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A quantitative analysis of educators' attitudes toward wellbeing promotion in Irish post-primary schools

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Overview

- Rationale for research
- Significant findings within literature
- Methodology
- Research question
- Overview of findings
- Limitations/Future Research



Rationale for Research



Consideration for wellbeing
in school gaining
international prominence



Recent formalisation of
wellbeing curriculum in
Ireland



Gap in literature regarding
educators' attitudes and
opinions

SENTIMENT AMONG IRISH EDUCATORS

Doyle, E. (2017). An exploratory study of the perceived benefits of SPHE (from a teachers perspective) for junior cycle male students and its implications for the guidance counselling service (Master's thesis, University Limerick, Limerick, Rep. of Ireland).

Hearne, L., Geary, T., & Martin, N. (2017). Guidance counselling as a whole school responsibility in the Irish post primary sector, *British Journal of Guidance & Counselling*, 45(2), 138-152, DOI: 10.1080/03069885.2016.1254725

Mayock, P., Kitching, K., & Morgan, M. (2007). *RSE in the context of SPHE: An assessment of the challenges to full implementation of the programme in post-primary schools.*



Positivity with regard to the promotion of student wellbeing



Insufficient training, support and resources



Increased stress with regard to delivering core curriculum



Lack of clarity among educators as to how to directly, positively impact upon student wellbeing



Discomfort with delivering aspects of wellbeing curriculum (e.g. RSE)

What are the attitudes and opinions of educators towards the promotion of students' wellbeing in Irish secondary schools?

What are the attitudes and opinions of second level educators towards the current wellbeing guidelines published by the NCCA?

What issues or barriers do educators believe pertain to the development of students' wellbeing in Irish secondary schools?

What changes, if any, do educators believe should be made to the second level curriculum to ensure the optimal promotion of students' wellbeing?

Research Questions

Methodology

Method

Large-scale survey of Irish educators
(n=327)

Instrument

Ten Item Demographic
Questionnaire

Attitudes Toward
Wellbeing Promotion
(ATWP) scale

Analysis

General Linear Model

Fisher's LSD

Outcome

Establish Levels of
Positivity or
Negativity among
Educators

Account for
Demographic
Factors

Address Research
Question One

Test Instrument Model of Attitude



AFFECTIVE



BEHAVIOURAL

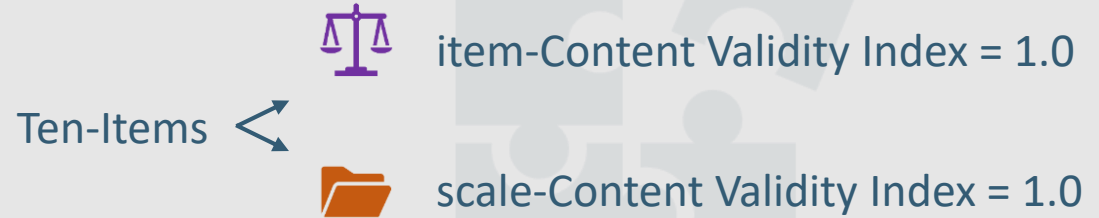


COGNITIVE

Breckler, S. J. (1984). Empirical validation of affect, behavior, and cognition as distinct components of attitude. *Journal of Personality and Social Psychology*, 47(6), 1191-1205. doi:10.1037/0022-3514.47.6.1191

