

# Student Wellbeing in Grade 7

Quantitative survey

March-April 2018



## I. Sample

- 100 randomly selected schools after prior certification of the universe according to:
  - ✓ **administrative district**
  - ✓ **type of settlement** (capital city, district center, small town, village)
  - ✓ **grade point average from the 2017 National External Evaluation (NEA) of grade 7**
- A total of 172 classes, surveyed exhaustively
  - ✓ using a list of 3385 7<sup>th</sup> grade students
  - ✓ actually surveyed: 3023

## II. Method of registration

- Anonymous direct group survey based on a questionnaire tested in a pilot study covering 150 students in 4 schools

## III. Field work

- Field work: April 2018.

## IV. Representativeness and precision

- The survey is representative for the 7<sup>th</sup> grade students in Bulgaria. The maximum statistical error on individual level is  $\Delta \pm 1.8\%$

# Personal wellbeing of students in school

The Integrated Personal Wellbeing Index in school is made up of three wellbeing components:

## **(A) Emotions and satisfaction**

- Scale of life satisfaction in and outside school
- Emotional balance survey questionnaire (correlation between positive and negative emotions in school)
- For the purposes of the Index: The integral scale of emotions and satisfaction wellbeing varies between 0 and 20 points, the theoretical mean being 10 points

# Students' personal wellbeing in school

## (B) Mental wellbeing

- A questionnaire including 30 statements and covering the key dimensions of positive mental functioning, adjusted to the children's day-to-day life in school
  - ✓ **positive attitudes to/ relationships with** schoolmates
  - ✓ **autonomy** (they have their own opinion, they are guided by their own beliefs rather than by the reasoning and behavior of those around them)
  - ✓ **self-acceptance** (they accept themselves as they are)
  - ✓ **controlling the environment** (they are good at coping with the requirements imposed on them by the school environment)
  - ✓ **goal in life** (they have goals and plans for the future and schooling is part of their fulfilment)
  - ✓ **personality growth** (for him/her the years spent in school were years of self-knowledge, development and growth)
- For the purposes of the Index: the aggregated individual results were measured by using a scale of 0 to 20 points

# Students' personal wellbeing in school

## (C) Social wellbeing

- Measurement is based on a questionnaire including 20 indicators and covering the five basic components of positive social functioning in school
  - ✓ **Integration:** the student feels that he/she is part of his class and school
  - ✓ **acceptance of the community:** he/she believes in the good qualities of his/her classmates (they are trustworthy and can be relied on)
  - ✓ **Contribution to the community and the school** (he/she feels that he/she is significant for the community; he/she believes that he/she contributes something to the whole)
  - ✓ **Development of the school:** the student thinks that his/her school is undergoing positive development and becoming an increasingly better place for the students
  - ✓ **Social coherence:** he/she understands the rules governing school life, he/she regards them as clear, reasonable, uncontroversial
- For the purposes of the Index: It is measured on a scale of 0 to 20 points

# Students' personal wellbeing in school

- The aggregated personal wellbeing index is the sum total of the individual indicators of emotions and satisfaction, mental and social wellbeing.

It varies between 0 and 60 points and the theoretical mean separating the negative indicators of personal wellbeing from the positive ones is 30 points.

# Satisfaction with school

This indicator integrates students' satisfaction with the three most significant dimensions of school life:

- (A) Satisfaction with the schoolmates and with the relationships in their community**
  - (B) Satisfaction with the teachers**
  - (C) Satisfaction with the school environment**
- The aggregated satisfaction indicator summarizes information gathered via 45 indicators. It is measured on a scale ranging between 0 and 40 points, where 20 points is the borderline between negative and positive satisfaction indicators.

