists will also be the first ones to call when questions arise about nutrition, food safety, child development, parenting, textile products, consumed demands and welfare reforms (p.18).

Atwell (1999) sees home economics/ FTT as a vocational education, to provide individuals with the skills they need to attain economic freedom, and to enhance the productivity of local, state and national economies. Therefore, the main functions of home economics as a vocational subject are development of human resources for wage employment and self-employment and for national and global citizenry. Bailey (1992) asserts that home economics education as a vocational subject offers a sequence of courses providing individuals with the academic knowledge and skills needed to prepare for future education and careers in current and emerging occupations.

Engberg, (1998) points out that Home Economics/ FTT has become the near exclusive domain of women, who recognise in careers such as becoming teachers of home

economics a vehicle for achieving professional status, greater financial security, more independence, and a new more public way of contributing to society generally.

It is also clear from literature, for example Holzheimer (2001) argued that the rationale of Home Economics (FTT) education is to provide opportunities for students to develop knowledge, practices and dispositions to enhance their own and others well being in situations related to food and nutrition, human development and relationships, living environments and textiles. (Holzheimer, 2001)

Furthermore as Engberg (2003) explains, home economics is a vehicle for achieving professional status, greater financial security, more independence, and a new more public way of contributing to society generally. Very importantly, as pointed out by (Anderson, 2005) home economics plays a vital role in the growth and development of any nation: “Holzheimer’s (2001) view is that home economics has emphasized individual, family and well being”. Likewise Fleck (1974, as cited by Nkeiruka et al., 2005) also states that home economics contribute to the shaping of the world through its professional impact on millions of individuals and their families. However, some educators, administrators and policy makers are not familiar with the rationale of home economics regardless of the efforts of the many countries in promoting the programmes (Foster, 1987; Hammersley, 1993). This is because of its relatively lower prestige, lower salary than in other subjects, and the unclear career paths of its teachers and graduates.

In the light of teaching FTT in Samoa, it is perceived as a possible ‘second chance’ educational opportunity for those students who are academically inclined or leave school for other social and economic reasons (Sharma 2000). In this regard, the concept of education is closely linked to ‘learning to do’. Learning to do, in this sense relates to the ‘education of the hand’, ‘education of the mind’ and ‘education of the heart’ (Sharma, 2000; 2001). Therefore, FTT also offers skills recognized for employment in the industrial and self-employed economic sectors. Furthermore, it responds to the needs of individuals as well as the society they live in (Atwell, 1999; Dewey 1989; Fowler, 1998).

This body of literature therefore supports the view that ‘education is a lifelong process’. In the ‘lifelong process’ FTT as a vocational education is a significant component and makes a substantial contribution to human resources as well as national development. Therefore, FTT, through providing a vocational education, has a direct

relation to the preparation of individuals not just for employment but also for self reliance and citizenship.

The Concept of FTT as a Vocational Subject

The focus of vocational educational training (TVET) activities was being carried out in Samoa and other Pacific countries long before the missionaries arrived in the nineteenth century. In essence, the vocational education training (TVET) was a process of socialisation, concentrating mainly on the sustainability of aspects such as culture, moral values, vocational skills, survival skills and producing adults equipped for life in a society (Meleisea, 1987; Thaman, 1993; Government of Samoa, 1999 and 2000). Prior to the arrival of the missionaries in 1830s, Samoan life was mainly focused on family and village lifestyles. Everyday tasks such as cooking, fishing, hunting, weaving, housekeeping and boat building were used as education of the young (Coxon, 1996; Faoagali, 2004; Pasikale, 2002; Petana-Ioka 1995). After 1830, the pastors' schools were established in the villages. The pastor taught the boys carpentry skills, boat building and growing food, while the pastor's wife taught the girls domestic work such as cooking, sewing, house keeping, weaving (Faoagali, 2004; Mai'ai, 1957; Meleisea, 1987; Tuia, 1999). In those days, it was always assumed that the purpose of home economics education was to prepare young girls as *faifeau's* (ministers' wives) and as mothers.

As discussed by Maiai (1957), Meleisea (1987), and Derrick (1990), the skills of cooking, sewing, home management and handicrafts are related to the Samoan child's potential to assist creatively in their own communities and associated living. Likewise, Dewey (as cited in Clopton, 1999) held that this general education is for the students to understand the meaning and significance of being fully contributing members of the total society in which they are members. This simply means when the students leave school, they will go back home and help their parents and relatives to assist with communal activities such as cooking, sewing, house keeping, growing food and making handicrafts.

The introduction of home economics courses into the Samoan government schools began in the 1970s. Lessons were introduced to teach the girls cooking and sewing whereas the boys were taught the carpentry and metal work skills. Students travelled to the Malifa compound (nearby the Education Department) where workshops were set up for the students to learn the practical tasks of this subject area. Teachers of home economics were mainly the teachers who were trained in New Zealand and Fiji and Peace Corps volunteers.

Currently, FTT is conducted in different settings in both government and the mission (church based schools). Mission schools are more supportive of FTT as the parents are paying higher student fees. Likewise, the parents as significant members of the community (Stoll, 1996) are also very supportive in terms of their children's education both academically and vocationally. FTT is normally an expensive subject but this should not prevent or limit students' access to the programmes. All efforts should be made to make the programmes accessible to all students regardless of their parents' socio-economic status.

While FTT provides knowledge and skills for successful living, it also, as a vocational subject, has the ability to provide creative skills to contribute to our complex social economic and political employment environment (Meo, 2002). From a TVET perspective, Sharma (2001) has found that FTT accommodates the needs of a wide range of age groups, from children through to youths, adults and older people. In addition, as discussed earlier, TVET programmes include FTT vocational experiences ensuring students acquire substantial skills in occupational areas that contribute to 'lifelong learning process.'

Emergence of FTT as a Curriculum Subject Area in the Secondary Schools

Delivery of the Home Economics curriculum or (FTT) in Samoan secondary schools is not a compulsory component of teaching and learning. It is implemented directly only by schools who opt to teach this subject area. Unfortunately, this system of creating non-compulsory courses has led to a downgrading of the importance of the course. This creates an imbalance in educational opportunities. These courses create a golden opportunity for students to learn both the academic knowledge and the vocational skills to prepare them for the future. It is important for the students to learn more practical skills to contribute to their society, and to make sense of what they have learnt at school work in real situations (Dewey cited in Clopton, 1999).

In 1978, the Secondary Teachers College was set up to train junior secondary teachers to meet the demand of teachers for all the secondary schools in Samoa. Assistance was received from aid funding agencies to further develop the Samoan secondary school curriculum. Both core and applied subjects were developed (Faoagali 2004; Petana-Ioka, 1995). In 1997 the Secondary Teachers College merged with the

National University of Samoa. Home economics courses at the Faculty of Education continued to train student teachers for secondary schools in order to enhance teaching FTT.

Quality of Food and Textiles Technology

The new Food and Textiles curriculum included clear statements regarding its aim, purpose and view of the subject whereas the old curriculum was not explicit enough to enable learners to identify a clear definition of home economics. As Fullan (1991) and Huberman (1984) suggest, the challenge of introducing a new or revised curriculum programme depends on successful management and implementation. The quality of the new FTT curriculum has been a successful factor in its implementation. However, in order for FTT to gain recognition, the quality of the program needs to be assessed in relation to the material and human resources, and to see if the stakeholders are ready to recognise its worth. Most teachers revealed that they were satisfied with the 'old' curriculum whereas using the new curriculum was equated with more work for themselves as teachers and more work for the students. Consequently the increase of student books from one book per level to three student books per level is significant. Some teachers said that they are trying to familiarise with the new curriculum books... there is more work now with more books to go through.

FTT Programmes

The success of the whole programme is measured in terms of the students' employability in self-employment as well as wage employment enterprises. The content of the courses taught in FTT must coincide with the needs of the curriculum as provided by MESOC so that the skills needed are taught to the students Ingold (1999). In fact, FTT programmes should teach students more employability skills, which in most cases include academic, personal and team work skills. Yarrow, Strachan, and Zakaria (Ministry of Youth, Employment, 2000:6) point out that in some countries, employers have developed a list of employability skills that they would like job seekers to possess. These include academic skills, personal skills and teamwork skills.

Academic skills are skills that include the ability to communicate, to work through problems and the willingness and the ability to continue learning and develop more practical results. Personal management skills are skills that include having a positive attitude to work, one's employer and the people in the workplace; being able to adapt to changing job conditions and new situations which requires the ability to reflect on self-

experience. Teamwork skills are skills that include the ability to work with people of very different backgrounds and therefore promote interactions among the members and the work they need to complete.

Given the increased emphasis being placed by employers on these, specific attention is given to the need for such skills to be fully included in the FTT context. These ensure the successful transition of the young people into the labour market and career-oriented employment. When the students reach the stage where they are recruited by industries, only then will it be possible to fully assess the quality of the FTT programmes (Bunn and Stewart, 1998). This is because it is at this point that we could examine whether the skills and knowledge the students have acquired meet the requirements of the labour market. It is important for the employment institutes and the vocational schools to establish collaborative working relationships. This would assist not only in teaching appropriate skills but also in preparing productive human resources for nation building. Moreover, these institutes and schools should put emphasis on the attainment of excellence in vocational and citizenship training, and intellectual development. Atwell and Leach (1999), Koffel (1994) point out that the graduates of many technical vocational institutes complete vocational courses and obtain certificates without really having the workplace experience. Some of these graduates are not able to obtain wage-employment or create self-employment opportunities.

In this regard, Hyland (1995) points out that the emphasis in these courses should be of training skills rather than on certificates and diplomas. It is evident that employers everywhere want students with credentials because they need to successfully fulfil the requirements for employment and know where they stand in comparison with other students. Therefore, there is a need to assess the effectiveness of FTT and other vocational subjects in developing countries. This study is an attempt to fulfil this need by studying a Samoan FTT programme as a case study.

The Learning and Teaching Programme

Structure of the Food and Textiles Technology – Curriculum Statement

The following figure 1 describes the structure of the FTT Curriculum Statement.

Figure 1: General aims of food and textiles

<p>STRANDS</p> <p>The knowledge, skills and understanding of the Food and Textile curriculum statement is divided into the following four organizing strands.</p> <p>FOOD AND NUTRITION, CARING FOR THE FAMILY, CONSUMER RESPONSIBILITIES & DESIGN & TEXTILES</p>			
<p>Study in the learning area Food and Textile Technology supports the growth and development of all students and aims to:</p> <ul style="list-style-type: none"> • Encourage students to develop their knowledge, skill understanding and creativity in Food and Textiles within the family and cultural settings • Provide experiences using technological practice to solve everyday problems and enhance the health and well being of self and others. • Give students the knowledge and skills to make informed decisions as a customer, maximising the resources available to the individual and family. • Increase the awareness of career and survival opportunities in the areas of Food & Textiles 			
<p>ACHIEVEMENT OBJECTIVES</p> <p>The learning related to each specific aim is divided into year level. Each specific aim has two or more achievement objectives. These provide the information on the knowledge, understanding practical experiences and skills that students are expected to gain at each year of their secondary schooling.</p>			
<p>SPECIFIC AIMS</p> <p>Each strand has specific aims that identify the key area of learning in that strand. They are</p>			
<u>Food & Nutrition</u>	<u>Caring for the family</u>	<u>Consumer Responsibilities</u>	<u>Design & Textiles</u>
<ul style="list-style-type: none"> • Keeping food safe • Food nutrients and their application to food preparation • Food Budgeting 	<ul style="list-style-type: none"> • The changing nature of families • The effect of lifestyle on family • The responsibilities that family have on each other members 	<ul style="list-style-type: none"> • The rights and Responsibilities of Consumers • The responsibilities of service providers • Resource Management 	<ul style="list-style-type: none"> • Fibres and fabrics • Techniques and processes.
<p>The use of technological practice to meet everyday situations is an essential part of the curriculum. Students will develop their skills in technological practice when units of work written from the curriculum, provide students with the opportunity to problem solve. Teachers are encouraged to provide a variety of practical experiences for students so they can develop skills in techniques and processes, managing, creativity and evaluating.</p>			

Curriculum Statement, Ministry of Education Sports and Culture,

FTT Teachers

As the marketplace demands quality goods and services, a lot of importance is now being placed on the skills of the individual workers. Accordingly, FTT teachers are required to upgrade their expertise in the teaching and learning of skills. The teachers of academic subjects generally qualify for their positions through the completion of appropriate teacher education programmes offered by teachers colleges or universities. As argued by McGee (1997) and Koffel (1994), satisfactory completion of a teacher education programme is required for one to teach.

The recruiting of FTT teachers, however, is not so simple. Koffel (1994), continues to say that it is difficult to prepare teachers for FTT programmes. As mentioned earlier, FTT is often regarded as a second ‘best option’ programme of study and not many people opt to teach in schools and institutions. Sharma in his study (2000) found that teachers of TVET in Fiji do not have a career-path and are paid relatively less than their counterparts in secondary schools. This situation is, however, gradually changing.

The professional development of teachers is valuable and essential to enhance a program. It is clear from the literature (McGee, 1997) that teachers are leaders, and therefore require leadership skills, good communication skills, an ability to share information, to act as reflective initiators of change and to have a vision of their professional challenges. Furthermore, McGee (1997) argues that the success of any teaching and learning program through the curriculum depends largely on the teachers’ circumstances. Likewise, no one can change the teachers thinking and actions unless the teachers do it themselves. Teachers need to be critical thinkers, able to respond to the challenge of being a worthy member of his /her profession with a strong moral purpose for their work.

Fullan (1991) gives emphasis to this by pointing out that managing implementation is a learning experience for both the teachers and students. Staff development programmes are valuable and essential to enhance the teaching and learning tasks of FTT. Sultana (1997) asserts that teachers are not only responsible for preparing students for employment but also require management and leadership skills. Psychological factors such as self-belief and values also influence teachers’ ability to make wise decisions in relation to their teaching (Stipek, 2002).

In addition, there is a need to accommodate intellectual development responsibilities. Harrison (1999) asserts that the teachers need to expand their professional development opportunities to be equipped with hands-on new skills, such as mentoring activities, exchange of new ideas, networking and access to best practice. One teacher said, when interviewed, “I should have a chance to take a refresher course at NUS like the Science and Maths teachers. This opportunity will enhance my skills to exchange new ideas and hands-on skills.”(T1, 2009:CS1)

The wide range of competencies required therefore suggests that comprehensive in-service training for teachers (IST) is needed to address the challenges of preparing a pool of high quality and qualified teachers for schools. In addition, effective IST will focus on developing teachers for new vocational roles such as leaders working with schools and communities as it is noted that the teachers are the key players in preparing young people, who are the future of a country.

FTT Students

In Samoa and many Pacific countries the literature is replete with the studies that inform us that students who receive lower school grades and perform poorly in external examinations are perceived as ‘second class’. Vocational options are provided for those who have lagged behind in the education process for a variety of reasons. According to Hopkins (1991) many students do not know what career they want to pursue. Fiji, for example has opted for the inclusion of vocational education in secondary schools to cater for early school leavers who do not know what to do (Jones, 1996; Sharma, 2000). It was also noted that these same students were likely to move into non- professional occupations and to receive lower wages (Sharma, 2000).

In Samoa parent attitudes and expectations of children’s education is imbalanced as they see vocational subjects as low-status subjects and leading to low paid jobs. According to McGee (1997) academic subjects lead to tertiary study and higher paid jobs. It is therefore, argued that vocational subjects like FTT have little chance of making any significant impression on students parents and teachers.

The greatest challenge in this work is to convince the world that parents, students and teachers can work cooperatively McGee (1997) in the belief that the school will ensure that the FTT programmes are of a high quality and can be sustained. It is also hoped that

the continuity of the FTT programmes will ensure a positive outcome for all students in the secondary schools.

FTT Attitudes and Values

There is a perception that each of the stakeholders has differing beliefs, attitudes, values and viewpoints in relation to the teaching and learning processes of FTT. Consequently, the following perceptions have been collected from the participants of this study.

Principals

As noted by Taylor and Hawk (2002) principals are the ‘head learners’ of the school who need to contribute their wisdom and experience to the process of learning and reinforce important messages about the school’s vision for the professional development of teachers. As such, described by Hopkins (1991) and Fullan (1998), the principals need to improve their understanding of educational changes that directly impact on the learning of students in order to modify their beliefs and values. Similarly, Hargreaves (1998) argues that learning through hands-on practical and skill-based experience is very effective for learners and provides more opportunities for the exchange ideas and for networking.

However, studies have revealed that some principals have a negative attitude towards supporting the supply of ingredients and fabric for the practical tasks due to the expensive nature and the demands of the subject. Principals also stress the fact that the school fees cannot meet the related costs of the materials needed for the practical nature of teaching FTT in schools. Principals also encourage students to work hard at learning the core subjects because they want them to get higher passes in School Certificate and Pacific Senior School Certificate assessments towards the end of the year.

Earnest (2004), Hark and Taylor (2002), and Bath (2001) all emphasise the critical role principals have in schools professional development. Thus it is principals who need to initiate change. In a changing educational environment it is essential for school principals to have a high level of commitment to successfully lead educational reform and school improvement (Burt & Davidson, 1998; Evans, 1996; Hill et al., 1999).