Test Instrument Psychometric Properties

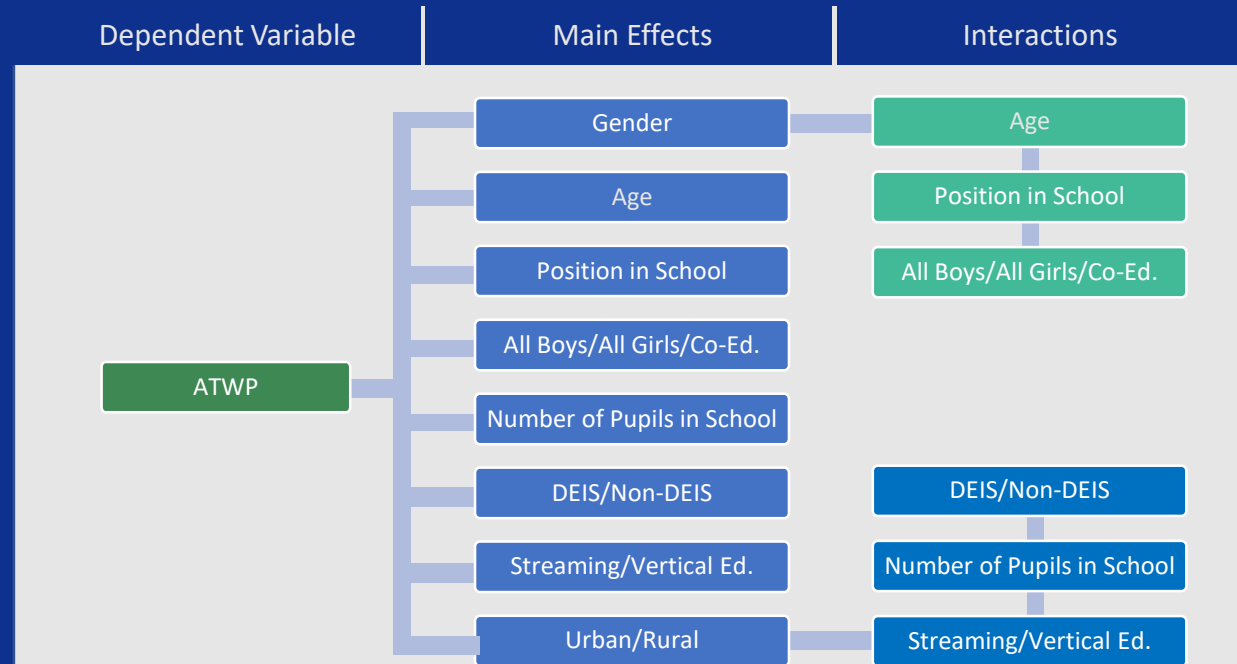
Validity



Reliability



Analytical Model



Results

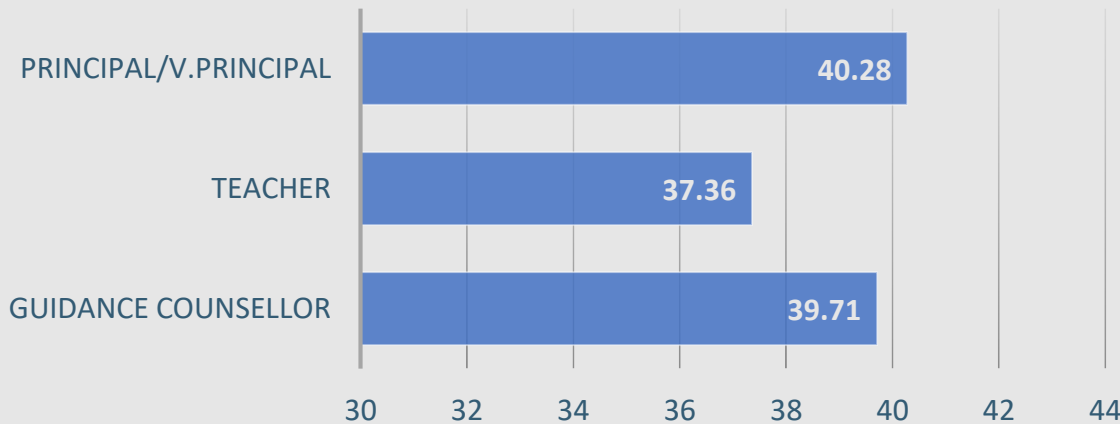
General Linear Model

	F	sig.	η_p^2
<hr/>			
ATWP			
<hr/>			
Gender	11.29	.00*	.04
Age	1.61	.19	.02
Position in School	5.98	.00*	.04
Number of Students	3.13	.08	.01
Single-sex(M/F)/Co-Education	1.99	.14	.02
Urban/Rural	.91	.34	.00
DEIS/Non-DEIS	.57	.45	.00
Streaming/V.Education	7.65	.00*	.11
Gender*Age	5.32	.00*	.06
Gender*Position	.92	.40	.01
Gender*Single-sex(M/F)/Co-Education	3.69	.03*	.03
Urban/Rural*Number of Students	.28	.60	.00
Urban/Rural*DEIS/Non-DEIS	.36	.55	.00
Urban/Rural*Streaming/V.Education	1.31	.27	.02