# Wellbeing and school satisfaction

- **The index that integrates:**

- ✓ **personal wellbeing** and
- ✓ **satisfaction with school**

is a sum total of the individual points under the two indicators

- The theoretical maximum is 100 points (it is designed so as to be consistent with the dimensions in the results of the National External Evaluation)

## ИНДЕКС НА УСПЕШНОТО УЧИЛИЩЕ\*

*\*Максималната стойност на този Индекс е 100 точки*





# Wellbeing and school satisfaction

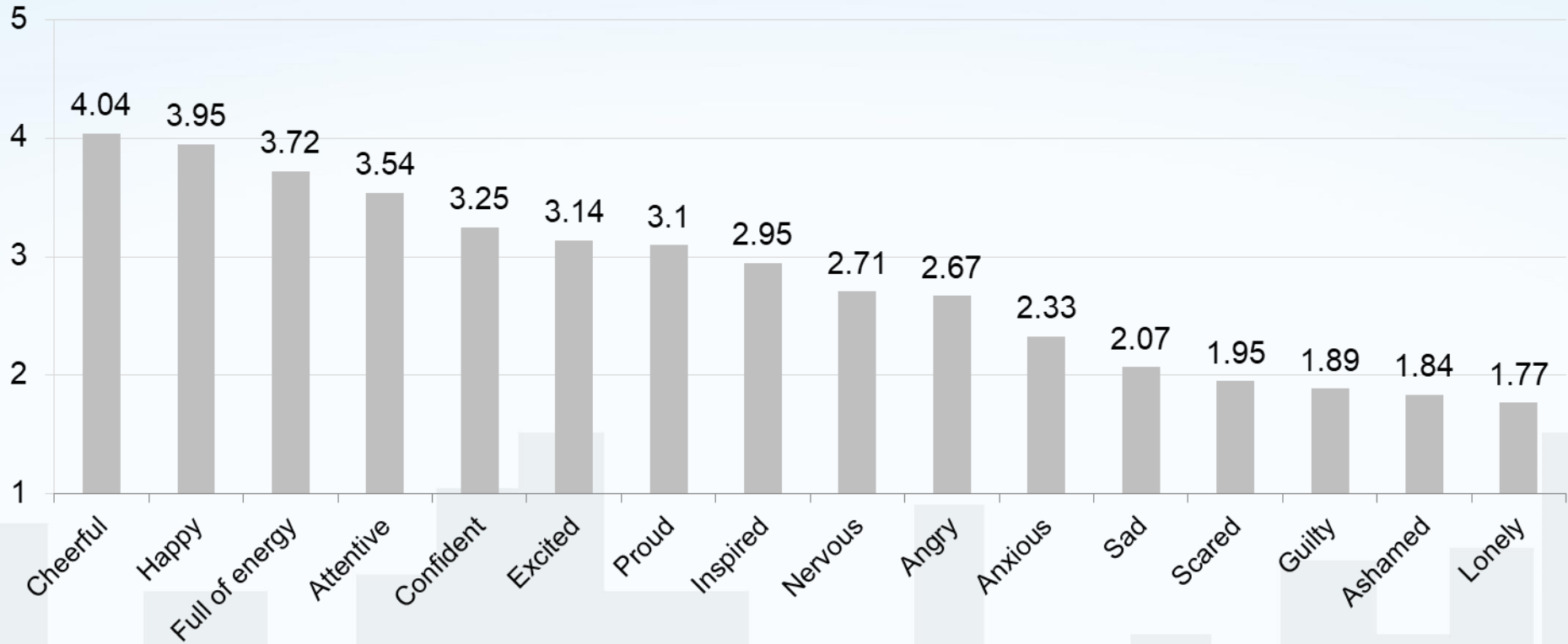
- The average value of the individual indicators of this index for 7<sup>th</sup> grade students in a school is the School Index of Wellbeing and Satisfaction
- It enables analysis on both individual and school level

## Main findings

# Emotions and satisfaction

- Individual level results:

**What emotions were most frequently experienced by the teenagers in school during this school year (scale 1-5)**



- 36.1% of the students demonstrate a low satisfaction level, and 63.9% of the students are highly satisfied with school life.