Teachers

It is important, as described by Hill et al. (1999), McGee (1997) and Taylor et al. (2002), that school teachers need to improve and continue their learning capacities so that they will be able to become effective teachers in the school environment. It is evident, that

teachers recognize that some students are academically weak but they are gifted with their hands-on skills. Unfortunately, some teachers' attitudes towards teaching practical skills are weak also. Their teaching of FTT is too theoretical and the practical work is thin, but in reality the weak students strengths lie in their work done by hand or 'God-given gifts'. Tensions arise because teachers say that lack of resources for practical tasks is a problem.

Fullan (2001) states that new curriculum and required resources provide a challenge for teachers. This suggests that provision of resources to schools for teaching the practical subjects would help teachers to raise the standard of practical oriented activities. Some findings from school visits also suggest that teacher training, experience and qualifications need to be upgraded. In this instance, most teachers had completed the locally based Diploma in Education but they still needed on going teacher training and research for practical cooking, sewing and pedagogies for the new technology aspects of the course. One of the constraints raised by the teachers during subject meetings focuses on the timing of the in-service training workshops. They say this is not appropriately planned by the MESCC. Tensions arise when both core and practical subjects are carried out at the same time. These trainings need to be organised separately because of teacher shortages. This simply means that for teachers who teach more than two subjects in school, when they come to attend workshops, they prioritise attending the core subjects workshops such as English and mathematics and ignore their participation in practical subjects like FTT. So the teachers' attendance at FTT is irregular and they will miss out the content and practical coverage of FTT tasks during the In- Service Training (IST) for teachers.

Parents

Parents and communities play important roles in the education of children and young people. According to Stoll and Fink (1998), parents are seen as significant members of the community and they should be encouraged to contribute more to the school development. McGee (1997) believes that the parents and teachers can work cooperatively, with most believing that the school will undertake a very significant role in educating the students. Parents provide encouragement and guidance and assist with the school program in a range of ways. Increasingly, parents are viewing education as a major influence on their child's future and they expect to be informed of not only their child's progress but also the performance of the school (Ministry of Education Sports and Culture, 2005). Parents contribute a lot towards their children's education. In particular, parents

are required to pay for school fees and provide other resources such as books, uniform, and where required, ingredients, fabric or tools and cooking equipment. Sometimes parents complain about the expensive nature of FTT and other practical subjects. In addition as stated earlier, some parents perceive the vocational subjects as low status subjects leading to low paid jobs (McGee, 1997). Both rural and urban parents perceive FTT as a 'second-class' option to formal education rather than 'second chance' education (Jones, 1994; Sharma, 2000; Thaman, 1993). This point is also made by Dr. Beeby (as cited in Maiai, 1957), who argues that teaching vocational and life-skills effectively will be useful for children in under-developed countries. Some educated parents however are supportive and would rather see their children have a 'blue collar job' than see their children unemployed. In my experience to date, some parents' attitudes reflect their beliefs and expectations of their sons and daughters to get highly paid jobs when they finish schooling. Unfortunately, this is not a true picture of their children's achievements in school. I believed the learning of life-skills will support our students regardless of their academic achievements. However, some parental attitudes continue to add to the problems of teaching FTT.

Students

Teaching and learning FTT is seen as a way of providing opportunities for students who do not have access to higher education because of limited number of places available. It will provide a chance for them to make something, whether it is sewing a garment, baking a cake, printing a fabric (elei) or arranging flowers. At least they will be able to earn a living to help with their families and to become productive members of the community. These self-employment opportunities will encourage the increasing number of young people who cannot get work because they drop off early from school and never have a chance to learn these life skills.

Unfortunately, some students' attitudes towards learning FTT is sometimes negative and problematic. Some of them indicate that FTT is a subject to be learnt at home. They do not think this subject is worth learning at school because they think that cooking, sewing, weaving, fabric printing is what they learn at home. The understanding and application of processes in both Food and Textiles Technology are not recognized as skill development to provide them with a range of employment skills needed for survival in Samoa.

Strengths and Limitations of FTT

It is noted by Hopkins (1991) and Fullan (1993) that all stakeholders need to support and improve the FTT educational changes that directly impact on students' learning capacities. According to King (1994), Watson (1996) and Sharma (2000), FTT as vocational education programmes were established for many reasons:

- to reduce unemployment
- to reduce the movements of school leavers from rural to urban areas
- to provide young people with the skills needed for employment in a wide range of jobs
- to provide opportunities to higher academic education for early secondary school dropouts

This body of literature explains that FTT as a TVET subject has the potential to meet the limitations of academic education. It also provides relevant employability so that the graduates acquire useful employment contributing to the nation and its people.

Some limitations of the FTT in the education system demonstrate that the MESC, principals and stakeholders must be convinced in order to fully support the implementation of the FTT programs in schools. At present the government has a greater demand for vocational education and the MESC is forced to give it a priority. The availability of resources continues to be a concern. FTT is more expensive than any other academic subject. It is difficult to pay for ingredients, fabric and other materials needed, with limited funding. Thus resourcing secondary schools with more quality resources is a problem in Samoa and worldwide. However, although FTT is normally expensive, it shouldn't limit students' access to the programmes.

The mobility of human resources is another concern. It is wise to locate suitable persons to be trained as FTT teachers mainly at the FOE, National University of Samoa. People from overseas can be hired to do the training particularly with the technical part of the course and it will be a good opportunity for the local counterparts to learn from this technical expertise.

Conclusion

In this chapter, it is revealed that FTT as a vocational subject is an important component of the total learning capacity of an individual in some of the Pacific countries including Samoa. The concept has also found support in the integration of teaching and

learning life-living skills and employment skills needed for survival in Samoa. Such concepts strengthen social cohesion and provide opportunities for employment enhancement. Further, it has been suggested that FTT has a potential to provide moral values that contribute and support, living together in a peaceful way.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methodology that shapes the design, practical techniques and findings of the study. It begins with the arguments for a qualitative case study approach. Then it discusses the important strengths and limitations of this approach. The last part of this chapter looks at the research process of the study, describing the tools of data collection and data analysis.

Qualitative Case Study Approach

The aim of this study is to examine the perspectives of teachers, students and parents towards teaching and learning FTT in secondary schools. It begins by arguing for a qualitative case study approach. It continues by looking at the participants' perspectives that guided this study.

Bogdan and Biklen (1992: 25) point out that qualitative research is rich in description of people, places, and conversations. Research questions are formulated to investigate topics in all their complexity and in context to gain a deep understanding of the participants. In such circumstances therefore, qualitative research gives a greater insight than quantitative research. To understand the implementation of FTT teaching and learning it is important to consider the school within its social context. It is necessary to take into account the interactions, relationships and behaviour of the participants and their perceptions about the teaching and learning of FTT in secondary schools. As stated earlier, this study draws on the theoretical perspective of phenomenology in order to understand the meanings of events, and behaviour of the participants from their own perspectives and settings. It emphasises the interpretive understanding of human actions and interactions. Bogdan and Biklen (1992) state that qualitative methodologists do not assume that they know what things mean to the people they are studying. Qualitative research draws on the theoretical perspective of phenomenology in order to understand the behaviour of people as well as their actions, interactions and reactions. Therefore, it is important for the researcher to have the ability to ask appropriate questions, listen actively and remain unbiased.

Asking appropriate questions will assure the participant that the researcher knows his topic well. It is also important to consider not to ask a wrong question or it is quite likely a participant will reply with a useless literal answer. Furthermore it is also important

for the researcher to be a good interpreter and a problem solver. Active listening is definitely a good skill for a researcher to be aware of. As a researcher I need to let the participants feel that I am listening to them and hearing what they are saying. It is important to listen and show you are listening, even if you do not agree. Most importantly the researcher should not be biased in her decisions. The fairness and the analytical explanations of the participant stories should be fairly treated by the researcher.

When using a qualitative data gathering approach, it is important for the researcher to align themselves closely with the participants (Collin and Waring 2001; St. George, 2000). According to St. George et al., qualitative researchers normally enter the world of the people they study. It is important for them to be trusted by the participants. Particularly, it is important to create a 'sense of familiarity' (Sharma, 2000) in order to collect reliable data.

Obviously, qualitative researchers focus on the details of everyday life and what happens in a specific context. Sometimes, there is a risk of failing to notice little things that matter a lot in a study, especially in deriving 'meanings' from what we see and hear. So the qualitative approach is the best method for this study because it has the potential to provide the data necessary to understand the implementation of FTT.

According to Delamont and Sharma (2000) qualitative data analysis involves interrogating, theorising, and coding. Interrogating is questioning or interviewing as commonly employed by the researcher in order to get the participants responses in a clear and manageable way. Theorising is formulating a theoretical and practical perspectives from a range of the participants perspectives in which to organise the data while coding is a means of organising one's data, but it is also a part of the process of analysis). Bogdan and Biklen (1992:153) agree with this, stating:

Analysing involves working with data, organising them, combining them from different elements, searching for patterns and themes, discovering what is important to be learnt, and deciding what you will tell others.

Jarvis (1999) and Liu (2000), assert that analysis begins with clarification and formulation of research problems, and continues through fieldwork into the post- field phase that largely consists of report writing.

Webb (1992) and Sharma (2000) emphasise that data analysis is an ongoing process. Key issues, themes and categories continuously stem from the data as the

research process unfolds. Therefore the integration of data collection and data analysis is an on-going process. A qualitative case study can examine the techniques employed in teaching and learning FTT, leading to recommendations for appropriate changes and alternative practices. Therefore, in this study, a qualitative case study approach provided the best possible methodology.

Case Study as a Research Strategy

Strengths

The case study approach is an ideal methodology when a holistic and in-depth investigation is needed (Orum, 1991). This study examines the perspectives and perceptions of teachers, students and parents towards teaching and learning FTT in secondary schools. Case studies have been increasingly used in education and in the investigation of the teaching and learning process. Information from case studies tells us ‘what happens’ at a case study site. Stake (1995) states that case studies bring out the meaningful data and details in the voice of the participants with different experiences, backgrounds and beliefs. Stake (1995) discusses the three types of case study: the intrinsic (where the researcher wants better understanding of a particular case); the instrumental (where the case is supportive and facilitates our understanding of something else) and the collective (an instrumental study extended to several cases such as my case study, because I needed to find out more of the participants perspectives and insights into the teaching and learning of FTT. The several cases in my study comprised of four students selected from two different Year 12 classes in two different secondary schools, four parents, two MESC officers and four teachers. In this respect, my case study is qualitative and collective case study.

These selected participants were able to provide descriptive data to the researcher through the fieldwork. Research by Maykut and Morehouse (1994, cited by Coates, 2003), states that “a researcher should go further in gaining deep understanding of some phenomenon experienced by a carefully selected group of people”. This selected group of people such as teachers, MESC officers, parents and students, experience what is happening out in the schools and how FTT is implemented. Stenhouse (1978) and Sharma (2000) describe case study as involving an investigator who makes a detailed examination of a subject or phenomenon and seeks to address and understand through the eyes of the people being studied, the complex issues embedded in its context. From the descriptive

data obtained from fieldwork, the researcher is engaged with the activities and operations of the case, reflecting on ‘meanings’ of what is going on.

Stenhouse and Watt (1978) and Merriam (1998) all emphasise the point that case study research is an examination of a particular phenomenon such as an event, a process, or a person. It is important, as described by Southworth (1995), that a researcher uses evidence to facilitate the examination of a particular phenomenon from several angles and perspectives. In this way, the case study research is also known as ‘triangulated research’. Triangulated research uses multiple sources of data and approaches. Triangulation is also seen as a strength of qualitative research because it helps the researcher to avoid relying on any single source of information to collect data. Triangulation can therefore strengthen the validity and reliability of findings that apply to FTT.

Limitations of the Study

Bogdan and Biklen (1992) argue that the case study approach can be rigorous, systematic and scientific. Stake (1980) emphasises the importance of generality which can be addressed through a synthesis of pre-existing qualitative studies. In this regard, Guba and Lincoln (1981) take the concept of generalisability as that of clear and detailed descriptive data used as a means of arriving at decisions about the extent to which findings from one study are applicable to other situations. They argue that qualitative studies gain their potential for applicability to other situations by the degree to which they are comparable and translatable. Similarly, Stake (1980) explains that it is possible to use a process that he calls ‘naturalistic generalisation’ to take the findings from one study and apply them to understanding another similar situation. It is also clear that a case study can be seen more as a follow up to a collection of similar cases with which a reader is already acquainted.

One limitation of a case study is that it is time consuming. Bogdan and Biklen (1992), Liu (2000) and Sharma (2000), highlight their concerns about time. It takes a lot of time, both in collecting data and the amount of data produced. Time poses a lot of problems especially when we deal with qualitative data. In particular, data gathering through by classroom observations and in-depth interviewing takes a lot of time.

It is clear that several limitations of the study that need to be considered for future research is also noted such as time, classroom observations and in-depth interviewing. As a beginning researcher I felt concerned at my probable lack of objectivity. My position as

a curriculum officer involved in developing and implementing professional development initiatives for teachers ensured my own personal and professional stake in the research. I was aware of my own biases, but found it difficult to distance myself from evaluating participant performance as I would in my current role. Another possible limitation of the study is its small size with only twelve participants used. A greater number of participants from a wider range of schools with different experiences could have provided a greater breadth of data. However, the small size of the study was also an advantage. The use of a case-study approach enabled an in-depth concentrated investigation of each participant, which may not have been possible if the study had been larger. A further limitation of the study has been demonstrated by a lack of commitment on the part of the majority of the stakeholders, principals, teachers and school committees who are involved in the management process of the secondary school based FTT training programme. Finally it is worth pointing out that further research needs to consider and address the challenges of technology in the subject content taking into account the potential impact of the technological practices used in this subject area. Furthermore, the use of technology has a great potential to be personally rewarding and of the utmost relevance to our lives. This is an issue for further research in the near future.

Research Design

Since the focus of this research required an in-depth study of a particular setting, it was necessary to adopt a set of ethical procedures. This was considered important because it protected the rights of the research participants. Anae (1998) argues that mutual trust and understanding must be built carefully and sensitively between the researcher and participant so that their opinions, perspectives and feelings are consistent with their personal values. During my field research, I fully explained to the participants, their role, the consent forms and the questionnaire sheet. They were given the consent forms and the questionnaire sheet for the research. Both the questionnaire sheet and the consent forms for the students and parents were presented in Samoan language. Participants were also informed that they would be assured confidentiality.

Davidson and Tolichs (1999) emphasise the importance of respect and being mindful of participant confidentiality. Furthermore, it is ethical for the researcher to acknowledge the participants as a source of knowledge. It is important to inform the participants of the intended outcomes of the research, and how any information they give will be recorded, analysed and stored. In this regard, Bodgan and Biklen (1992) wrote:

“Participants enter research projects voluntarily, understanding the nature of the study and the dangers and obligations that are involved” (p. 103).

As stated earlier, it is important to keep the data secure and confidential. Consistent with other responses, it is important to consider that any participant who wishes to withdraw from the research may be able to do so at any time. In this study, participants were told that their contributions would be acknowledged in writing.

The table 1 below is labelled to indicate the speaker. Rather than using a false name, each speaker is identified by a code. The code enables the reader to reflect on the role of any given speaker, for example, teacher, pupil, etc. The coding is as follows:

Table 1: Research participants

Code for participants	Participants	Number of participants	Data as presented in the Case study record
T1	Teacher #1	4	Individual interviews
St3	Student #3	4	Observed tasks and Summarised data
P1	Parent #1	4	Individual interviews
MESCO 1	Ministry of Education Sports & Culture officials	2	Summarised data of what the MESC Officials said about the implementation of FTT in the schools
Total		14	

The code T1 means teacher number one, whereas the code St3 means student number three.

Recruiting Participants

During the last five years when I worked at the Curriculum Division, MESC, I was able to work with the same teachers in the two schools and I knew them very well. I was also fortunate to work with students of these two schools. The teachers’ experiences of the two schools were academically motivated to work with female students and the new FTT curriculum. Secondly, the teachers’ length of teaching experience was used as the main criteria for selection. The selection of parents was based on the idea that they were the members of the PTA and I knew them quite well. This particular way of seeing them made things easier to proceed.

Ethical Approval from UC

The research was conducted according to the ethical standards of the Ethical Clearance Committee at the Christchurch College of Education (CCE) and was carried out according to its standards. When I got the permission from Ethical Clearance Committee at CCE, a letter was sent to the principals of the two schools involved, outlining the

purpose of the study and requesting permission to collect data from the students and teachers (see Appendices 3 and 4).

All information collected was treated as strictly confidential with pseudonyms used to protect the anonymity of the teachers and their schools at all times. This anonymity will also be protected in the publication of findings. The participants were aware that they were able to withdraw from the study at any time without reason.

At the completion of the research, both teachers concerned will receive a complimentary copy of the thesis, which they may choose to share with their colleagues. Reporting back to the participants will need to be handled sensitively as they will be able to recognise themselves within the research and may find the analysis, discussion of the data and issues raised challenging. As a teaching colleague, I have tremendous respect for the contribution they have made to the study and for the opportunity to share the learning that I have gained. It is certainly not my intention to be critical of the participants themselves, which is why I will arrange to meet with each of them to discuss the findings prior to providing them with a copy of the report.