Results

Position

Position



Sig. differences

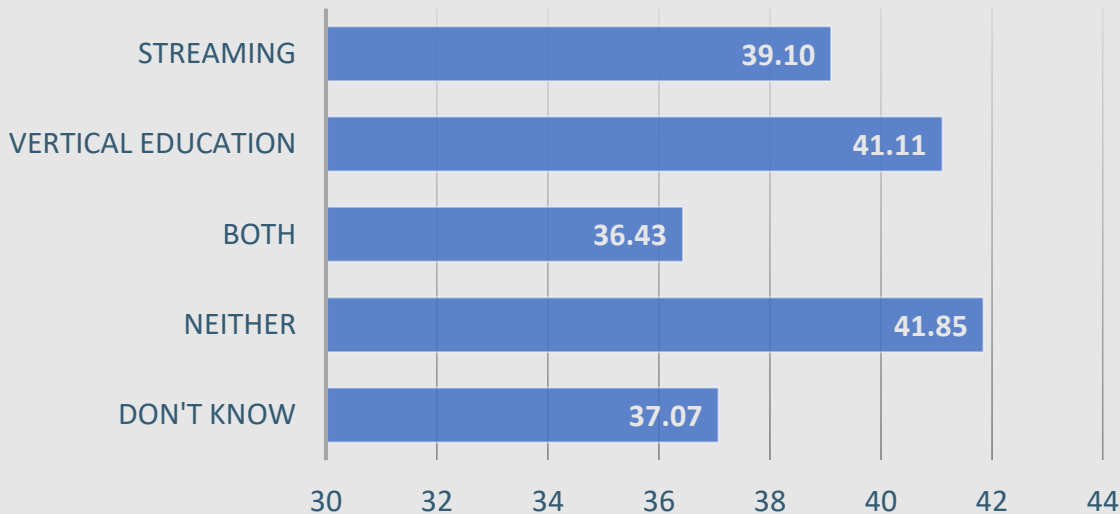
	M diff.	η_p^2
Principal/V.Principal Teacher	2.93*	.04

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

Results

Streaming/V.Education

Streaming/V.Education



Sig. differences

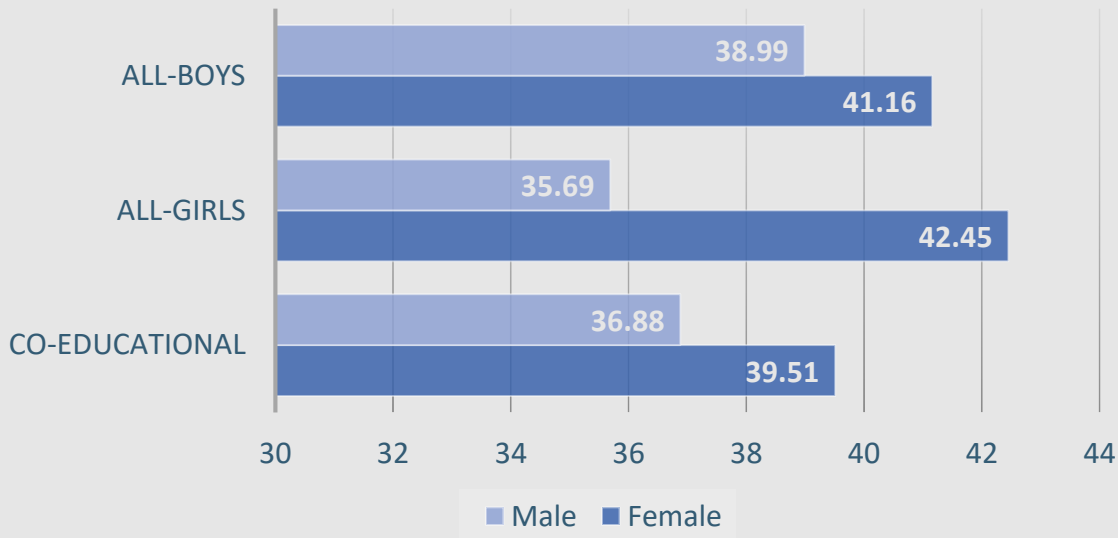
	M diff.	η_p^2	
<u>V. Education</u>	Streaming	2.02*	.02
	Don't Know	4.04*	.02
<u>Both</u>	Streaming	-2.67*	.02
	V. Education	-4.69***	.06
	Neither	-5.42***	.08
<u>Neither</u>	Streaming	2.75*	.04
	Both	5.42***	.08
	Don't Know	4.78*	.03