# Mental wellbeing

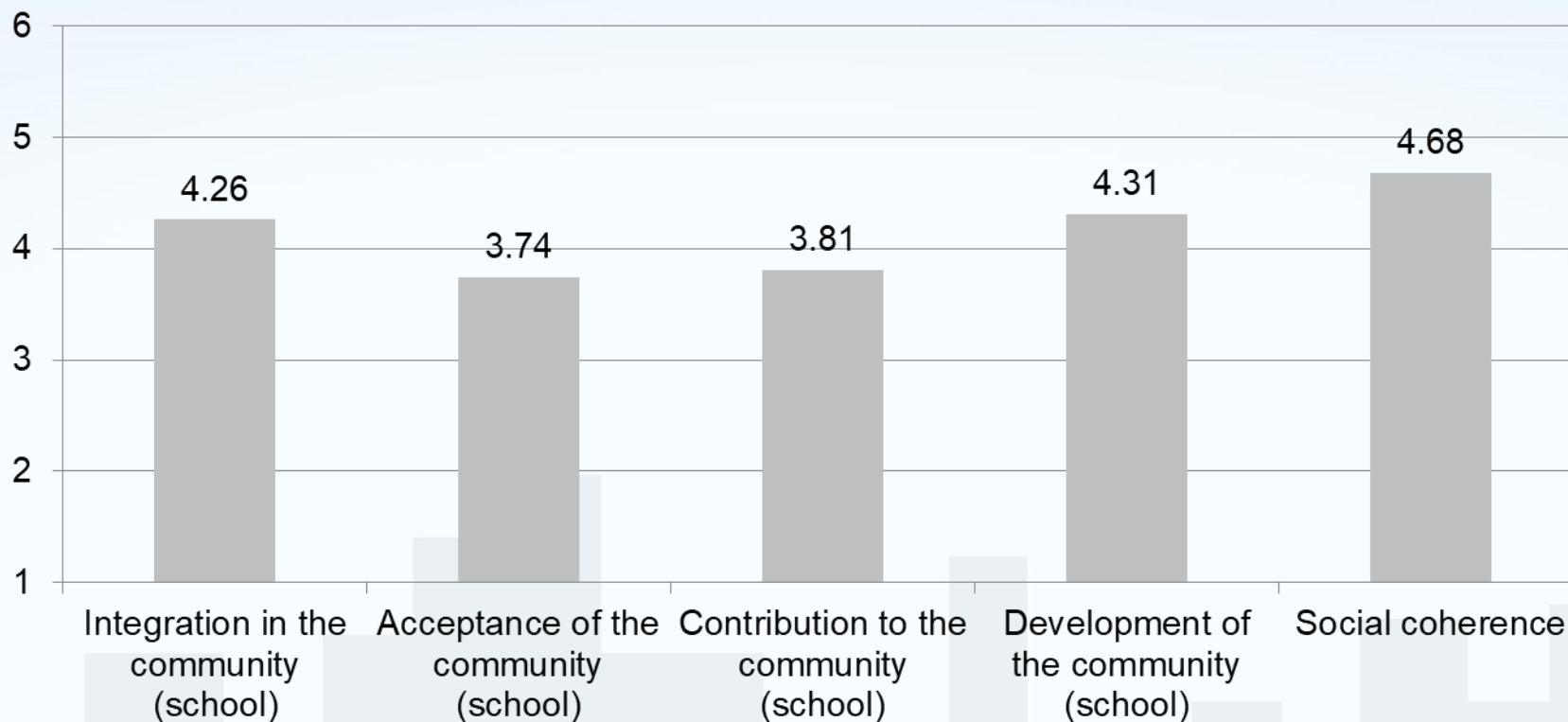
- Individual level results:

**Mental wellbeing: average value of the sub-dimensions (scale 1-6)**



- Individual level results:

**Social wellbeing: average value of the sub-dimensions (scale 1-6)**



# Emotions and satisfaction

- For the purposes of the Index – on the scale of emotions and satisfaction of students in school:



- Most of the 7<sup>th</sup> grade students are more satisfied with their life outside school than with that in school (59.4%). Those who are more satisfied with their life in school than with that outside school account for 18.7%.
- Regarding what is known as "affective balance", in the case of 85.2% of the 7<sup>th</sup> grade students it is in favor of positive emotions. 2% of them reveal no difference between positive and negative emotions, and 12.8% display prevalence of negative emotions