Gaining Access

In order to seek permission to conduct my research study in schools, a letter was written to the Chief Executive Officer of MESAC about the study explaining my aspirations. In the letter, I explained the code of ethics that I had to follow. I attached a letter to the principal of one of the Government schools and requested assistance. A letter was also attached to the teachers involved which requested a meeting with parents and students.

The second letter I prepared was to the Director of the church school (CS2) explaining my intended actions. I also attached a letter to the principal, teachers, students and parents informing them of the purpose of my research.

Data Collection Methods

In-depth interviews, participant observations, and documentary analysis were employed to gather data. I triangulated data by informal and formal group discussions in schools and during participant meetings.

Table 2: A summary of data collection methods

Area of Enquiry	Collecting Methods	Sources of data
Initiation	In- Depth Interviewing	<ul style="list-style-type: none"> Teachers, students, & parents
	Documentary Analysis	<ul style="list-style-type: none"> Documents provided by MESC Documents provided by schools
Implementation	Participant Observation	<ul style="list-style-type: none"> School and workshop activities Classroom teaching and learning Assessment activities
	In-depth interviewing	<ul style="list-style-type: none"> Teachers, parents, students, MESC officials MESC curriculum officers
	Documentary Analysis	<ul style="list-style-type: none"> Curriculum materials MESC policies IST Evaluation forms MESC records and documents
Outcome	Participant observations	<ul style="list-style-type: none"> School and workshop practical tasks teaching and learning activities Assessment activities Marking criteria Examination documents
	In- depth interviewing	<ul style="list-style-type: none"> *Curriculum officers, teachers, parents, students MESC officials
	Documentary Analysis	<ul style="list-style-type: none"> MESC, Policies, Curriculum materials, examination documents.

Source: Field notes 2008

In-depth Interviewing

In- depth interviewing is used quite often as a data collection method by qualitative researchers. Kahn and Cannel (cited in Marshall & Rossman 1995:80) describe it as a “conversation with a purpose”. Stressing the strength of this mode of inquiry, Brenner et al. (1985:3) write: “...it is only when the researcher and the respondent have the possibility of communicating directly with each other and enhance the mutual understanding between the two parties.”

Interviews in this study were taken as ‘conversation pieces’ rather than ‘inquisitions’ (Burgess, 1992). This approach was seen as a normal way to proceed. Some important participants were my teacher colleagues and this made things easier when they responded in the manner they did. Semi- structured interview schedules, based on issues identified in the research questions and those in the fieldwork, were employed as general

interview guides (Lewin 1990; Patton 1990). In addition, unstructured group discussion sessions commonly known as ‘to chat’, to ‘tell stories’, or to ‘relate something’, were also organized. The proceedings of these informal discussions were transcribed. During the discussion session the researcher is brought into the world of the research participants. The setting allows the researcher the flexibility to explore unanticipated issues as they arise in the discussions. Usually this discussion approach is a good way of getting insights into the topics to be pursued in individual interviews. Overall in this study, however, such sessions cover a lot of important information on FTT and about the people involved in this field.

The main form of data collected during the research is interview material. This form of data is consistent with the purpose of this research namely to explore the perspectives, experiences of teachers, students and parents towards teaching and learning FTT in secondary schools. Most interviews in this study were taken as ‘conversation with a purpose’. The conversations were mostly in Samoan language, and later translated to English. The data reflects my role as a researcher and the lived experiences of the research participants. Such interviews form the core of the research as I am interested in the participants’ perceptions and ideas that are expressed in oral communication.

I interviewed twelve participants from two secondary schools and two MESC officers as the research participants. As stated earlier, interviews were conducted in two schools (one government and one church based school). In each setting two teachers, two parents and two students were interviewed. Interviews with parents, students, teachers and two MESC officers were planned around a semi-structured interview guide. Questions also varied in content and type depending on the interview group (e.g. student/ parent/ teacher/ MESC official) and information achieved.

It is important to point out that on revisiting the data, I found that there were other possible categories in which to organize the data. The substantive content of data in the transcripts varied considerably and made it simple for me to write notes and comments next to data that appeared important and relevant to my study. These notes and comments were read again and coded with highlighter. My coding scheme used was a simple personalised filing system which helped me more to understand about the insights of the participants. Grouping the notes and comments that seemed to go together gave me an initial list of themes to consider. I also summarized the data by reading and re-reading through each transcript and related field notes. It was also very important to edit texts

before their actual interpretation. I then coded and analysed these interpretations to finalise the different participants' experiences and perceptions. The data was then interpreted with reference to the research questions and presented in the form of a rich, thick narrative.

Patterns emerged, issues and thoughts became clearer. It is important to note that subjectivity exists because of what the researcher decides to include, leave out or draw attention to when writing up the report. Participants such as teachers and students were interviewed for one to two hours at their schools, except for the parents, whose interviews were conducted at home. Parent interviews were organized and conducted at home, because I had a car and it was easy for me to see the parents at home.

Figure 2: A sample of an in-depth interview

Q: How many years have you been teaching FTT?

T1: I have been teaching FTT for more than 10 years now.

Q: What are some of the changes in the FTT programme since you first taught this subject?

T1: I admitted that things had changed over the years. This school had increased the number of students each year and also the FTT courses had been taught from Years 9 –Years 13. Not like in the beginning that FTT was only taught in Years 9-10. The reason why FTT was taught in Years 12 to 13 was that it included the National Assessment for School Certificate for Year 12 students and Regional Evaluation for Year 13 students.

Q: What is the current position of teaching FTT in your school?

T1: I personally felt that FTT was now a very good subject for the students to learn life skills, particularly when they had to develop a recipe and cook, made patterns and sew, weave local materials to make handicrafts to sell, made fabric designs and applied fabric prints e.g. Tie and Dye, Elei prints etc. It was also good to see that MESCS had recently supplied more materials, equipment, and consumables to upgrade teaching and learning the FTT practical tasks in my school.

Q: What are the barriers that hinder the successful implementation of FTT?

T1: Some equipment went missing from schools and had never being replaced and when students came in to do their practical tasks, there was not enough equipment to do their practical projects. Some weak parents saw FTT as a low status subject and leading to low paid jobs but according to my knowledge and understanding this was not true. If the students were well taught with the livelihood skills, they would be able to run self-employment business and earn more money than what they got from paid jobs. Some students were noted to be academically weak but they were gifted with their hands on skills (God-given gifts). It was noted that some FTT teachers didn't do much of the practical tasks but mainly taught just the theoretical part of the FTT course. In my experience to date, as a long serving member of the staff, some of the principals were problematic too, and they never support the supply of ingredients and fabric for doing the students practical tasks as required in the FTT course outlines.

Source: Field notes 2007

Participant Observation

One way to prioritise teaching and learning FTT context is to observe what the teachers teach. This is also a good opportunity to find out how the teacher transfers her

knowledge to the classroom learners. The observation enables me to find out if the teacher is following the curriculum and teaching the right content in the actual teaching practice. It also builds a picture of effective teaching as it occurs. Observing the teachers in their daily teaching routine gave me the opportunity to understand how each teacher had transferred knowledge and skills to the FTT learners. It was noted that the teacher who spent more than ten years teaching experience in FTT was found to be an experienced teacher in both areas such as teaching the content knowledge and skills of the FTT course.

Through my 45-60 minute observations, the teachers who spent more time participating in the FTT in-service training workshops (IST) on how to implement the new curriculum, were seen to be clear on the curriculum context teaching. They were confident in handling the students' learning gaps in their teaching practice particularly when taught the practical parts of the lesson plan as given in the students' curriculum text book. Further, as the observation continued, it was apparent that teachers' pedagogical teaching styles had changed beneficially. More opportunities were given to students to think, work in pairs and share, enact role-plays and analyse the context of the units of work rather than just copying notes from the textbooks into student notebooks.

Through observation, one of the four teachers, (who will be identified in the school findings) was able to teach the students the layout on fabric of a dress pattern and cut this out to make the student's practical project. More students could easily pick up the work that the teacher demonstrated and they could do the follow up task correctly. Only a few students did not do the task correctly and the teacher had to get the students closer to her position and she repeat the same procedures of the teaching lesson again. The second time the slow learners did this activity and were noted to do it right. As a researcher I was pleased to see how the slow learners in the class had done this task correctly when the teacher repeated the practical task. Discussions took place after the lesson presentations with teachers to remind them of the key areas of the lesson plan and where the learning gaps were to be improved in their next teaching for when I re-visited.

One of the four teachers demonstrated her teaching differently from the others. This teacher had been teaching FTT for only four years and she was new to the school. One weakness I gathered from my observation throughout her teaching was that she could not do the practical tasks for her students. She taught only the theory part of the lesson and very little of the practical tasks. As a curriculum adviser, this is not the right way of teaching the curriculum as recommended in the student handbook. The appropriate way to

go about teaching the curriculum was to teach the theory first and then the practical task afterwards to see if the students had understood the theoretical procedures of the lesson plan. This method is intended to increase student awareness of the importance of doing the practical tasks and to fully understand that the theoretical part of the task works hand-in-hand with the practical part of the lesson.

Furthermore the same teacher rarely attends any IST workshops for teachers. Most of the theoretical and practical aspects of the context of the curriculum were covered during the FTT in-service training workshops. During the IST, she has to attend the business studies workshops and missed out on participating in the FTT training. This was the main reason why she could not manage the practical parts of the lesson.

At the end of my observations, I had to talk to all teachers and acknowledge them for doing the work in the classroom. Initially, they needed to work hand-in-hand and share part of the work, for example, the first teacher needs to guide the second teacher in teaching the practical skills. According to Stake (1995) this approach has enabled rich and meaningful data to be collected from teachers with different experiences, backgrounds and beliefs. Also, the use of teacher observations in the two schools enabled the research process with the first teacher to inform and guide the approach taken with the second one.

Figure 3: A sample of a participant observation

Description of the FTT Classroom Environment

The room was well cleaned and well kept with the long cupboard attached to the side wall on the right. Attached to the side cupboard were two sinks. Sitting next to the sinks on the cupboard are two stoves, one was gas and the other one was a kerosene stove. On the right side of the entrance to the classroom was an electric stove and a refrigerator with two doors. The electric stove looked new because it is still covered with plastic and it showed that it had never been used. I asked one of the FTT teachers why the stove was not used and she replied that, it had never been connected to the electrical connection. The teacher also explained that the school committee who kept finance for the school lacked of financial commitment to FTT, deeming it a low priority area. To the front side of the room was the teacher's table next to the blackboard for writing

General Observation:

The students were all seated before I came into the room. The FTT teacher came in and introduced me to the class asking me to say a few things about myself. I got up and introduced myself to the class and explained to them the purpose of my visit. As I took my seat at the back of the room, the principal came in and sat next to me. He then asked the teacher if he could say a few words to the class to support my study while I was on this (post field-work.) I thanked the principal for supporting me before he left the room.

After the introductions, the teacher then asked the Year 10 students to take out their ingredients for their cooking practical. Out of ten students in the class, three of them did not bring the vegetables for the dish they were going to make.

The teacher then explained to me that these were the students who came from the families of low income (status). The teacher put the students who didn't bring ingredients in the three other groups.

The teacher then asked the rest of the class to take out their ingredients, collect their utensils to use, pin up their recipe on the wall and start making their dish. As the students worked at their practical task, the teacher kept on reminding them to clean up and make sure to dry the used utensils and put them back in place. After twenty minutes, the room was filled with the smell of cooked food. Students quickly washed their utensils and dried them before putting them in place. Then they displayed their cooked dish with garnishes and placed it on their table and got it ready for tasting. The teacher asked me to join her in going round the table and tasted the three different dishes prepared by the three different groups and be prepared to give the feedback. Group One's dish, looked very attractive and it was garnished with spring onions finely-chopped and grated carrots and this dish had a good flavour.

The second dish produced by Group 2 was not properly cooked, because the vegetables were over-cooked and this needed improvement in their next cooking activity. The third dish produced by Group 3 was also well cooked and well served with a lemon drink and cooked taro with coconut cream. Before the class were asked to taste their meal I was given the opportunity by the teacher to give constructive feedback to the students for practical cooking. I asked a few questions and explained why it was not good to overcook the vegetables in their meal preparations. A lot of correct responses were provided by students which indicated that the students appeared to have a high level of subject specific knowledge. The students' knowledge and experiences were based on the displayed charts and posters and the daily practical tasks conducted by the teacher as I had observed them during my school visits. Students were then asked to share their cooked food before they did the last cleaning up and moved to their next classes.

Source: Field Notes 2009

Document Analysis

Data collected from the documents provided by MESC consisted of official and semi-official data. These documents consisted of FTT School Certificate prescriptions, policy documents, Year 12 curriculum materials, FTT in-service training evaluation forms and annual reports etc. The documents provided more insight into what was being studied by cross-reasoning and augmenting evidence from other sources and approaches (Hammersley and Atkinson, 1983; Sharma, 2000; Yin, 1989). Bogkan and Biklen (1992) point out that this approach has limitations because documents represent the biases of the writers and their advocates, example, MESC policy does not always reflect the implementation of the Technical Vocational Educational Training (TVET) “to promote the TVET knowledge and skills” (Education Policy and Planning Development, 1995). Some teachers and principals actively ignored this policy. This attitude by the teachers towards teaching FTT in the schools meant that FTT was not seen as a compulsory subject.

Consequently, the policy is not clearly explained to the teachers and principals out in the schools. So, instead they choose to prioritise English as a subject and language of instruction. The teachers and principals did not always reflect the values and beliefs of the MESC policy. One principal said that,

“Many policies are just policies, meaning that these policies are just on paper but not implemented.” He continued to say that he can bend the MESC policy to fit best for my school and sometimes I can form my own policy, to be in line with MESC policy. For example if MESC say to select all Year 9 classes to take FTT I can select only one year 9 level to trial this policy because lack of resources is one of the problems in implementing the practical tasks in FTT” (Principal 1).

Data Analysis

The methods of data analysis in this study were informed by the qualitative research approach supported by writers such as Hammersly and Atkinson (1983), Bodgan and Biklen (1992), Webb (1992), Yin (1994), and Stake (1995). Data analysis is an on-going process in this study, starting in the aims of the study and continuing through the literature review, data analysis and discussion of findings. Throughout this study, interviews were conducted in Samoan and later translated into English. Translation focused on conveying participants meaning and expressing it in correct everyday English. Interview excerpts were labelled to indicate the speaker as labelled in Table 1 – Research

Participants, on page 42. The data were then coded using numbers whenever the material appeared to match the coded transcripts of the participants. For example, ‘the perception of a teacher’ was given the code ‘T’. The number 1 stands for the heading of the school where she taught. Transcripts were neatly typed and the cut and paste technique was also used. Relevant information from each research participant was cut and pasted using suitable headings and using the same system of coding. This was done for each research participant. The codes were used throughout the analytical process to identify who had made a particular comment.

The documentary sources obtained served to reinforce or contradict data obtained through interviews and observations. Exhibit 3:2 provided an example that I used in my analysis. The Year 12 textbook helped me to assess the real situation in which this textbook was used in schools for teaching the content, which was to be assessed in the Year 12 School Certificate Examination.

The relevant literature was re-visited throughout the data analysis process as it helped to provide further insights into the data. I also found that writing my own reflective notes at various stages throughout the study was a significant part of the analysis process. The emerging notes and interpretations provided a useful purpose as they enabled an immediate analysis of events in the research. This way of working with the data was time consuming but manageable and most of all easy to understand. Webb (1992) notes this as a ‘low tech’ method of qualitative data analysis. The last stage in the analytic process involved the integration of report writing and data collection. At this stage, a larger picture of the study began to emerge. A continual process of refinement and learning took place.

Credibility of the Study

Typically in qualitative research, a researcher is faced with large amounts of data reported in descriptive, narrative styles and must seek ways to manage and interpret what she sees (Burns, 2000; Mutch, 2005). In this study, the amount of data collected was significant and each data set was treated in a different way. Mutch (2005), further states that a thematic approach is still commonly used by researchers for analysing qualitative data and is suitable for analysing and reporting personal qualitative interview data as it can assist in identifying emerging patterns, and themes from the interview data (Cohen et al., 2007).

I depended much on the results of data achieved from interview transcripts, questionnaires and document analysis because these sources contained a lot of rich information from the participants and the documents given by MESC. However, the same approach to thinking was used, that is, “having an open mind” (Stake, 1995, p.68). It is important to mention here that to have an open mind is to question the validity of all the evidence such as the official documents and try to understand the position of the author producing the document (Stephens, 1990).

My study falls within the general description of a qualitative case study, which is widely used in educational research that relates to the perceptions and experiences of the participants involved. Essentially, I was seeking more in-depth and honest opinions from the participants by re-visiting the school and probing the participants for a greater depth of response when needed. Having a shared understanding of the transcription of data was noted as one of the time-consuming activities. Each interview was clearly labelled and translated (from the Samoan language) into English. Some transcripts were clearly read to correct some minor grammatical errors. Importantly, these transcripts were returned to the participants for further comments and suggestions.

These comments and suggestions were addressed and further additions and deletions were made. In this way, the uncertainties and difficult issues that arose from the first reading of data was attended to. Cohen et al. (2007) argue that there is no one correct way of analysing and presenting the data, but not that how a researcher does this must be in line with the notion of “fitness for purpose”.