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

Results

Gender by School-Type

Inter-gender Differences



Sig. differences

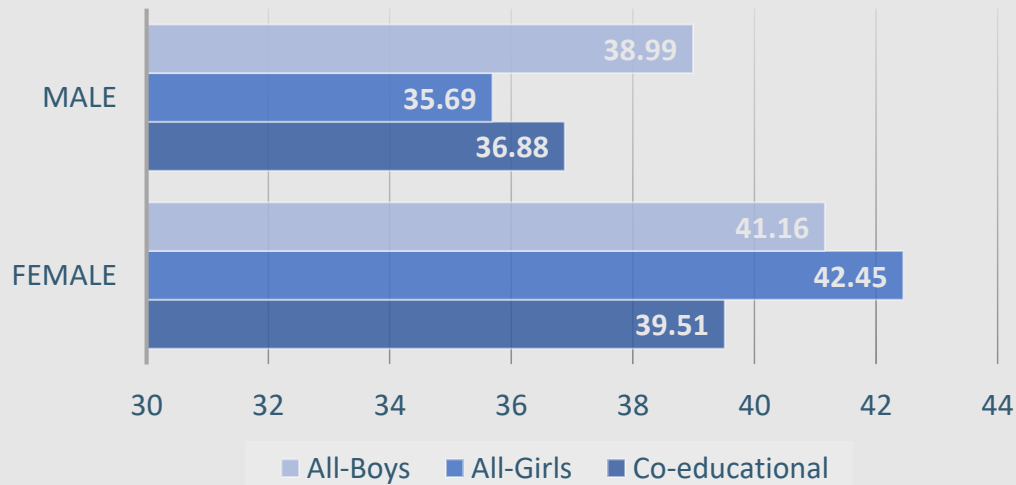
	M diff.	η_p^2
All-Girls Female v Male	6.75***	.07

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

Results

Gender by School-Type

Intra-gender Differences



Sig. differences

	M diff.	η_p^2
Male All-Boys v All-Girls	3.29*	.02
Female All-Girls v Co-Ed.	2.94**	.03