# Mental wellbeing

- For the purposes of the Index: the average indicator of mental wellbeing on individual level is 13.9 points, the maximum being 20



- The components where the highest share of students are in the negative section of the scale are:

- ✓ **controlling the environment** - 25.5%  
(coping with the requirements of the school environment)
- ✓ **Relationships with schoolmates** - 22.4%

# Social wellbeing

- For the purposes of the Index: even though here once again the average value is in the area of positive values, the number of the students with low-level social wellbeing exceeds that of the students with low-level mental wellbeing and with low-level of emotions and satisfaction values



- The most critical dimensions are:
  - ✓ 44.7% of the students have negative indicators for the component **acceptance of the community**, i.e. their experience in school does not provide them with a reason to believe that their classmates are well-meaning, selfless and reliable



# Integrated personal wellbeing

- On individual level we find that:



- The variations in the individual values of the personal wellbeing of 7<sup>th</sup> grade students are most strongly influenced by **social wellbeing - 42%** measured via what is known as the determination coefficient
- Next comes **mental wellbeing with 33%**
- The smallest impact is exerted by **emotions and satisfaction: 25%**

# Satisfaction with school

Средна оценка	Училищна среда	Учители	Съученици
Неудовлетворени (до 3.0)	12.4%	11.9%	14.6%
Средно (3.0÷4.0)	26.9%	24.9%	37.9%
Удовлетворени (над 4.0)	60.7%	63.2%	47.5%

- The satisfaction with teachers is at the highest level
- It is followed by the school environment and the opportunities it offers
- The satisfaction with classmates/schoolmates is at the lowest level

# Satisfaction with school

- Students' overall satisfaction with school assessed on a scale of 0 to 40 points highlights the following groups



- The in-school factors driving the level of satisfaction are:
  - ✓ satisfaction with the teachers - 40%
  - ✓ satisfaction with the school environment 38%
  - ✓ satisfaction with the classmates - 22%

# Satisfaction with school

- In the school world the factor that exerts the greatest influence on students' overall satisfaction is that of teachers

Even in cases of issues in the relationships with classmates or misfortunes in the environment provided by the school, teachers can offset the negative effect with their pedagogical skills and human engagement.

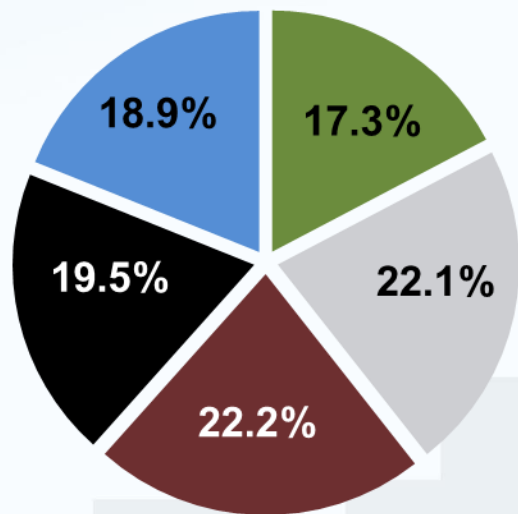


# Satisfaction with school

- There is strong correlation between personal wellbeing and satisfaction with school. Yet, wellbeing explains only 52% of the variations in the level of satisfaction.
- Influence is also exerted by **external factors** such as:
  - ✓ individual level of the expectations and claims vis-à-vis school
  - ✓ a personal idealized idea of what a school should and should not be
  - ✓ conscious or unconscious influence of the so-called significant others (parents, peers)
  - ✓ comparison between one's own school and other familiar schools
  - ✓ comparison between the public image of the school and that seen from within

# Integrated wellbeing and satisfaction index

- The **Integrated wellbeing and school satisfaction index** with a maximum value of 100 points as designed by us indicates the following:



- Много високо равнище на благополучие и удовлетвореност (Над 80 т.)
- Високо благополучие (71-80 т.)
- Средно благополучие (61-70 т.)
- Умерено благополучие (51-60 т.)
- Ниско благополучие сред седмокласниците (под 50 т.) са