As mentioned, regarding data analysis coding and categorisation were used to match to units of data during several readings of the transcripts. The data were then sorted out, using the ‘cut and paste technique,’ into the categories mentioned above. This exercise was carried out separately for each research participant. Data under each category were then read carefully and any redundancy was eliminated to avoid confusion. I found this way of working with data to be manageable. The whole data analysis was time consuming.

The philosophical position taken in this study necessitated the choice of corresponding data collection methods such as participant observation, in-depth interviewing and document analysis. These methods enabled me to understand the implementation of FTT from the perspectives of those involved. The methods also

facilitated the gathering of thick descriptive data that may be helpful for readers who wish to generalise the research findings from within their own points of view. The approach adopted for this study, that is the integration of data collection, analysis and report writing, improved the quality of data gathered. The processes used also cannot be separated from one another. Hence, Merriam (1988) argues that to maintain validity of data, reference was constantly made to the data collected from interviews at the same time.

Conclusion

This chapter discusses the manner in which I approached and conducted a qualitative case study approach to study the teaching and learning of FTT in secondary schools in Samoa. The first section reviewed the literature on qualitative case study research approach. The second section described how I conducted the research. First, I had to use the research design and process identified for the study and the data collecting methods. The methods used for this study were in-depth interviewing, participant observation and documentary analysis. These methods facilitated the triangulation of data. Lastly, I presented an account of how I went about analysing the data using ‘codes’. Categorising data into relevant themes derived from the literature reviewed and the conceptual framework of the study was the main task in the process of analysis. It was also noted that analysing the data using this approach of coding and categorising was time consuming. However, it was manageable in this study. The findings from the data analysis are presented in the following chapter.

CHAPTER FOUR: CASE - STUDY SCHOOLS

Selecting case study schools for investigation was not the only form of ‘sampling’ that was involved in this study. Sampling within the cases was considered equally important. This mode of sampling involved questions about ‘where to observe and when, who to talk to and what to ask, as well as what to record and how’ (Hammersly and Atkinson 1993: 45). From a total number of 23 secondary schools teaching FTT in Samoa, two were selected for this study after consultation with the Chief Executive Officer of MESC and the Director of the Catholic schools in Samoa. The selection of these schools enabled me to study in details the overall implementation of FTT in secondary schools. This was also a good opportunity to provide me with a good understanding of what was happening in other vocational subjects like CJ, VA, PE and health, which are identified as marginalised subjects in secondary schools in Samoa. Marginalised subjects are subjects taught in secondary schools and learnt by a very small majority of students. Case study schools 1 and 2 are located on the island of Upolu, where the capital city of Samoa is located.

For more confidentiality, and anonymity, the case schools are referred to as Case-Study 1 (CS1) and Case Study 2 (CS2). CS1 is a government- managed school and attended predominantly by Samoan students. CS2 is a church based school and attended mainly by the Catholic students. Its teachers are mainly of Catholic faith. For the confidentiality of the participants, these codes are not explained in the text except for the explanation to be given later in this chapter.

In the light of the fieldwork, this chapter presents largely descriptive account of the management and implementation processes of vocational subjects in Samoa’s secondary schools. The overall aim of presenting the context and practice of the programme is to provide the foundation for the analysis and discussion to follow in Chapter 4. Similarities and differences will be summarised in the same chapter later on.

Case Study 1: Background

Case Study 1 (CS1), a predominately Samoan secondary school, is situated in the town area on the southern side of Upolu, about 4 kilometres from Apia, the capital city of Samoa. One of the high chiefs of the same constituency where the school is located is a landowner of a freehold land. He was willing to donate a 4 hectares land to this school for

school building construction, school gardening, and many other developments to enhance education of the young and future generation of this secondary school in their constituency.

This school was established in 1964 as a Primary School for Year 7 and 8, managed by the principal selected by the Department of Education. The main purpose of this school setting is supply entrants to secondary schools such as Samoa College, Avele College, Vaipouli College and other Senior Mission Schools in Samoa. The demand for more Junior Secondary school places grew and, consequently, this school was shifted to its present site in 1978. It was administered by the principal who was a long serving principal in the Department of Education during this period. She was also a representative from this same district. It began with Form 3-Form 5 as a junior secondary school in Samoa. In 1997, it established a Year 12 where the students are prepared for sitting the Samoa School Certificate. At the completion of Year 12, students move to Year 13 and this is the most important year for students to prepare for University Entrance. Year 13 classes were established in 2001. In later 2004, MESC through the Government has selected this secondary school to become a College or a senior secondary school in Samoa.

The majority of the residents of this school comprising of eight villages send their adolescents to feed this secondary school or College. Most of the students are selected from Eighth Year External and Samoa Year Eight Certificate Examinations. Further, the high achievers of Year 8 who successfully pass the Eight Certificate Examination with grade 1 become the feeders of the three senior colleges mentioned above. For grade 2 they become the feeders of this CS1 school.

CS1 is a school which was recently renovated by the government to host the South Pacific Games for the contingency from Tahiti during 2007. All the school buildings were renovated and two new blocks for school toilets were constructed to be used by the participants from Tahiti for the Games. So it was fortunate that all the school buildings, classrooms, school canteen and new blocks of toilets are all new and well kept.

Administration

Consistently, from Year 9 to Year 13 in keeping with the Government policy, the management of this school was placed under a secondary administration. CS1 was managed very much along conventional lines. The school organisation is ranked accordingly; from the principal through an assistant principal and the heads of departments to assistant teachers and students. In the overall administration, the school committee in

Samoa plays an important role in school leadership, both in urban and rural area schools where the village and matais (chiefs) control their primary and secondary schools to a large extent.

The function of the school committee is to ensure that support is provided for suitable tuition in subjects required by the government for the safety of teachers and students, to address property issues concerning where the school is located and to oversee the disbursement of school fees and other funds raised in accordance with the annual school budget and MESC policies (MESC Policies 2002, 2003). There is collaboration and teamwork between the school committee, the principal and teachers in managing the school.

The school operates with a largely academic curriculum, with a fixed timetable and teacher directed lessons. The daily routines follow a similar pattern, for instance from Monday to Wednesday they have school assemblies in front of the central school building. This school assembly is led by reading a passage from the Bible and a short prayer conducted by a teacher on duty or a school prefect. Samoan people believe in God, and respect him as the creator, provider and protector of everything in the world. In the school context, teachers value the Christian beliefs as a guide for the school activities for maintaining peace in the school community. During school gatherings the principal frequently reminds teachers that they have an ethical responsibility to preach the Bible to control the behaviour of the students.

On Thursday and Friday during the week each class has to conduct their own prayer in their classroom in order to maintain the positive spiritual attitudes of the students towards Christianity and Samoan culture. In doing so, it is clear that learning and encouraging Christianity and spirituality within the school leads the teachers and students to perform ethically. Generally, the principal practices inclusive leadership and encourages teachers to speak up during staff meetings, especially when important issues are discussed. However, most of the leadership roles and responsibilities are carried out by the vice principals during the day.

Curriculum

In line with the general academic tradition of the school the FTT pedagogy was ‘teacher centred’. The teachers prepared their lesson plans from the curriculum provided by MESC. These lesson plans showed how and when the various topics were to be

covered. In preparing these, the teachers modified the curriculum considerably to suit the needs of the students. If the teacher found the topics difficult and was not able to cope then they were dropped. For instance, Teacher 2 in CS1 school found she could hardly teach any practical task for sewing, which she then dropped. Certainly this teaching issue did not really go hand-in-hand with how the curriculum is to be implemented. The new curriculum was a little too difficult for both teachers and students to follow, and it was apparent that the curriculum was more technical in its terminology used. As a result, I had to work with the teachers to adjust the technical part of teaching to their practical work. It was found that if the programme was too academic, many students would eventually disappear because they were not able to cope with the technical language used.

Sewing and Cooking Class

In the case of sewing and cooking the practical work was well supervised. This was not only because the teacher appeared interested, but also there were only seven students in Year 12 and in Year 13 class. A number of good quality items were displayed such as garments, doormats, wall hangings, screen and fabric printing and various kinds of traditional and cooked dishes were made.

The topics covered in this programme included kitchen hygiene, food preparation, recipe trial, meal planning, nutrition and related diseases, food budgeting, sewing and tailoring. According to the FTT teacher, there were not enough resources to cater for other classes in Years 9 to Year 12, because all classes use the same equipment and resources. The equipment used for cooking includes 2 kerosene stoves, 2 gas stoves, and 1 electric unused stove with some pots, and very few cooking equipment. There are 3 electric sewing machines and 1 hand sewing machine to cater for the needs of FTT students. So most of the sewing is done by hand and it is really slow. So it is clear that lack of resources and equipment is problematic.

One other problem seen with the FTT timetable is that not enough time is given to implement the FTT curriculum and most of the classes are taken in the afternoon. During this time of teaching, students are getting tired and are unable to concentrate on the teaching and learning concepts and skills of FTT in the classroom. There are not many classes taken in the morning because the priority is given to academic subjects. In the theory part of the course, notes are written on board and students found the theory session boring. Consistent with the general school practice, the teacher prepared her weekly

workbook in advance to be signed by the principal or vice principal to approve this flexible program of work for the week.

Students

Out of the four hundred and fifty students of CS1 school, one hundred and ten students are enrolled in the FTT classes from Years 9 to Year 13. Most students are enrolled in Year 10 and Year 11 with a total of seventy students in these class levels. Some of these students are mainly the 'push outs' or transfers from other secondary schools in Savaii or other district schools. According to the teacher, FTT had not been conducted well enough in previous years to attract more students to enrol in Year 12 and 13. Classes range from the ratio of 1 to 30 with fewer of students in FTT senior classes. The students were in the age range of 17-19 years. As regard, some students were enrolled in this school because FTT was not a subject taught at the previous school they attended, mainly from the big island of Savaii or other remote secondary schools in Upolu.

Community Relations

It is clear that one of the aims of FTT is to assist adult members of the community to improve their standard of living and self-sufficiency. The CS1 made it clear that the support of parents, school committee and the community at large was appreciated. This was discussed earlier in this chapter. In practice, the support from the community was collaborative and developed good relationships within the school context. Further, it was pointed out by one of the teachers that she was keen to employ community talent but pointed out that the principal was not interested due to unnecessary waste of teachers' valuable time to engage with student teaching.

During the PTA, school committee meetings and parent days, discussions with the parents clearly indicated that they were still interested in learning how to cook and sew themselves. The parents expected the school to educate them about FTT courses and to organise evening classes for adults. The principal and the teachers unfortunately pointed out that they did not have enough resources and time to do it. However, this request was well timed for the parents and when a new initiative by MESC established a training centre in the nearby primary school all parents and young women were able to participate in these cooking and sewing evening classes.

Case School 2 (CS2)

Case Study 2 (CS2), a well set up college in Samoa owned by the Catholic Church. It is situated in the town area on the northern side of Upolu, about three kilometres from Apia, the capital city of Samoa. The four-acre piece of land where the school is located belongs to the church. This school was established in 1956 as a secondary school/college and catered for secondary education for female students only of the Catholic Church. The main feeders of this College are from the four primary Catholic schools in Upolu. The opportunity is now open for any of the primary Government schools to allow any candidates to sit the entrance examination for Year 9 before school starts at the beginning of every year. The majority of the Catholic residents send their teenage girls to this secondary College. Most of the students are selected from the Samoa Year Eight Certificate Examinations. Further, the high achievers of Year 8 who successfully pass the Year Eight Certificate Examination with grade 1 become the entrants of this College.

Administration

The current principal is a layperson who has held the position for the last two years. This is the first time a layperson has been appointed principal of this College. The principal's position was advertised while she was the assistant principal of the college and at the end of the interview, she got the position. Most of the previous principals have been the Catholic Nuns who administered the College previously. Most of these principals are degree holders in their specified areas of study as well as in management and administration.

Accordingly, from Year 9 to Year 13 in keeping with the Catholic Church Policy, the management of this school is placed under the Catholic Board of Education led by the Director and his officers on board. CS2 was managed very much on conventional lines. The school organisation is ranked similarly to the government schools: from the principal through an assistant principal and the heads of departments, to assistant teachers and students. In the overall administration, the school PTA and St. Mary's Old Girls Association (SMOGA) play an important role in the school leadership, both in the internal administration to a large degree.

The staff meet monthly on matters concerning students, teachers and the general up-keeping of the school matters and teaching programmes. Some extra-curricular activities like an English School Day are also discussed in staff meetings. An English

School day committee has to plan activities to run for this English day, for instance an English speech competition and this plan has to be approved by the staff. All matters concerning students and general operations are brought to the staff meeting. Certain matters that are deemed to be confidential by the principal are dealt with by the administration committee.

Professional Training of Teachers

The training of teachers is conducted internally by running a special meeting with the young recruits by the Head of Department. S/he has to plan what the training needs are for these young teachers in order to increase confidence in teaching and learning of FTT or any other subject area in the school curriculum. For in-service training (IST) in assessment areas or curriculum matters, a special request is presented to MESAC to send experts from the Assessment or Curriculum Divisions to conduct in-service training for all the secondary Catholic schoolteachers. These teacher training invitations are managed by the Board of Education and they have to notify all principals and the teachers 'when', 'where' and for what duration these trainings will be held. This IST has to be implemented in the beginning of the year before the school starts.

The function of the PTA is to ensure that support is provided for suitable tuition in subjects required by the College and the safety of teachers and students. The village community where the school is located provides good support and protection for both teachers and students. The PTA also looked at the disbursement of school fees and other funds raised in accordance with the annual school budget. There is collaboration and teamwork between the PTA, SMOGA, the principal and teachers in managing the school.

The school operates with a largely academic curriculum, a fixed timetable and teacher directed lessons. The principal mentioned that there is an equal distribution of FTT periods in the morning and in the afternoon. Unlike CS1, most of the FTT periods are taken in the afternoon. She also said that it is good to take the FTT classes in the morning while the students are fresh and become active in doing their practical tasks.

The daily routines followed a similar pattern, for instance from Tuesday every week they have a school assembly at the hall organised by a class on duty. This school assembly is led by reading a version from the Bible and a short prayer led by a class leader. The teachers and students believe that the blessing from the school is from Mary the mother of Jesus. This is in line with their religious study which included in the school

timetable. Each class from Year 9 to Year 13 has two hours study for religion per week. Every Wednesday each class has a Mass to respect Mary the mother of Jesus as the provider and protector of everything in the world.

Curriculum

In line with the general academic tradition of the school the FTT pedagogy was 'teacher centred'. The principal confirms that they are using other textbooks apart from the MESC curriculum texts to provide variety in the content knowledge and skills.

The teachers prepare their lesson plans from the curriculum provided by MESC. These lesson plans showed how and when the various topics were to be taken. In preparing these the teachers modified the curriculum considerably to suit the needs of the girls. The new curriculum was followed adequately by the two teachers at CS2. Obviously, I have observed the teachers doing well in teaching the curriculum content and in their practical work. According to the principal, the FTT teachers in her school are quite experienced and she supports them in order to lead effectively. Further, she mentioned that the experienced teacher has the wisdom to perform her duties to the best of her abilities. The experienced teacher has insight obtained from years of experience that a new, degree-holder teacher will not have gained because of her 'newness' to the field of teaching. Generally, it is no good having a good qualification but limited experience in the teacher performance. The in-experienced teachers are encouraged to do more work and to work hand-in-hand with experienced staff to promote teacher feelings of commitment and job satisfaction.

Sewing and Cooking Class

In the case of sewing and cooking the practical work was well supervised. This was not only because the teacher appeared interested, but also because there were twelve students in Year 12 and fourteen in Year 13 class. A number of good quality items were displayed such as garments, dresses, T-shirts, embroidery work, wall hangings, screen and fabric printing and various kinds of traditional weaving as well as some cooked traditional and processed dishes such as banana cakes, breadfruit salads and pastries.

The topics covered in this programme included kitchen hygiene, food preparation, recipe trial, meal planning, nutrition and related diseases, food budgeting, sewing and tailoring. According to the FTT teacher, there are not enough resources to cater for other classes in Years Nine to Year 13, because all classes use the same equipment and

resources. Fortunately the parents and community are supportive and bring to school the resources used by the students during their practical assessment tasks. Some of these utensils are kept at school for students to use during their daily practical tasks.

The equipment used for cooking comprises of four gas stoves, and two electric stoves with a variety of cooking utensils like cooking pots, dishes, chinaware and many others. However, the school still needs more equipment to cater for the needs of the more than two hundred students taking FTT. There are three electric sewing machines and six hand sewing machines to cater for the needs of FTT students. Most of the sewing is done using modern sewing machines. So it is clear that the school needs more resources and equipment as the number of students from Year 9 to Year 10 and 11 are expanding. The principal said that it is planned to send a letter of request to the PTA and Old Girls Association to get more equipment to support for the teaching of FTT classes. Consistent with the general school practice, the teacher prepared her weekly workbook in advance to be signed by the principal or vice principal to approve this flexible program of work for the week.