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

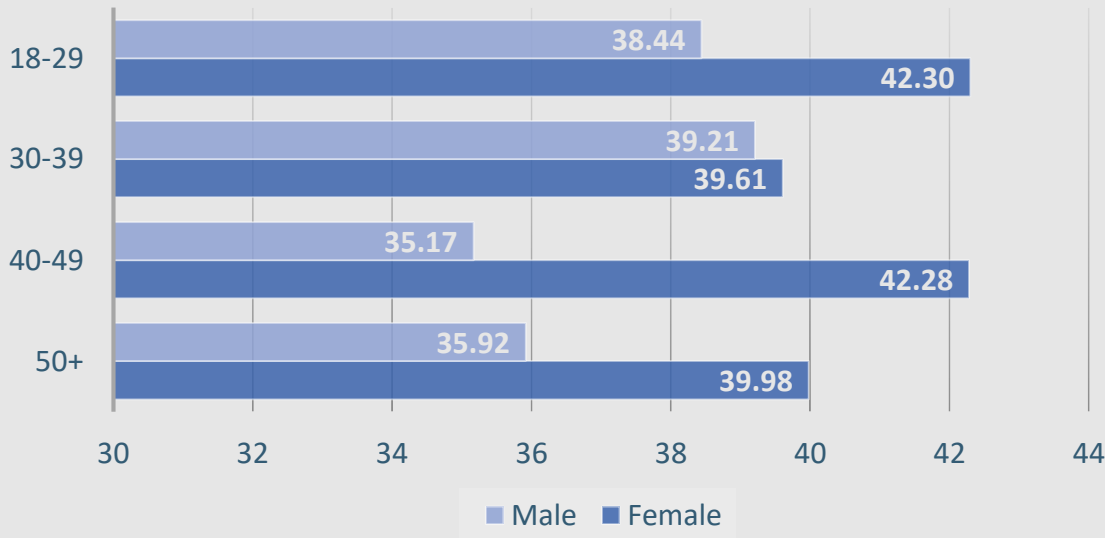
Gender by School-Type

- Female participants more positive than male participants in all-girls schools
- Female participants more positive in all-girls schools than in co-educational schools
- Male participants more positive in all-boys schools than in all-girls schools

Results

Gender by Age

Inter-gender Differences



Sig. differences

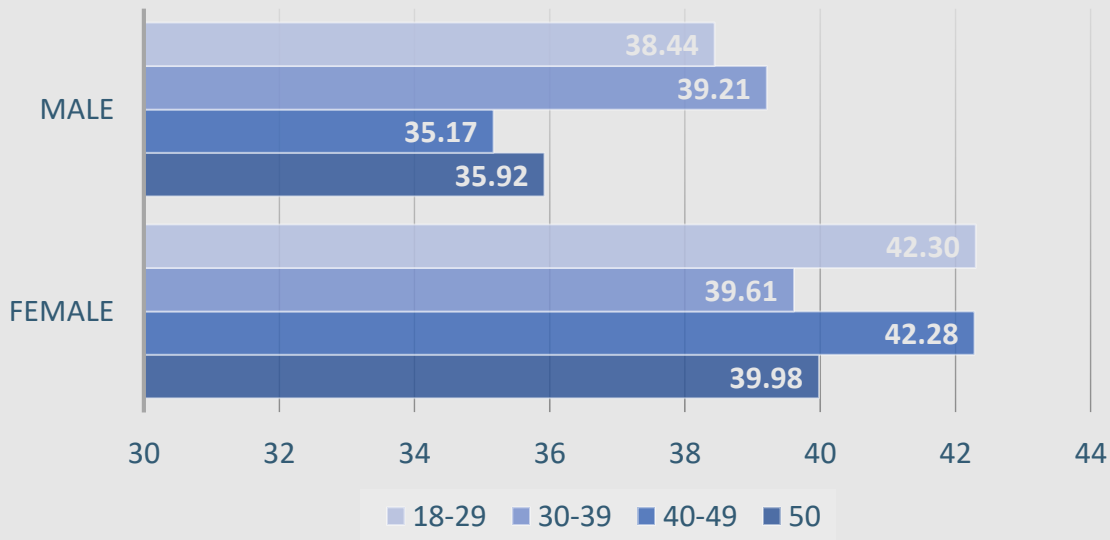
	M diff.	η_p^2
<u>40-49</u> Female v Male	7.11***	.09
<u>50+</u> Female v Male	4.06**	.03

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

Results

Gender by Age

Intra-gender Differences



Sig. differences

	M diff.	η_p^2
Male	30-39 v 40-49	4.04** .03
	30-39 v 50+	3.21* .02
Female	30-39 v 40-49	-2.67** .03
	40-49 v 50+	2.30* .02

* $p \leq .05$, ** $p \leq .00$, *** $p \leq .000$

Gender by Age

- 40-49 year-old female participants are more positive than are their male counterparts
- 50+ year-old female participants are more positive than are their male counterparts
- 30-39 year-old male participants are more positive than are their 40-49 and 50+ year-old counterparts
- 40-49 year-old female participants are more positive than are their 30-39 and 50+ year-old counterparts



Senior positions setting the example



Gender a significant factor in educator attitudes



Female educators in all-girls schools most positive



No demographic scored lower than 30 on ATWP

Overview



Not possible to ascertain a response rate



Not possible to ascertain number of respondents from any given school



Small sample size in some groups (e.g. guidance counsellors; 18-29 year-olds) may result in type 1 error

Limitations



Investigate “why?”



Examine implications of schools that practice streaming and/or vertical education



Further investigate gender (single-sex v co-education debate)

Future Research

Thank You



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