# Integrated wellbeing and satisfaction index

What drives students' **wellbeing and school satisfaction to high levels**? The following stand out among the multitude of factors:

- ✓ fair, well-meaning, demanding, but also giving **teachers**
- ✓ the extent to which the class has become a community
- ✓ low levels of harassment and aggression
- ✓ satisfaction with the grades as a measure of the academic performance
- ✓ an environment offering a wide range of opportunities for proving oneself and manifest one's talents
- ✓ sense of own contribution to the community and the school, hence significance for the others
- ✓ the school has blocked the transfer of external (social, ethic, etc.) differences and inequalities to its own world
- ✓ the school offers various forms of development, self-fulfillment and togetherness (extracurricular forms, out-of-school lessons, camps, sports events, excursions, etc.)

# Integrated Wellbeing and Satisfaction Index

The factors that **drive down the value of the Index and ensure a low level of wellbeing and dissatisfaction** are mostly:

- ✓ physical and / or psychological harassment on the part of the schoolmates
- ✓ unfair or insensitive attitude on the part of teachers
- ✓ perfunctory, boring educational process without modern educational techniques, bridges to the world (why and how what they learn is important), without personal engagement on the part of teachers
- ✓ division of the class on various grounds (academic success, interest groups, ethnicity)
- ✓ no opportunities for expression of talents



# Acts of aggression/violence in school

- Physical and mental abuse are part of students' everyday life
- **Only 24.7% of the children have never witnessed a situation where other children were bullied by their schoolmates, while on the other end are those 17.2% that witness such harassment every day.**
- In the past school year:
  - ✓ **44.5%** of the respondents were physically assaulted at least once by a schoolmate of theirs (and 4.1% of them experience this every day)
  - ✓ approximately the same percentage of students (**45.7%**) were threatened with physical injury
  - ✓ **64.2%** were called an offensive name by their schoolmates at least once (while 11% experience this every day)
  - ✓ **69.4%** heard at least once something offensive about themselves that made the others laugh
  - ✓ **54.8%** stated that a schoolmate had broken some of their stuff
  - ✓ **25.3%** were subjected to mental abuse by schoolmates of theirs (a photo or offensive text posted) in Internet

# Acts of aggression/violence in school

- In the case of nearly half of those that had been physically and mentally harassed by their schoolmates this had a significant effect on their personal wellbeing and on their overall school satisfaction.
- **In the case of the other half the teachers and the school environment had neutralized this effect and the acts of aggression factor had no impact on the overall satisfaction.**



# Average wellbeing and satisfaction indicators by settlement

- The Integrated wellbeing and satisfaction index is higher in the small settlements (villages and small towns) and lower in the district centers and in the capital city

Settlement	Emotions and satisfaction *	Mental wellbeing*	Social wellbeing*	Overall satisfaction**	Integrated index***	% of low-level wellbeing
Capital city	12.2	13.3	11.4	23.4	59.0	28.3%
District center	13.1	14.1	12.5	24.9	64.3	19.5%
Small town	12.9	13.9	12.8	26.4	65.7	16.9%
Village	13.4	14.5	13.6	27.2	68.1	13.2%
Average score	13.0	13.9	12.6	25.5	64.8	

\* max 20 points    \*\* max 40 points;    \*\*\* max 100 points

# Average wellbeing and satisfaction indicators by settlement vs. NEA results of schools

2017/ 2018 NEA	Emotions and satisfaction *	Mental wellbeing*	Social wellbeing*	Overall satisfaction**	Integrated index***	% of low-level wellbeing
Less than 30 points	13.4	14.3	13.7	27.7	68.7	12.5%
30÷50 points	13.1	14.0	12.6	25.4	64.8	19.2%
Over 50 points	12.6	13.7	11.1	24.1	62.0	25.0%
<b>Average score</b>	<b>13.0</b>	<b>13.9</b>	<b>12.6</b>	<b>25.5</b>	<b>64.8</b>	

\* max 20 points; \*\* max 40 points; \*\*\* max 100 points

# Wellbeing vs. academic success

- **There is a pronounced interrelation (correlation) between wellbeing and learning.** Wellbeing influences academic success and the latter impacts wellbeing.