Students

Out of 350 students of CS2 College, 245 students are enrolled in the FTT classes from Years 9 to Year 13. Most students are enrolled in FTT from years 9, 10 and 11 with the total of 210 students in these class levels. Some of these students are transferred from other secondary schools in Savaii or other district schools. According to the principal, it is compulsory to take FTT in years 9, 10, and 11, which presents a good picture of enrolment of FTT in CS2 school.

Community Relations

It is clear that one of the aims of FTT is to assist adult members of the community to improve their standards of living and self-sufficiency. The CS2 is a pioneering school for teaching and learning FTT. It was made it clear by the principal that the support of parents, PTA and the SMOGA and the community at large was appreciated. This was discussed earlier in this chapter. In practice, the support from the PTA, SMOGA and community was collaborative and designed to develop good relationships within the school context. The new school hall was fully funded and renovated by the Old Girls Association. (SMOGA)

The support from parents and community is quite valid. FTT students in Year 12 and Year 13, have very important assessment tasks during the year for their practicals. It was made clear by the principal that all the ingredients, the materials and equipment were to be provided from home for the practical work because there were insufficient materials and equipment in the school. Further, it was pointed out by one of the teachers that their school was a pioneering school for teaching and learning FTT and that it is a valuable time to engage with students teaching and learning this subject area. During the PTA meetings and parent days, the FTT have exhibitions to showcase student projects and these are open to parents and the public for viewing. Discussions with the parents on how to upkeep the school and to promote extra-curricular activities, school and church programmes and many more are on-going.

The table below summarises the similarities and differences between the two contexts of the programme. To a large extent, the nature of FTT policy has been influenced by the geographical, socio economic, political and educational contexts of Samoa.

Table 3: Similarities and differences between the two contexts of the programme

Feature	Case Study 1	Case Study 2
Location	An urban government school situated on the western side of Apia, about 4 km away. Has 10 feeder schools	An urban church college situated at the northern side of the town area, about 3 km away. Has four feeder schools
Establishment of the school	Primary school 1964 Junior secondary school 1978 College 2004	Secondary school 1956 Pioneering school for home Economics 1965 College 1967
Type of secondary school	Managed by government and school committee, headed by a principal selected by MESC. Classes run from Years 9- Years 13 FTT courses using four strands. FTT courses taught in school: Food & Nutrition Caring for the Family, Consumer responsibilities, Design and Textiles. Equipment, utensils and consumables are supplied by MESC	Managed by the Church PTA and Old Girls Association (SMOGA) headed by the principal selected by the Board of Education Classes run from Years 9 -13. Same curriculum taught in CS2 with extra references used from NZ & Japan to add variety to the content. Equipment, utensils consumables for assessment, supplied by individual students.
Number of school Roll	500 students enrolled in this school at the beginning Now it is lowered to 450 students due to students leaving school for so many reasons.	350 students enrolled in this school and remained the same.
Socio Economic status	Most people are government workers and public servants. Parents are mixed working and others stay home.	Same as CS1

Feature	Case Study 1	Case Study 2
School Administration teaching staff	25 staff and 4 of them are FTT teachers. Rank of positions: principal, assistant principal, heads of departments and assistant teachers. Establish good relations with community. School committee sometimes is not friendly to the principal and staff by not supplying materials for the school needs. Well organised and same school hours as CS2.	18 staff and two FTT teachers. Same hierarchy with principal, assistant principal, and teachers. Well organised with a 8:30- 3:30 school day. Good relations with community, church, PTA & SMOGA. Work hand in hand with each other to maintain good relationships.
School Principal	Male about 57 years old. Academic qualification: BA (Samoan) (1990) and Secondary Teachers Certificate (1984) Teaching experience- an assistant teacher in primary schools (14 years) an assistant principal (3 years) and in the present position (5 years). An active member of teacher Union and has attended a number of leadership courses in and beyond the MESC in Samoa. Has very little training to manage vocational education like design technology and FTT.	Female 33 years of age. Academic qualification BA (English). More than ten years teaching experience. Obtained a secondary teachers certificate in (1990). An active member of the church and the SMOGA. A very reliable and honest principal in looking after the college and particularly the female students and staff. She also attended a lot of leadership courses initiated by MESC and IST for teachers and principals. She is major in teaching English and the Business Studies in school. Has shown interest in learning FTT context mainly the practical oriented activities.
FTT Students	Age range from 17-19 years. All female students including one male student. Male students are not interested to enroll in this course due to poor approaches handled by the teacher. These students are prepared for year 12 School certificate exams. Most slow learners are pushed to take this subject.	Same age range as in CS1. All female students are the FTT learners. Students are well guided for their curriculum knowledge and skills. More bright students are taking the FTT course. Students are well prepared for the Year 12 school certificate external assessment.
Teaching /Learning Process	Some students never take part in practical tasks because they don't bring ingredients from home. Sometimes they stay away from class when it is their turn to do some practicals. Teachers prepare programme of work using the FTT curriculum. Hardly see any of the marked work done by teachers for students work.	Practical tasks are well organized and prepared. Most students bring their ingredients from home and they are very keen to do cooking or any practical tasks to prepare before hand. Students had up to date notes/records in their note books. Well supervised work done by students and teachers follow the marking criteria.

Source: Field Notes, and Interview Transcripts –Case Study Schools 1 and 2 (2009/ 2010).

In summary, as presented and mentioned above in Table 4:2, the similarities and differences shows a clear overview of what is happening in the two case study schools. As a researcher, I am inspired by the way the FTT is supervised and organized by CS2. Most

of the teaching and learning is well organized and supervised and has to be in line with the existing curriculum implemented in the secondary schools. The principal and teachers have prioritized the learners' needs in terms of teaching and learning both the FTT content and skills. It is really good to see that the principal and teachers are fair in the distribution of equal periods in timetabling for FTT and academic subjects both in the morning and in the afternoon. This is not taken into consideration in CS1, where most of the FTT periods are allocated and taught in the afternoon and some students are tired and cannot absorb any learning at this time of the day.

Furthermore, the researcher is also impressed with the way the students are encouraged by the teachers to take FTT and other vocational subjects as high status subjects. The girls are interested in taking FTT and regard this as an important subject and really get good marks at the end of Year 12 moving to Year 13. As a researcher, it was found that students from CS2 have an excellent performance in FTT at the Foundation level at the University of Samoa. This shows an impact on how well these girls are trained in the CS2 school. More importantly, the CS2 school also stressed the fact that all students should have an opportunity to learn FTT effectively with a view to preparing students for economic enterprises, general home management and for their future role as 'home makers'.

In CS1 school the slow learners were pushed to take FTT while the bright students were encouraged to take academic subjects. Furthermore, this school should be able to manage their equipment and utensils appropriately when they are supplied by MESC. It was also found out that one of the new stoves sent out by MESC for use in CS1 is still left unfixed due to the fact that the principal holds that the school committee is responsible for fixing the stove. Both schools are similar in many of aspects of administration and the school buildings are well kept. The principals are slightly different in their administrative matters and the way they supervise and manage each case study school. I believe that the continuous professional training of teachers is a vital aspect of educational opportunity for teachers in the two case study schools in order to upgrade their skills.

In the same way, the impact of school culture on the professional training of teachers leads to enhanced values and beliefs that must be shared by every teacher of the school. There is a mention of more in-service training for teachers to enhance human resource development as this will improve professional leadership capacities and teaching, as well as student learning. Ramsey (2006) confirms that professional development is

recognized as an opportunity to extend learning. When the learning and training of teachers and principals is continuously enhanced, the school and students achieve more highly, resulting in an improved learning community and culture (Tomilson, 2004, cited by Faaulufalega 2008). In the same way, Sergiovanni (2007) argued that strengthening collaborative cultures and communities of practice together creates a powerful learning intersection when implementing professional development programs. Therefore as a researcher, I agree with the literature that the professional training of teachers and principals is very important. However, they are frustrated due to a lack of professional development opportunities. So in order to promote the on-going training of teachers it is important to maintain the valid contribution of teacher training programs.

Professional Development of Teachers

It seems that on- going and professional support is needed that addresses not only professional but also personal development. As the teacher's personal characteristics, attitudes and experiences are inextricably linked, this approach may help to develop teachers' personal comfort and confidence through exploring some of their own issues, attitudes and concerns prior to implementing FTT education in the classroom. If an effective on-going professional development process is provided that engages the teacher as a self-directed learner, resistance to change may be reduced. The professional development the three FTT teachers received during the in-service training (IST) of FTT teachers seemed to increase their knowledge and skills about the topic as well as confidence in planning units of work and implementation. Use of low cost and easily accessible teaching resources also provided the teachers with confidence when planning for and implementing units of work and practical tasks in the classroom. What is apparent though, is that teacher resources in isolation and existing methods of professional development will continue to have little effect on teacher practice in the classroom unless teacher knowledge, underlying beliefs and pedagogical skills are included as part of professional and personal development. Professional development plays a vital role in the implementation of curriculum and the on-going development of teacher capability. But it seems that previous professional development strategies have been less than effective in changing professional practice (MESC Review Report 2000). This review suggests that we must now involve teachers in exploring their own values and beliefs about teaching as well as the development of content and pedagogical knowledge and skills in order to change teacher practice. This can best occur in the classroom setting through strategies

such as the critical mentoring approach. If professional development is going to make a difference in the classroom then professional practice must change. This is the challenge that schools and teachers must now embrace.

Principals and vice principals are some of the main constraints in the successful implementation of the FTT and other vocational subjects in the school programmes. I think they should attend courses on the management of the vocational education including FTT and it is only then they can appreciate the value of this programme and promote it well. It is also emphasised that for the successful implementation of the FTT curriculum, it is necessary to convince the FTT teachers of its value to everyone, especially to students and to the country as a whole. It is important to point out that teaching and learning FTT will only succeed if the administrators and teachers are adequately prepared with the skills, knowledge and positive attitudes towards FTT in order to carry it out effectively. In the next chapter, I discuss the values and the impact on FTT study.

The Perceptions of the Participants

The literature on planned educational change reviewed earlier in Chapters One and Two indicates that in order for any planned change to be successful, serious consideration must be given to the various participants and the way in which they perceive it. The participants identified in this study include the teachers, students and parents. Based on the fieldwork findings, their discussions and perceptions are given in turn below.

It is also important to say that experience, relevance and student choices need to be mentioned as these reflect some very important motivations of the students when they learn the practical skills of the FTT teaching and learning.

Parents Perspectives Towards Teaching & Learning FTT Curriculum

The data collected from the parents indicated that their perceptions of teaching and learning FTT reflect their support, the role they play as providers and as guidance givers. As (P1) confirmed:

I wished I had gone further in school so I wouldn't have to work so hard. I have realised the importance of acquiring such skills such as cooking, sewing, fabric printing, embroidery and so forth. Because I can get more money from them. I want my daughter to learn these skills so that she doesn't have to go through the hardships that I went through. (Parent 1, 2008)

One parent (P2) when interviewed said, “FTT is a ‘second class’ option for early school dropouts.” P3 said when interviewed:

I am required to pay the school fees and provided other resources needed for my children in learning FTT such as cooking ingredients and sewing materials and sometimes providing used cooking utensils from home for my daughters practical tasks in school.

(Parent 3, 2008)

She explained further that she was willing to be a service provider for all the requirements needed by her children in learning FTT in order to get a blue collar job rather than remaining unemployed. As P4 expressed: “My daughter is the one doing all the household activities at home and planning good meals for the family. The reason is that she is learning FTT skills in Cooking and Food Budgeting classes in school.” (Parent 4, 2008)

Parents who were aware of the benefits derived from FTT programmes wanted their children to take vocational education like FTT as an important part of their total education package.

Very importantly, as mentioned earlier, parents were psychologically prepared for FTT and other vocational subjects and they didn’t really mind spending a little more money on these subjects for their children. For example, P3, P4, (2008) said:

To get better education, you will have to invest more money for your children’s education because learning life skills in FTT provides a more meaningful and useful education.

These skills both prepare our children for employment and to become good citizens.

(Parent 3 and 4, 2008)

Moreover, the kinds of jobs the parents hold, their standard of living and their experiences shape their viewpoints about the FTT and other vocational courses provided by MESC. For example, parents with high academic qualifications and professional employment (such as lawyers, doctors, teachers) want their children to take up white-collar jobs. The analysis of their comments on this issue is summarized below:

Table 4: Parents views about their children’s career

<i>I would like my children have better academic education and better careers</i>
<i>I want my children to have better educational opportunities than I had</i>
<i>I don't want to see any of my children to become lazy and end up being a baby sitter or a house cleaner like I am. I want a good future for my children</i>
<i>I want my children to enjoy all the good opportunities in life that I didn't. I don't want them to struggle like me.</i>
<i>I don't want to see my children roam around in the village doing nothing. I want to see them graduate from school and get a job.</i>

Field Notes (2008)

Parental attitudes are also important if FTT is to be valued as a school subject. According to some parents’ views, when interviewed, they often stated that they “don’t want to see their children grow up and be foolish/ stupid”. Secondly, one parent said:

I am not always going to be here with my children, when I die if they have done well at school, learning the importance of any academic achievement or life skills, that they will find good work. In that way they can live and be happy. (Parent 3, 2008)

Therefore the study shows that parents’ level of education and FTT education awareness influence the perceptions they hold of the FTT subject matter and they guided their children about it accordingly. It was also discovered that some parents had made plans for their children’s education and guided them in this regard. This had a profound impact on their children’s choice of courses at school. Researchers such as McKenzie (1992), Nabobo (2000), and Thaman (2000) find that this is the case elsewhere. This finding suggests that students as well as their parents should be provided with career guidance at the school level. There is a National Career Day or School Exhibitions held once a year at MESC, unfortunately many parents and children from the outer islands and rural areas cannot attend.

Students Perspectives

In my research, most students said that they liked all the strands taught in FTT because they are really motivating them to learn the practical skills of cooking, sewing, weaving, floral arrangement and designing. Unfortunately, they didn’t learn all these skills from the primary schools. They began to learn this programme when they were enrolled in the secondary schools. It was noted in this study that these students were not aware of the right pathway to take in advance.

One of the students (St1) commented: “Getting into FTT class is from my social life and a personal interest, and as my confidence increases, I can extend my knowledge in the practical skills.” (Student 1, 2008)

(St2) pointed out:

Learning FTT skills in sewing is useful for me to create my own fashion styles and sew my own dresses to wear when I go out with my friends. I would also love to sew an outfit to wear for a school party. I am proud to wear something that I create using my skills.

(Student 2, 2008)

(St3) confirmed: “I want to build my own business when I finish school and earn money to help my family and church developments in the village.” (Student 3, 2008)

(St4) assumed:

I want to become a florist so that I can build a shop to sell fresh flowers and wreaths to the people of Samoa. Most Samoans liked to have fresh flowers for church decorations and making wreaths for people passing away. (Student 4, 2008)

Table 5: Summary of students’ perceptions for learning FTT

To learn the skills of FTT is quite useful so that I will be able to survive either in the village or in the workforce

I have always liked to be a good dress- maker like my mother. Learning the skills of being a good dressmaker and a designer is derived from learning the FTT skills. A good dressmaker and a designer are paid quite a lot these days.

I want to learn to get a job to help out with my family and particularly my parents.

Teaching and learning FTT can also help with the economic development of Samoa by training the country youths of many job opportunities derived from learning the different skills.

I can build up a small business for the family using the skills of cooking, sewing, and fabric printing, to earn good money for the family and church donations.

Confidence and experience are limiting factors for students; students’ interests are different.

I like to be a florist to earn more money from selling fresh flowers to make wreaths and for floral arrangements

I have limited knowledge of careers available in the FTT field and I don’t see the importance of this course. I need to learn more skills in this FTT subject area so that I can become a productive member of the community/village.

Field Notes (2007)

Teachers Perspectives Towards Teaching and Learning FTT

The teachers in this study were asked for their perspectives on this particular subject (FTT). Each of the teachers emphasised the practical skills component of the course.

T1 stated that:

This is a useful subject especially for the students to learn how to cook, sew, weave local crafts, arrange flowers for church and hall decorations, making wreaths, paint fabric and do screen printing to earn money for the family. (Teacher 1, 2007)

T2 ascertained: “This is a good subject to learn especially when they are learning aspects of nutrition and health to keep their family members active and healthy.” T3 confirmed:

It is an important subject when students learn about the skills and knowledge of consumer education, such as expiry dates on food products, food labelling, use of new and technological appliances at home.

T4 argued:

This subject is important to learn the life skills, I taught one student at this school and when he left school he started to run a small business at home, baking home made scones, coconut cream buns, doughnuts and sell it to the village people. He earns a lot of money for the family and his children.

Curriculum

During the research, it was found out that the curriculum documents were provided for all subject areas including FTT. The documentation for FTT was well prepared and identifies key areas of learning such as specific aims, achievement objectives, communication skills, assessment policies and procedures, moderation of assessment and evaluation.

The four main FTT strands are namely:

Food and Nutrition which mainly discusses keeping food safe, food nutrients and their application to food preparation and many other food issues. Caring for the Family focuses on the changing needs and wants of different family members, giving reasons for differences. Consumer Responsibilities looks at the services of the service providers and its specific aims that identify the key areas of learning. Lastly, the Design Textiles is a

course descriptor for fibres and fabrics and how each technique and processes are linked to each key concept of knowledge, skills and understanding in its key areas of learning.

Each curriculum set for year 9 to year 13 sets a clear framework for its specific aims to be achieved. In each strand the design processes are included to make design decisions in the products developed, to be creative and to solve problems. It is essential for students to have a sound knowledge and clear understanding to learn and discover the teaching approaches of the FTT curriculum implemented in the secondary school.

As already mentioned, FTT curriculum had issues and gaps that needed to be addressed. Teacher I pointed out

The biased attitudes of the principals at the first priority, appoint teachers to teach English or Maths and Science and not FTT. Secondly, FTT teachers have to struggle in getting resources in order to teach the subject rather than the school providing the resources for teaching the content and practical tasks of this subject area.

The issues raised by the FTT teachers included the recommendation that the consumables and equipment provided by MESAC for students' practicals should be looked after properly by the FTT teacher and not the principal and other staff. This resulted in a significant loss of equipment and disappearance of consumables. My own experience to date is that this is very true because when the teachers want to use the FTT equipment for their own use these items will never return to the Home Economics workshop.

The study also found that, as mentioned in Chapter One, there was not enough training for the FTT teachers to become more confident in planning units of work, which was the most difficult part of the curriculum to implement. Teachers need to know how to write units of work in the new curriculum, and to understand the achievement objectives and the new terminologies because these are the technical terms they need to learn and to become familiar with. The curriculum also emphasised the importance of processes, activities, in which the teacher and students together determined the curriculum in order to make meaning of the world. It was also clear that classroom interaction was seen as a learning experience and this included role-playing, group tasks such as thinking, pairing and sharing, and field trips.

Teaching Strategies and Approaches:

A notable feature concerning teacher expertise reflected the teacher directed approach to teaching and learning. The study found in this role that the responsibility for delivery of the knowledge and practical tasks and the students were involved vigorously in receiving these skills and knowledge except one teacher was only marginally teacher directed. Three out of four teachers seemed to operate a well set out expert discourse when planning and implementing the FTT curriculum in the case study schools.

Based on findings and noted in three teachers' classrooms, most of the work commences with the theory first followed by the practical tasks later. Theory was mainly based on writing paragraphs, questioning, role-playing and meal planning or recipe trials followed by students' practical tasks. As the experts, three teachers seemed to direct most of the talking, giving out instructions for getting things ready to do their practical tasks and for the students' safety. One of the teacher participants was mostly delivering the students' work by theory and not by including any practical tasks. This simply means she was not following the curriculum as provided in the textbooks. The students did not appear to be actively engaged in doing the practical tasks, which are frequently a strength in student learning. This may have been an indication of confidence within their 'hands on skills'.

MESC

As discussed in Chapters One and Two, MESC for sometime was concerned with the quality of education it provided to its school generations as well as with those who drop out from school early. In particular, MESC was worried largely about the nature of its education system, which produced school leavers many of whom were unable to find useful employment. This unemployment situation had implications for the quality of life of many Samoans. In response MESC perceived FTT as a TVET subject, and as one of the significant areas to address some of the problems created by its mode of education. One of the participants described this MESC initiative in the following way:

FTT as a TVET subject is crucial to the economic development of the country. There are so many young people out there who have nothing to do and its our job to reach out to them and teach them with life skills in order to survive (MESC official 1).

It is clear from this opinion that MESC has given priority to the vocational subjects like FTT and that this eventually led to the development of the curriculum as well as learning centres for dropouts to engaged in the learning of these subjects. MESC, along

the same lines, also used this initiative to address the unemployment problems facing school leavers. More importantly, MESC perceived FTT as providing ‘second chance’ education for early school dropouts and those who were unemployed. One of the MESC officials said: “FTT as part of TVET programmes in Samoa simply provides opportunities for school leavers to acquire employability skills” (MESC official 2).

MESC appointed a committee in 2000 to assess the vocational skill needs of the country. The committee’s report to the CEO, Acting Chief Executive Officers, and other stakeholders clearly stated that there was a need for skills training for young people to enable them to be gainfully employed in Samoa. The report went on to say that such programmes would provide employment skills to school graduates and early school leavers. FTT programmes have the potential to prepare the school leavers for self-employment in addition to waged employment. In the Samoan development context, the preparation of human resources for self-owned and self-managed enterprises is considered very important.

According to (MESC official 1) “FTT provides vocational training opportunities for the increasing number of young people who have plenty of time and natural resources at their disposal.” TVET in other subjects like woodwork, basic engineering and agricultural science provided vocational skills such as carpentry, joinery, plumbing, growing food crops that were needed in both urban and rural settings of Samoa. In addition, as stated earlier, T4 said, “about 60% of those from the age of 20 to 35 years are only interested in finding white collar jobs and do not want to get their hands dirty.” What the graduates do not know is that a chef or a wedding cake maker in the wage self-employment sector earns more than those who are in offices sitting behind desks. Therefore, “FTT has extremely prepared students for wage employment. It also provides survival of life skills” (T3, 2008).

The research also found that MESC perceived FTT as a TVET subject is noted as one of the important initiatives for the social, economic and political development of the nation. Its commitment is documented in the Strategy for the Development of the Vocational Subjects in Secondary Schools

The research also found that the high cost of managing the FTT was its main constraint. As mentioned earlier, the government grant to MESC was not sufficient to meet the total funds required to manage FTT and other vocational development. In brief,

and currently, MESC and the Samoan government perceive vocational subjects as important development programmes in secondary schools to support social, economic and political development. The study, however, went on to indicate that MESC through the Government paid urgent attention to provide consumables, equipment and all materials required for teaching and learning FTT in the secondary schools.

New Initiatives

Based on this discussion, this study found out that MESC developed a number of new initiatives in vocational education and training in recent years. In 2004, a new learning centre at one of the urban villages was created to train young women in the village and school leavers to be confident in cooking and sewing. This has led to the opportunity for the school leavers to obtain a second chance education and to prepare for waged employment.

In 2007, a program was initiated by MESC to run a TVET program in four primary schools in both Upolu and Savaii (two main islands) to trial the teaching and learning of the vocational subjects such as FTT, agricultural science and design technology. The students found this opportunity more interesting particularly in terms of their hands on skills. Parents and the wider school committee were invited to attend this training and they were absolutely happy because it provided beneficial skills for them to use at home.

MESC continues to market the vocational programmes including another learning centre officially opened in 2009 at Fagaloa to promote the vocational subjects like FTT, computer studies, design technology, performing arts to the Samoan people. It mounted empowerment programmes for the schools, such as on-going professional development of teachers (PDT), the review of the secondary curriculum, exhibitions, open and career days during the school calendar. Without doubt, there is a need for continuous marketing programmes for vocational subjects throughout the year. Throughout the promotion of this marketing programme, it was noted that MESC had been able to supply all the required consumables and materials like cooking equipment, ingredients, fabric and fabric paints, building supplies, visual arts materials distributed to the schools who included vocational subjects in the classroom teaching and learning.

Visual Arts

As indicated above from a teacher's perspective the visual arts curriculum was not satisfactorily implemented as FTT was because the teacher appeared uninterested. The

workshop was not properly organised. The teacher told me that the new curriculum was broad and found it to be difficult to organise practical work for some of the topics and projects which included Elements and Principles of Art, Patterns of Oceania, Graphic Designs and Illustrations. As with other vocational subjects, the same problem demonstrated that resources were not adequately provided for practical tasks. MESC provided very little resources for students. Visual Arts programs provide students with substantial knowledge to develop skills in aesthetic awareness of art making and craftsmanship.

In my research, as indicated earlier, the skills learnt at FTT and other vocational subjects were very useful for the learners' daily lives. Some students commented that a lack of confidence from teachers in teaching FTT and other vocational subjects may influence their subject choices. Research also showed that teaching and learning FTT is more challenging. Through FTT the students were able to help the school in preparing food for the school open days, help the school committee repair the school buildings, help the teachers to create art and paintings for school display days. Furthermore the students were also able to pass on the necessary skills to other members of the local school and community. Most of the work done by students reached the community through parent days, meetings, exhibitions, school open days and school magazines.

MESC Policy

Policy tends to reflect the values, beliefs and understandings of effective implementation of practices inside and outside the classroom. T3 comments:

that policy will tell me my position in the job and what I should manage effectively. I have to know these policies in order to cope and follow in the teaching strategies and other educational issues. These existing elements are very useful and I must work with in the role of potential (T3).

As a researcher, I found that post-school and vocational education and training in Samoa comprises of a range of programs with courses offered at different levels. Training is offered at tertiary technical vocational institutes, primarily the Institute of Technology (IOT) at the University of Samoa. It is also offered in secondary schools and colleges as practical subjects such as agriculture science, FTT, visual arts and crafts and design technology to name a few. The Don Bosco, a vocational centre owned by the Catholic Church and Laumua o Punaoa owned by the Methodist church and the Leulumoega School

of fine arts, all have their own vocational programmes to run at their own training centres. The study also found that formal modern education is relatively recent, and was preceded by enduring village-based traditional forms of education aimed at sustaining livelihoods, cultural continuity and social cohesion. These village-based forms of education continue today and are viewed as an education and learning channel that is good for all, from individuals to whole communities. It is clear that sustainability encompasses the way people think about the world, the way people think about themselves in the way they live, and the way they use resources and the environment.

To be in line with the MESC policy on Vision and Mission as mentioned subsequently in Chapter six, it is revealed that there are inconsistencies in the implementation of MESC policies and practice when people value the culture of respect more than a policy. Principal 2 explains that:

...Many policies are just policies, meaning that they are just on paper, but not implemented. I support policies from MESC to help guide my work, but in practice I make most decisions myself with staff support.” I can’t implement all the vocational subjects in my school but I can only choose for the subjects that can be affordable. Teaching all the vocational subjects without resources is problematic. We have a policy which is locally based considering values and beliefs within the Samoan society. We have a mission of ‘Education for All’ meaning to educate everyone to serve the country. (Principal 2, 2008)

Getting more teachers to be trained at FTT courses at NUS to enhance learning the FTT skills and knowledge will reduce the problem of having teacher shortage in the area of FTT.

The School Committees and (PTA)

The study also found that the school committee is another community that influences principal and teacher leadership especially in schools where the village committees have controlled the village and district schools. One principal mentioned: “the school committee is another important community which is formed of the matais (chiefs) of the village. They discuss things in a Samoan manner to come up with good ideas for the development of the school.” (Principal 2, 2008) It was noted that there is teamwork in the school committee between the teachers, students and parents. One positive impact is that the chiefs as members of the committee bring in ideas and beliefs which are very important for school development.

On the other hand the same principal stated the negative impacts of the school committee in the school administration. As mentioned by the principal, according to policy, “twenty per cent of school fees (budget) is to be allocated to the principal for the supply of needed materials like ingredients, toner and reams for printing. Unfortunately it was difficult to get this amount of money from the school committee.” Secondly, the school committee handled the school fees and they were asked to fix the electric stove being left there unfixed for years but it was not done.

According to Principal 2, part of the policy strategy performed by the school committee in CS1 is not appropriately handled and achieved because they have not accommodated some of the school needs due to not upgrading their school facilities. The principal’s view was that these factors ignore the school’s goals and mission to achieve success and lead effectively. The principal continued to say that the contribution of different people within the school context, including the teachers, parents, and the wider community, as leaders of school, is important: “Parents Teachers Association (PTA) is a good example of community involvement in school leadership as they shared leadership with the principal and teachers.” (Principal 2, 2008) The PTA and School Committee are common and major communities that engage to help school development in Samoa. Most primary and secondary schools have a PTA, which is controlled by the government, but the school committee runs the village and district school. The PTA and school committee provide several levels of assistance, supplying resources, providing their skills and capacities for school development.

Conclusion

The findings also indicated that further approaches to research may be useful in providing a deeper understanding of the ways in which the participants, MESC and the Government perceive the FTT curriculum as beneficial to many Samoans because it provides satisfactory life skills for earning a comfortable living. Furthermore and most importantly many developing countries in the Pacific perceived FTT as an effective pathway for better career opportunities and higher salaries. Referring to the relevant literature Lilis (1988: 25) stresses that vocationalisation can be justified as a valued part of a general education but should not be seen as a remedy for school leaver unemployment.

Furthermore, the findings show that Samoan cultural values and beliefs impact on FTT educational practices. The cultural values and have both negative and positive

impacts on school leadership and FTT student learning. Positively, the culture of respect that is practiced in school organization is maintained in Samoan culture and helps to promote peace and harmony within the school organization. Negatively, the way FTT is frequently neglected and considered a low status subject not worthy of full support in the school community, points to a contradiction between the Samoan culture and MESC policy.

CHAPTER FIVE: THE SAMOAN CULTURAL VALUES CONTEXT

According to Kluckhohn (1999), man is continually faced with choices. He has a variety of ways to approach his culture. It is culture which provides the guiding principles to direct his actions in various ways. Social scientists have conceptualised the idea of guiding principles and call them values. Along the same lines, the values and culture of the school context is aligned with inclusive leadership as part of Samoan indigenous culture. Furthermore, as effective leaders the principals need to maintain and established a shared vision for the school, develop a positive learning culture within the schools, foster commitment and the capacity of their staff to manage resources effectively to improve student learning outcomes.

Samoa has its own cultural heritage and particular range of values which make life meaningful and integrate human behaviour. Within the Samoan society each person expresses the basic values of Samoan culture, but in an individual way. This chapter focuses on key Samoan values as they relate to FTT and its success in schools and villages.

The Aiga

As discussed in chapter 1: The 'aiga' is an extended family. It is composed of a number of nuclear families living in a given area of the family. Usually, one nuclear family lives in one house, but this is not always the case. These families are related bilaterally and are directed by a family head. The 'aiga' further includes families living both inside and outside a given area of the family. They are all connected no matter where they are living. The extended family may have more than one branch living in the same family, as well as branches in other villages. Every branch has a titled head or matai. One of these is a chief or matai of the whole family. The heads of family branches are either subservient to the rule of the chief or have their own rule (Homes, 1999: 15). The land is worked and its fruits are used only by those living under the matai (chief) who administers the land by right of title. Each family under a matai may have some land allocated for its own use, or the land may be worked together by all the family members. The land continues to go with the title no matter who holds it. The matai organises the family and his decisions are courteously carried out. Every member of the family follows his orders. The matai directs the work and also works himself so that the family members sees him as a contributing member of the family.

The Family Title

The family head or matai holds the title. The title is fixed and the person chosen to fill in is named by the last holder, but the final decision of who shall hold the title is made by the extended family to which the title belongs. The title is traced through a line of usually to the founder of the family or to his sons or brothers who first held the title. The criteria for choosing the person to hold the title is based on the person's ability, and his relationship to the present title holder. The matai with the highest title is the head of the village council.

A title usually goes with a particular household and village. One who knows the system, who is known by those who is going to govern, and who is known by the other village matai with whom he will sit in the council, will be the most desirable. Probably most important, however, is the aspirant's intellectual and diplomatic ability and responsible attitude. Men are usually over forty when they receive a title, and of course, only a few men receive them.

The men's group, the aumaga, is the work force of the village with established rights and a council of its own, whose function it is to serve the village and particularly to carry out village plans made by the fono. They do most of the village labour. Untitled men of each household have a leader, a matai taule'ale'a, who is chosen by the matai to look after the household as the assistant of the matai. The untitled men never meet with the matai in the fono (for titled men only). The untitled men's group has as its head the son of the high chief.

Village Life

Any Samoan village has a number of cultural elements which have been present for a long time. The main ones are Christianity with associated traditions such as pastor, church school and literacy, European church building, Christian service with the European style of musical harmony. The village has had Christianity for at least one hundred years. Another important foreign element is money. Cash crops and store goods are important aspects of this. Cash can be earned for the purchase of relatively unimportant items and essentials such as clothes and lamp oil when the power is off. The need for cloth and a few other items has existed for a long time. The concept of money is not new. The need for it now is probably not much greater than it ever has been, although the desire for it may be increasing as new means present themselves for earning it, such as the possibility of children obtaining jobs in Apia.

The government tries to bring some agricultural and medical assistance to the people. Agricultural inspectors and advisors visit occasionally, and nurses travel around educating mothers in a women's committee and examining babies. There is a hospital or health centre in each district and people who get sick should see the doctor or nurse first at the hospital for treatment before seeking advice from a doctor in the Apia hospital. The World Health Organization has also been assisting by testing every individual for tuberculosis. Acceptance of modern health measures is increasing, and some people still depend on folk medicines for treatment. The great changes resulting from Christianity, money, and possibly government agencies have been occurring for a long time. However, teaching the English language may cause significant changes if children become educated enough to obtain employment in Apia.

Daily Routine

On any given day all arise at dawn. The men go to the plantation with knife and pole and perhaps a basket or two. (They often make baskets in the bush in two or three minutes). There, they work weeding, preparing ground, planting, spraying bananas, harvesting, and replanting taro tops. They return with taro, bananas, and breadfruit in season, for the day's food. Sometimes some of the men stay all day and rest and eat in the plantation for a few hours and return to the village. The older men, both titled and untitled, do agricultural work, but often they stay in the village for meetings or to do jobs at home. Very old people do not go to the plantation as the work is too heavy: they stay home much of the time and do light work or rest.