Given equal other conditions, students with higher values of the wellbeing and satisfaction index have:

- ✓ higher academic results
- ✓ higher attitudes towards learning and continuing education to higher levels
- ✓ greater satisfaction with their own success

# Analysis at school level

- Out of the 100 schools surveyed **only one** has a **Wellbeing and Satisfaction Index** in the negative segment of the wellbeing scale
- The highest result is 87 points out of a possible maximum of 100
- At school level:
  - ✓ under the emotions and satisfaction indicator: 4 schools have negative results
  - ✓ under the mental wellbeing indicator: 2 schools
  - ✓ under the social wellbeing indicator: 16 schools
  - ✓ under the school satisfaction indicator: 5 schools

# Wellbeing Index vs. 2017/2018 NEA results

The analysis of the link between  
**the Wellness/Satisfaction Index** and  
**the NEA results** highlights a variety of situations

# Wellbeing Index vs. 2017/2018 NEA results

## Situation (A)

- Lowest ranking schools under both indicators

	Index	NEA
School X <sub>1</sub>	49.13 points	19.13 points
School X <sub>2</sub>	54.48 points	15.63 points

## Situation (B)

- With high level wellbeing according to the Index and low NEA results

School Y <sub>1</sub>	87.00 points	17.34 points
School Y <sub>2</sub>	83.13 points	17.49 points

## Situation (C)

- High level of NEA success and relatively low values of the Wellbeing Index

School Z <sub>1</sub>	53.59 points	77.59 points
School Z <sub>2</sub>	55.26 points	66.30 points



# Wellbeing Index vs. 2017/2018 NEA results

- In general, the correlation between the Wellbeing Index and the NEA results is statistically significant, but with a negative sign, which means that at school level the high NEA results of many schools are associated with lower-level wellbeing, while higher-level wellbeing is related to lower NEA results
- The schools where both indicators have high values are closest to the ideal of a good school. Out of the 100 schools surveyed such cases are:

## Situation (D)

	Index	NEA
School D <sub>1</sub>	66.87 points	90.58 points
School D <sub>2</sub>	60.59 points	76.88 points
School D <sub>3</sub>	60.90 points	73.14 points

# Successful School Index

- If we have a measure of students' wellbeing and satisfaction and the NEA results, and both are measured on a scale where the minimum value is 0 points and the maximum one is 100 points, we can configure a summary **Successful School Index** as an average of the two indicators

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\*Максималната стойност на този Индекс е 100 точки



# Successful School Index

- This integral assessment enables the implementation of a holistic approach to school evaluation while simultaneously accounting for:
  - ✓ the extent to which the school manages to perform its core educational functionalong with
  - ✓ the extent to which it manages to create an environment enhancing students' integration, development and socialization.

# Successful School Index

- **This index would be a valuable tool in diagnosing both achievements and issues in school**
- It will make visible the efforts of those schools that for various objective reasons beyond their control work with students belonging to groups at risk
- It will also highlight the issues at schools with excellent NEA results, where students' wellbeing and satisfaction are at a low level
- It will prompt ideas as to how schools should establish an adequate infrastructure of forms of work and approaches that should ease the transfer from personal wellbeing to learning, success and vice versa, as preconditioned on personal level.

# Successful School Index

- In any case, the high values of the Wellbeing and Satisfaction Index generate – besides positive effects on the attitudes towards learning, pursuit of higher achievements and longer-term educational plans – certain additional effects as well:
  - ✓ It reduces the risk of school dropout, truancy, unexcused absences
  - ✓ Personal and community barriers are raised against bullying and aggression
  - ✓ It has a preventive effect with respect to deviant behavior
  - ✓ It reduces the level of stress, anxiety and mental health risks
  - ✓ It creates a more adequate environment for integrating ethnic minority children, children with disabilities and with special educational needs
  - ✓ It is easier for the school to perform its socializing function and in particular to develop students' social competence.

# Как да развиваме благополучието в училище



The sociological surveys under the project have been implemented by:

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