The women give the children food to take to school and see that they are dressed in the proper uniform, and send them to school. Then they tend the babies and small children, weave, and serve the elders in various ways. Some go into the plantation to weed or harvest a little, or they go to gather shellfish or collect firewood. They wash the family clothes almost every day, pounding and soaping them on stones by the river.

When food is brought from the plantation, the women help the men prepare it, scraping the taro and breadfruit, peeling the bananas, cooking the meat if there is any to be boiled or fried, pounding the toasted coco for beverage, boiling the vegetables. If there are many young men in a family, they may do most of these jobs, with some help from the children, as it is considered men's work to cook. In any case men usually make the oven. The older women do less heavy work but are busy organizing household work, conferring about committee activities and family matters, doing handwork, and minding young

children. They are home more than the rest of the family and receive frequent visitors and people on errands.

Children have public school five days a week in the morning. If they are Methodist they go to the pastor's school from three until five or six o'clock in the afternoon. If they are Catholic, the afternoon school is little shorter. They arise at dawn and work at the early chores; clearing the grounds, carrying water, bringing firewood, arranging flowers for school.

When the children return from government school they help the younger adults serve dinner to the family heads. This involves taking food from the cook house to the house of the matai or chief of the family, fanning the flies, bringing bowls of water for washing after the meal, pouring the coco, clearing away the food things. Finally the younger members of the family and children eat. Last of all to eat are the older boys and young men who have done the main cooking and serving.

After eating, the food mats are cleared away and any extra food is stored in baskets and hung from the rafters. There is often a little rest after the meal. After this rest women do more of the same kinds of work as in the morning, though of a lighter sort. Young men play cricket on the green, or they may return to the plantation. Older men visit; play checkers do odd jobs at home, tend to their equipment, or go to the plantation. The children go to the church school. The organizations of titled men, women and untitled men, to be described later, may meet either morning or afternoon. Napping takes place any time during the day.

After the church school, the children help with the cooking, go to the store, and carry water, do any other chores which need doing, and perhaps play a bit. The same sort of meal as at noon is served in the evening; one or two starch vegetables, coconut cream, hot cocoa, and sometimes canned meat, fresh beef from the travelling meat vendor, fish, chicken, or perhaps some shell fish or fresh water shrimp. On special occasions there will be a little pork or beef provided by someone in the village.

After the evening meal, the family sits and talks a while in the lamp light for those who do not have electricity at their homes. The children are put to bed before the adults go to bed. Perhaps they have a battery radio to which they listen. There is some visiting between families and friends. If it is a rainy night, there is little visiting; the blinds are drawn so that the house is enclosed and the family retires very early. If the weather is

good, and especially if there is moonlight, people (of the same sex) stroll along the road talking, singing and strumming a ukulele or guitar. Even the elders are out gossiping on such nights. On special occasions there are night dances or visiting plays called concert parties which come from other villages.

As one can see, a great deal of daily life activity is focused on the growing, collection and preparation of food as well as keeping the gardens and house. Essential skills for these activities are core to the FTT curriculum.

Christianity

Christianity was introduced around 1830 in Samoa. It was accepted rather quickly, though there was some resistance. At present every Samoan is Christian, and Christianity is a very important element in people's lives. Almost everyone has had years of church school education, and their knowledge of bible history is abundant and precise. References to such history are made in most speeches and in many popular songs. The Church is important in Samoa. The three major churches in Samoa are London Missionary Society, (LMS) Catholics and the Methodist. The church in the village is supported by the families which belong to it. The pastor's house is luxurious, with modern furniture.

Village people have to give food to the pastor and his family and give monthly money for his upkeep. The manner in which he lives is a matter of pride to the villagers and gives them prestige. The pastor's house has many European items and great amount of space, necessary for gatherings and classes. Families provide the pastor's work force by sending their children to serve him. He does no manual work, and his congregation expects him to spend all of his time in church activities, which he does. He is given great honour and is looked up to as one of the most educated sons in the village, although, he, like all pastors of other churches holds no title.

Although the pastor has a great amount of prestige, he actually works very hard, as does his wife. They both teach the village children in the ways of the church five days a week in the afternoon (Holmes, 1992). The pastor's wife also keeps on teaching the young girls in the village about hand sewing, mainly cross-stitching and steaming a cake or pudding. Here, FTT practical tasks are reinforced and encouraged through classes and food preparation for the pastors' family.

The pastor prepares his sermons and lessons, visit the sick, and arranges for the church services and church school programs, as well as giving services every Sunday. He

must also travel to other villages for meetings. His wife is concerned with the household organization which entails much work and care, as the pastor does a large amount of entertaining and must always be prepared for unexpected visitors from outside the village. Time consuming and fancy foods must be prepared, and the wife takes more than usual care of her appearance. The women of the church are often with her giving her assistance. The wife organizes all household matters to keep the pastor free for his work. This means that she must continually oversee her work force on a daily basis.

The church service is conducted in Samoan and is completely Christian in form. There are prayers, hymns and a sermon. The church dress is white, and both men and women wear all white. The women wear their regular style of dress over a lavalava and the men add a shirt to the usual lavalava. Men and women sit on different sides of the church, the younger children usually sit with the women. Once a month the money is collected for an offering to assist the pastor with its financial upkeep from the family household of the church. Sunday school is held after the To'ona'i (special meal) served after church on Sunday with a large amount of food delicacies and formality.

Again, through the village expectations of each family, young women and men are called upon to assist the pastor's family in a number of ways. Skills learned in FTT are often crucial for the successful execution of cooking, sewing and assistance with the pastor's home and gardens.

Respect

Respect is a very important value in Samoan culture and is at the heart of cultural values and beliefs, and cultural practices because with respect you care, consider, consider and recognize other people's views (Tuimaleali'ifano, 1997; cited by Faaulufalega; 2008).

Traditionally, elders were respected for their knowledge, wisdom and skills to lead their people. The culture of respect is integral to the family leadership and management. It also applies to the culture in school and its management. In school management, leaders who practised respect usually operated out of the Samoan culture of collaboration, consensus and sharing values and beliefs and demonstrated consideration for other people interpretations, values and beliefs. According to the Ministry of Education Sports and Culture (2006) the shared values of good quality and culturally relevant education which is holistic and well integrated to improve learning outcomes and opportunities will lead to an improved quality of life for all people of Samoa.

In the Samoan school context, every school recognises Christianity as part of the school culture; they usually practice hymns and prayers every day with respect to the heavenly father, the God of all gods. The spirituality of the students is part of their everyday lives and helps most of them behave well. They share Christian beliefs and good relationships with each other in every situation. Another common Samoan phrase “Ia a’oa’o le tama e tusa ma ona ala aua a matua e le toe tea ese ai” means teach the child in his /her own ways until he /she is an adult and never turn away. One of the proper ways to teach a child is respect, which is the backbone of the Samoan culture (Soo, 2000).

Respect plays an important role in the execution of all curriculum and school activities, as the school, its priorities and activities are driven by the school committee. The school committee is run by the village matais. With this in mind, one must understand that priorities of the village matais become the priorities of the school – if the matais value FTT, the school’s program will be supported and the curriculum will be executed. If the opposite is true, FTT will struggle.

The Impact of Samoan Values on FTT Education in Samoa

In the Samoan school context, every school recognises FTT education as part of the school culture; they usually practice cooking, sewing, fabric printing, feasting, floral arrangement and offer these educational programmes in order to prepare young ones for their multiple roles in the future. Parents see the values of teaching and learning FTT courses which lead their sons and daughters to learn more about home and family life. Parents feel that they don’t want to see their sons and daughters finish school and roam about in the village doing nothing. They would rather see them enjoy gaining waged employment in any career or initiative to contribute effectively to their family and the community. Through the contribution of good FTT education, their children would be able to pursue an active and rewarding career in FTT. Parents see the career opportunities in FTT as unique when compared with other professions, but all they require is for their children to contribute a share towards the good of the family and the community. Therefore I believe that the workforce of the community will be the graduates of the FTT courses because they are the ones who will be serving the community with a variety of services, a keen sense of responsibility, good health and abundant energy. Just as the untitled men comprise the work force of the village and do most of the labour work, it is likely FTT school leavers/ graduates will always be there in the family or village, to serve the community.

To serve and to contribute to the family is simply related to a Samoan phrase “o le ala i le pule o le tautua”. This means that the way to authority, leadership and power is to become a servant first. This also means that you must be a taule’ale’a (un-titled man) before you become a matai (titled man). The eligibility to become a matai is through tautua (service). It is important to maintain the important aspect of culture which is to keep the values and beliefs which they have absorbed, observed and learnt from within their families and other communities as they have grown up.

Families and communities are encouraged, through their work with the Ministry of Women, Community and Social Development, MESC, Ministry of Health and other organisations which provide support, to improve family food supply by planting family vegetable gardens and promoting eating healthy local foods. Very importantly, the women’s committee and church women fellowship, work in partnership with the above mentioned ministries for the benefit of the family and community wellbeing and health. Providing for the family and wellbeing are skills learnt from FTT and support economic growth and development for the family. Here we can see the family, village and values of the matai creating an educational system that supports and encourages students to learn the skills taught by FTT. These skills are integral to the daily success of family, village and school and are important foundational activities related to the core values of the Samoan culture.

Shifting Values: New Perspectives, New Priorities

As in any society, Samoan culture continues to evolve. There are a number of key values that are currently in flux that have a significant impact on FTT and its importance in Samoan society. These changing values include values related to nutrition and health, education and careers, caring and sharing and many others. With new perspectives and priorities amongst village leaders, FTT may find more support in its future execution.

The Value of Food Nutrition and Health.

Efforts are being made to improve nutrition in schools and pre-schools. School nutrition guidelines have been taught strongly in the FTT curriculum. They seek to limit the amount of foods high in fat, salt and sugar that can be sold and consumed in schools and to prevent promotion of these foods in schools.

As we are all aware poor diets contribute significantly to the burden of disease and disability in Samoa. Foods with

“high levels of salt, harmful fats and sugar and also high levels of food energy can result in obesity, tooth decay, high blood pressure, diabetes, heart attacks and strokes. Foods lacking in essential vitamins and minerals add to the burden of disabilities such as impaired intellectual development and birth defects”. (Malolo et.al., 1990)

Foods such taro, bananas, breadfruit, fish, other sea-foods, coconut, taro leaves, and fruit provided us with a nutritious diet, packed full of vitamins, minerals and fibre for good health.

As time goes by we are relying more and more on processed foods such as white flour, instant noodles, soft drinks and taro chips. Often these foods have lower levels of nutrients like fibre, vitamins and minerals than our traditional foods and they also have added fats, salt and sugar. Research in Samoa (Nutrition Section, Ministry of Health, 1991) shows that in the 12 years between 1991 and 2003 we saw an increase in the amounts of rice, pancakes, cakes, and chips consumed by adults in Samoa. For instance, pancake consumption by women increased from approx 2 servings a week to 5. At the same time we saw a rapid decline in the consumption of local foods like fish and papaya. Fish consumption for women fell from around 10 servings a week to 7 and papaya from around 5 to approx 2.

Most worrying are the changes in what our children are eating. These days children and youth are eating a lot of processed foods. A survey of school children in 2006 (Nutrition Section, Ministry of Health, 2006) showed that the most commonly eaten breakfast foods, on a school day, were all processed foods - bread, doughnuts, cabin biscuits, ice pops, and instant noodles. And from other research we also know that there are generational changes taking place. Children are eating more processed foods and less fresh, locally grown food than older people. In 2003 boys were eating nearly twice as many servings of chips a week as men. As for vegetables boys were only having about three quarters the number of servings per week that men were having.

Most processed foods come from overseas and our imports have increased significantly: from 1961 to 2003 food imports increased fourfold. In addition there is also a growing local food processing industry. We now produce foods such as soft drinks, taro and banana chips. Getting access to local and traditional foods is not always easy. Now when we walk into any shop in Samoa we see shelves packed with processed foods and very little in terms of fresh fruit and vegetables. Samoa is making efforts to address these health problems. Some of the activities being implemented are as follows:

We actively promote healthy eating and in particular, eating local foods and fresh fruit and vegetables. Activities include healthy diet awareness and training sessions, seed distribution, planting and gardening programmes. World Food Day each year had a strong emphasis on the importance of growing and eating local foods to combat lifestyle diseases.

Our lifestyle is changing. More people are working and our families are getting smaller. We now have less time to grow our own food and prepare and cook meals. Consequently we like to use processed foods because they are easily available, cheaper, convenient and quicker to prepare. Processed foods have become a permanent part of the Samoan diet. Thus we need to look at ways of improving these – for example by adding vitamins and minerals to the flour we use. We also need to look at ways to make our own foods more convenient to use – for instance taro could be pre-prepared and packaged for convenience. We may also consider making snacks out of our own local foods that are a healthier alternative to the high fat, salt and sugar snacks that are currently sold. We also need improved labelling so that customers can easily identify and avoid foods that are high in fat, salt and sugar.

Inclusive Education

The school is a place where all children participate and are treated equally. This involves a change in how we think about education. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning-centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital. Relationships between teachers, students, parents and society at large are crucial for developing inclusive learning environments. (www.unescoapeciu.org) FTT curriculum offers a unique opportunity for non-traditional students to learn skills applicable to their future lives. For those who struggle with traditional classroom learning, FTT may be an opportunity to excel.

Wisdom and Excellence

The learning areas of FTT are broad and high achievement is valued and celebrated. As discussed earlier in Chapter Two that it was felt that FTT might minimise unemployment to some extent. As mentioned earlier, most students who completed formal education were able to get into higher education institutions and or some form of

employment. As indicated in Chapter One the need for adult education and vocational guidance in the secondary school programme was recommended in the 1996-1997 education reform policy by the government. Again, it is clear from the literature that vocational education is associated with career-oriented learning because it responds to the needs of the individuals and the society they live in (Atwell et al., 1999). It is also found in this research that the role of vocational education has been the subject of considerable discussion, research and policy reforms. This is a big step forward in the overall development of FTT and other vocational subjects as well as the thinking of policy makers, practitioners and the society at large.

As the values of the curriculum stated above are all linked to each other and represent further opportunities to extend the learning capacities of all learners not only through FTT but also through all other vocational subjects.

The Value of Education through APTC (Australian Pacific Technical College) in Samoa

With the opening of APTC there is a new appreciation for the skills and education gained through FTT. Students can now earn higher level certificates and qualifications giving more respect to the career paths offered through FTT. I believe strengthening collaborative developments by the government creates a powerful learning intersection to enhance the teaching and learning of FTT. It is interesting that the western literature mentioned the economic growth and development

The establishment of Australian Pacific Technical College (APTC) in Samoa in 2007 has been beneficial for the business community. “APTC offers exciting training opportunities in Samoa and the Pacific that will open new doors for training and providing educational opportunities. These opportunities are rewarding, expanding, challenging, relevant and having fun. The main goal of APTC in Samoa is to make quality vocational training available to everyone in Samoa and the Pacific”. (www.aptc.edu.au) According to the Country Manager in Samoa a good number of students have been enrolled in the course of Tourism and Hospitality Industry. This course has been specially designed with the aim of providing the students with a broad range of hospitality, food, and beverage, service cookery and tourism skills appropriate to small business. “It is good to mention here that this APTC’s commitment to a hospitality program is beneficial for those tourism operators that were affected with the tsunami (2009) and for the staff who were left without work. Prior to the tsunami catastrophe, four or five resorts closed down on the south coast,

displacing more people unemployed”. (www.samoobserver.ws) But with the APTC assistance, the workers have been trained at APTC to empower them with ‘skills on hands’ in tourism and hospitality and they will go back to the re-opened resorts and use their valuable skills obtained from APTC training.

APTC is well timed in Samoa to supply trained graduates to the business community and to provide opportunities to advanced students for further training in overseas countries. It is further noted that there is a very good competition of ‘hands on skills’ among the Samoans and other trainees from Fiji, Vanuatu, Solomons and Tonga. This creates more opportunities for the trainees to work extra hard on their training needs., It consistently provides a good opportunity for the local small business to send their workers to upgrade their skills and learn more knowledge at APTC in a short term or long term training.

Here, with the increasing opportunities for job training and career paths, the average Samoan family sees FTT as a pathway to a successful life, expanding the traditional belief that all children must be doctors or lawyers to be successful. The expanding opportunities offer the possibility for teachers and principals to encourage families and school committees to commit to the full support of FTT as a positive career pathway for the young members of each village.

Implications of These Values to FTT Implementation

On a very basic level in the Samoan way of life, the acts of cooking, gardening, sewing, health care and maintaining home and village are all incorporated in these acts of care and respect. The core skills required are being taught through FTT. Beyond the importance of FTT in the daily lives of Samoans, more and more job opportunities are opening for those who excel in these skills. Shops in town, restaurants, resorts and a growing number of builders, contractors and skilled workers are bringing home significant pay checks to support their family – again taking care of the family and village. Again along the same lines, the value of sharing food, resources and experiences is also emphasized in teaching and learning FTT. This is also shared out in the community when the students begin to share these communal services.

What does this mean for FTT and those who implement the curriculum? The importance of understanding the linkages between these values and FTT is key in three

basic areas which I will discuss further in the next chapter: professional development, community awareness and vision building.

When looking at how professionals further develop their own understanding of the importance of what they teach and the impact of the lessons they are sharing, having the foundational understanding of the values driven home with FTT curriculum can be key. Tying the skill based learning to the fa'a-Samoa will help students understand the relevance and importance of the skills they are learning.

In regards to community awareness, FTT would greatly benefit from these linkages becoming a core part of the community's understanding of FTT. Again, linking the values of the community with the coursework may help to encourage students to take more interest in the courses, may boost the image of the course for those who prefer the traditional curriculum of maths and sciences, and may ultimately increase the support from the school committee of the curriculum in the schools. The support could result in more assurance of maintaining a supply chain of necessary materials and assurance that the course hours will be allocated in a balanced way by the principals for all subjects.

Finally, in regard to vision building, I believe all stakeholders in FTT can be instrumental in creating an image for FTT that encompasses these values as well as the skills, opportunities and career paths which open through the learning in this curriculum, beginning with the foundation of FTT to fit within the Samoan value system that can strengthen the message stakeholders it creates. In the next chapter I will discuss these themes further and present a discussion on the conclusions of the study.

CHAPTER SIX: DISCUSSION & CONCLUSION

The purpose of this thesis was to investigate how FTT teaching and learning has been implemented in the secondary schools in Samoa. The perspectives and experiences of four teachers, four students and four parents were explored through making explicit the discourses they operated in. By exploring these discourses, teachers may be better able to understand the ways that FTT curricula are conceptualised and be informed about how their own practice in the classroom may reflect and be shaped by particular beliefs and values. The study highlights the complex issues involved in implementing curriculum and suggests alternative approaches to teacher professional development that may begin to change teacher practice from within. This chapter will summarise the key themes and implications that emerged from the study, discuss the on going professional development of teachers, suggest implications for the educational programmes as a better way of life, and the appropriate use of low cost materials and the quality resources distributed to schools.

Key Themes and Implications

In this section the three key themes and implications that have emerged from the findings in this study are explored, including on-going professional development of teachers, educational programmes for the community awareness, importance of vision building and the appropriate use of the low cost and quality resources distributed to schools for implementation of the FTT courses.

Education as a Way to a Better Life

As noted earlier in chapter two, Dewey (cited in Lillis, 1998) emphasises that “learning should be directly relevant for the active interests and concerns which students have or will face in their out of schools life, in their private lives and in their future roles as workers and citizens” (Lillis, 1998:4). Secondly, in a number of countries such as Sri Lanka and Botswana, vocational education was introduced as a compulsory component of the school curriculum. For example in Botswana, 13 practical subjects like FTT are offered as options that can be taken at senior secondary school level and at the school certificate (King, 1994). It is similar in the United States where high school graduates pick up as many as 20 per cent of their credits from vocational subjects. An important feature of pre-vocational education is that it combines general education and does not forfeit the possibility of further academic study. Moreover it has a mutual benefit if the community

and schools work collaboratively in order to share the hidden community talents use the low cost resources to develop the social and economical development of the schools and the local community. As it was argued earlier, this vocational initiative was taken to address the unemployment problem and other related issues of the school leavers. Another important reason for the establishment of this programme was to prepare skilled and qualified students to use natural resources to energise the social, economic and political development of the country.

Graduates

Furthermore the graduates were to engage themselves in self-employment enterprises and create employment opportunities for the other unemployed generations. It was also understood that local community talent could be gainfully used for co-ordinating cultural and community-based knowledge and skills. Thaman (2002) stresses that through community involvement in education, indigenous knowledge can be revived and utilised effectively in social, economic and political development. Indigenous and context specific knowledge and skills are particularly critical in vocational education that is established largely to provide employability and social skills that academic and credential based-education fail to deliver adequately.

Limited Community Awareness

It was also understood from the research findings that owing to limited community awareness programmes people do not readily accept FTT as providing second chance educational opportunities to those students who drop out from mainstream schooling. Moreover, they were unable to perceive vocational education as an important component of the total education system of an individual. I have found out that many Samoans saw vocational education as a 'second class' option for slow learners. The vocational education courses such as FTT, and woodwork are less important options in comparison to their academic counterparts. It is difficult for vocational subjects to realise their full potential when academic education remains the preferred system and promises greater career opportunities and social and economic rewards. Moreover the school programme is only able to offer one or two vocational subjects because of the 'overloaded' school curriculum as well as their expensive nature. This schooling system is not compared to Botswana and the United States where many educational opportunities are offered in vocational studies to ensure future generations remain academically involved.

Themes associated with Vision Building

‘Vision Building’ is now increasingly recognised as an important leadership function in educational organisations. According to Louis and Miles (1990), vision involves two dimensions. The first one is a sharable and shared vision of what the school should look like and addresses mainly the content of an innovation. It provides the school staff with directions and commitments to change. The other, which concentrates mainly on the implementation process, is the shared- vision of the change process that provides MESC with strategies for achieving the desired goal or a set of goals. It is important to note that vision-building in this context is a shared enterprise, and support for a leader or ministry’s vision must be gained from those involved. Moreover, in order to cope with the contradictory influences of the internal and external turbulent of a school or educational organisation (Fullan1993; Wallace 1994) and future unknowability (Stacey 1992), vision building should become an ongoing interactive process rather than a ‘snapshot’ activity in the change process and therefore, all those responsible for implementing an innovation should be trained to perform this function effectively.

Collaborative Work Culture

Developing a collaborative work culture, where change agents and users to take initiatives and are supported when they have done so, is clearly central to effective implementation. Louis and Miles (1990) found in their study that principals in successful schools ‘empower’ other members of their staff by sharing power with and delegating authority and resources to them. Such collaborative school cultures not only allow those working and learning to realise their potential but also provide them with the opportunity for participation and the appreciation of individual differences. However, it is important to emphasise that effective implementation eventuates if the leaders have a genuine desire to collaborate and participate. Some writers for example (Ball & Hageaves, 1987) argue that such terms as participation and collaboration are often used in organisations as a means to control rather than to empower those who work for them. When these terms exist, the primary motive of a leader could shift from staff development to furthering his or her self-interests.

School based staff development is another important theme that has the potential to provide ongoing, interactive and cumulative learning necessary for developing new concepts, skills and behaviours (Huberman & Miles, 1984; Joyce & Showers, 1998).

School Committees and PTAs

According to the two principals, the school committees and PTAs in Samoa play important roles in school leadership, in both rural and urban areas. The function of the school committees and PTAs is to ensure that appropriate support is provided for the management of the school. Sergiovanni (1994; cited by Faaulufalega, 2008) argues that the school committees and PTAs contribution in school system help the development and building of the students' learning and achievement. There is always teamwork between the school committees and PTAs within the school culture to enhance the development of the school system to provide the better education for children of Samoa.

Lead towards School Goals and Mission

The vision and mission of education in Samoa is:

An education system that is characterized by shared values of good quality and culturally relevant education which is holistic and well integrated to improve learning outcomes and opportunities that will lead to improved quality of life for all people of Samoa. (MESC, 2006, p.2)

The mission statement by the MESC is supported by values of equity, quality, relevancy, efficiency and sustainability in education.

“Equity calls for the system of education to treat all individuals fairly and justly in the provision of services and opportunities. It requires that every Samoan is provided with an opportunity to participate in sports and to participate in cultural activities. Policies, strategies and practices, will be identified and articulated appropriately to avoid treatment that may disadvantage any social group.” (Strategic Policies and Plan July-June 2015, p. 10)

“Quality is exemplified by high standards of academic achievement, cultural understanding and sensitivity, and social cohesiveness. This implies a solid foundation of worthwhile learning resulting from a complex interplay of professional and technical knowledge and skills and social behaviour and cultural excellence. This will better enable the individual to cope with change and relationships in an increasingly complex environment. Policies promoting these will focus on learning institutions, be in the classroom, sports field, local environment and community at large” (Strategic Policies and Plan July-June 2015, p.10)

“Relevancy requires that the system is meaningful, recognized, applicable and useful to one's life. In essence, it is a system that is largely localized and contextualized, reflecting

the language, cultural and spiritual values of Samoa. Policy decisions will address what is relevant to the individual learner, to the community and to the nation.” (Strategic Policies and Plan July-June 2015, p. 10)

“Efficiency means optimum use of human, financial and material resources at all levels, timely and quality service delivery, unhampered communication and co-ordinated decision making. Excellence in management practice at all levels needs strong group values that unify people and align individual efforts to achieving goals. Effective partnership and networking between the MESC and stakeholders is critical to quality service delivery. Policies which establish these practices and monitor effectiveness, will be given priority” (Strategic Policies and Plan July-June 2015, p. 10)

“Sustainability requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.”(Strategic Policies and Plan July-June 2015, p. 11)

The principals assumed that it is effective to lead using the school goals and the mission statement. This is supported by MESC (2006). MESC maintains that effective school leaders establish a shared vision for their school, develop a positive learning culture within the school, build commitment and capacity of the staff and manage and allocate resources effectively to improve students’ learning outcomes. The principals supported the MESC model of school improvement. In reality the approach for school improvement by the MESC may not function well if the teachers still have to work for low pay. That means the vision, mission and school goals may also be unsuccessful if the government and MESC in Samoa do not consider improvement and raising teachers’ salaries. This is the main reason why many of the FTT and other teachers have left to move overseas or to another better paid job.

Figure 4: TVET vision, mission and value statements

Vision: To receive quality technical, vocational and applied educational programmes to enable young people to be gainfully employed in order to meet the skills requirements of community, industry and commerce in Samoa.

Mission: To provide a wide diversity of continuing education, including vocational training, that contributes to the maintenance, advancement and dissemination of knowledge and expertise and to promote community learning and technological research that aids development in Samoa.

Equity: Treating all individuals fairly and justly in the provision of all educational opportunities

Quality: Implying a solid foundation of worthwhile learning resulting from a complex interplay of professional standards of academic achievement, technical knowledge and skills and social and cultural practices

Relevancy: Being meaningful, flexible and applicable and useful to one's life, industry and community needs.

Efficiency: Requiring excellence in management practice at all levels that needs strong group values to unify people and help align individual efforts to achieving goals.

Sustainability: Requiring the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system.

Source: MESC Strategic Policies and Plan (2006–2015)

Conclusion

In this research, it is clear that FTT management is impeded by a number of factors. First, the FTT programmes did not really address the needs of the rural community in terms of entrepreneurship development and rural education. Secondly, there was not a smooth transition between the vocational courses like FTT taken at the secondary school level and those offered at Institute of Technology (IOT). Thirdly, the policy makers were not able to provide appropriate courses that were closely linked to the world of work especially in the primary sector. Finally, there was a lack of effective on-going staff and community development and awareness programmes. Appropriate suggestions that are likely to address these limitations were addressed earlier on in this chapter. The lack of awareness programmes by the specialists in these areas, career counselling and guidance services in secondary schools are largely contributing to the low profile of FTT in Samoa. It is hoped that this research has shed some light on the current policy and practice of the FTT programme. It is expected that the policy makers, stakeholders and practitioners would benefit from this study and FTT will gradually get the recognition that it deserves in the overall education system of Samoa.

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APPENDICES

Appendix I: Letter to the Chief Executive of MESC

Levaopolo Tupae Esera,
Chief Executive Officer
Ministry of Education Sports & Culture.

Dear Levaopolo,

I, Faamoemoe Soti am currently completing a Master of Teaching & Learning degree at the University of Canterbury, Christchurch, New Zealand.

I wish to ask permission for approval if, I can do a research using xxx College as one of the urban schools in which FTT is implemented and carried out in this school for the thesis component of the degree.

The aim of my study is to conduct a qualitative case study that can be used to help me understand the big picture of how FTT is implemented and carried out in this school.

Importantly, no teacher or principal or the school will be named in this thesis.

I hope that you will assist me in this final process of my study. I look forward to hearing from you.

Yours sincerely,

Faamoemoe Hakai Soti.

Appendix II: A Letter to the School Principals for Approval

University of Samoa

Papaigalagala

Tel/7776758

Email: moemoesoti@yahoo.com

Dear Principal,

I, Faamoemoe Soti am currently completing a Master of Teaching and Learning degree at the University of Canterbury. I wish to research the experiences of two of your staff members in terms of their feelings and thinking about how the FTT is implemented and carried out in your school for the thesis component of the degree. The proposed thesis component is: What are the perceptions of teachers, students, and parents towards teaching and learning FTT in secondary schools in Samoa?

The aim of my research is to conduct a qualitative case study that can be used to help me understand the position FTT in your school.

Importantly, no teacher or you yourself as a principal, or your school will be named in this thesis.

Information will be kept confidential and no one is allowed to see it. Any participant may withdraw up until completion of the study and may request the withdrawal of the information she/he has provided.

I am working under the supervision of Karen Nelson as my local supervisor (Telephone 7796406). If you have any concerns regarding this research, please contact her.

If you have any questions about any aspect of this research, please contact me. A copy of the final report would be provided to the College.

I look forward to hearing from you.

Yours sincerely,

Faamoemoe Hakai Soti.

Appendix III: A Letter to Teachers for Approval

University of Samoa

Papaigalagala

Tel. 7776758

Email: moemoesoti@yahoo.com

Dear Teacher,

My name is F. Soti and I am completing a Master of Teaching & Learning degree at Canterbury University. I wish to research your thinking and feelings about how the FTT curriculum is implemented and carried out in your school.

I am seeking your help if you will be able to participate in this research. I have decided to take a few observations in your classroom while you teach.

Secondly an interview will be conducted and a follow up discussion if clarification is required.

If you have any questions about any aspect of this research, please contact me. If you agree to participate in this research, please complete the attached consent form and return it to me. I look forward to working with you.

Yours sincerely,

Faamoemoe Hakai Soti.

Consent form for teachers to participate in a case study research

Name: _____ Phone _____

I agree to be a participant in this research and understand this will involve

1. an observation for a day as I go about my work.
2. interview will be conducted and notes will be taken if any discussion to follow up.

I understand that

- all information I provide will be kept confidential
- I am entitled to a copy of my interview transcript at my request.
- Transcribed notes and recordings will be stored securely by the researcher.
- I may withdraw at any time I want to, and the information that I have contributed to this research.

Appendix IV: Consent Form for the Year 12, Year 13 Student

Name: _____ **Telephone:** _____

I agree to participate in this research including an

- i) open, in depth conversation with the researcher
- ii) interview will be conducted and notes will be taken if any discussion to follow up.

If you agree to participate in this research then sign your name on the space provided and write the date.

Name: _____ Date: _____

Appendix V: Maliega i le va ma Matua e auai i lenei Sailiiliga: (Consent Forms for Parents)

Igoa: _____ Telefoni: _____

Ma le faaaloalo e talosaga atu ai pe mafia ona e auai i se faatalanoaga o lau mataupu e uiga I le aoaoina o le Mataupu ua taua o le Food & Textiles Technology (Faaleleia ma Le Atina'eina o Aiga)

Pe afai e te finagalo e te auai i le faatalanoaga o lenei mataupu ona e saini ane lea i le avanoa o le pepa i lalo o loo faapea mai:

Ua ou malie ou te auai i le talanoaga ma toe fafoi mai le pepa i se taimi vave.

Igoa: _____

Aso: _____

Faafetai

Faamoemoe Hakai

Consent Form for Parents

Name: _____

Phone _____

I sincerely request your assistance if you are happy to be interviewed to share your experiences and ideas of how you think FTT is implemented in secondary schools.

If you are interested please sign your name and the date below . Also please return the information to me as soon as possible.

Name _____

Date _____

Appendix VI: Sample of a Document Analysis

A Sample of a Document used for Analysis

Year 12 Textbook for teaching School Certificate Content

This textbook was given out for the teachers to use for teaching Year 12 students. In 2007, the survey was conducted by the curriculum secondary officers to look at the relevant information in most of the curriculum materials and to see how widely these curriculum materials were used. This was noted that according to the Evaluation of the Quality and Implementation of the Year 12 FTT Secondary Curriculum (Curriculum Division, MESC 2007), the Units below needs to be simplified in the next review of curriculum for the teachers to fully understand each aspect of the content of the units given below.

Some of the following are the teachers' responses provided in the questionnaires:

Unit 3 **Different Types of Bacteria**

This unit on has more complicated terms used such as staphylococcus aureus, clostridium perfringens, clostridium botulinum, bacillus cereus. These bacteria names should be simplified and be able to provide names familiar to the students' experiences.

Unit Seven: **Carbohydrates** needed to be explained clearly to both teachers and students in the curriculum books

Table 7:1 was too complicated and the examples given were too hard e.g simple sugars, complex starches and complex dietary fibre. Local fruit and vegetables examples are also needed. Students didn't understand legumes, wheat, oats etc. They are not grown or manufactured in Samoa.

This information needed more explanation in the terms used in the text 'soluble' and 'insoluble' dietary fibres.

Unit 19: Support for the Samoa National Plan of Actions for Nutrition

Strategy 8: Clarification and explanation was required here as caring for the socio-economically disadvantaged and nutritionally vulnerable are difficult concepts for students to understand. The strategy used was for the policy makers concerning the health perspectives and these should be explained clearly for students. It was clear that revision of some of the activities provided was required to make it clearer for the success of teaching and learning the context of the Year 12 curriculum. Source: Year 12 Text Food Technology: MESC (2004)