

EXAMINING IRISH EDUCATORS' ATTITUDES REGARDING THE PROMOTION OF STUDENTS' SOCIAL AND EMOTIONAL WELLBEING: PRELIMINARY FINDINGS

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OVERVIEW

- Rationale for research
- Significant findings within literature
- Research questions/methodology
- Thematic Analysis
- Purpose of Thematic Analysis



RATIONALE FOR RESEARCH



Consideration for wellbeing in school gaining international prominence



Recent introduction of NCCA wellbeing guidelines 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



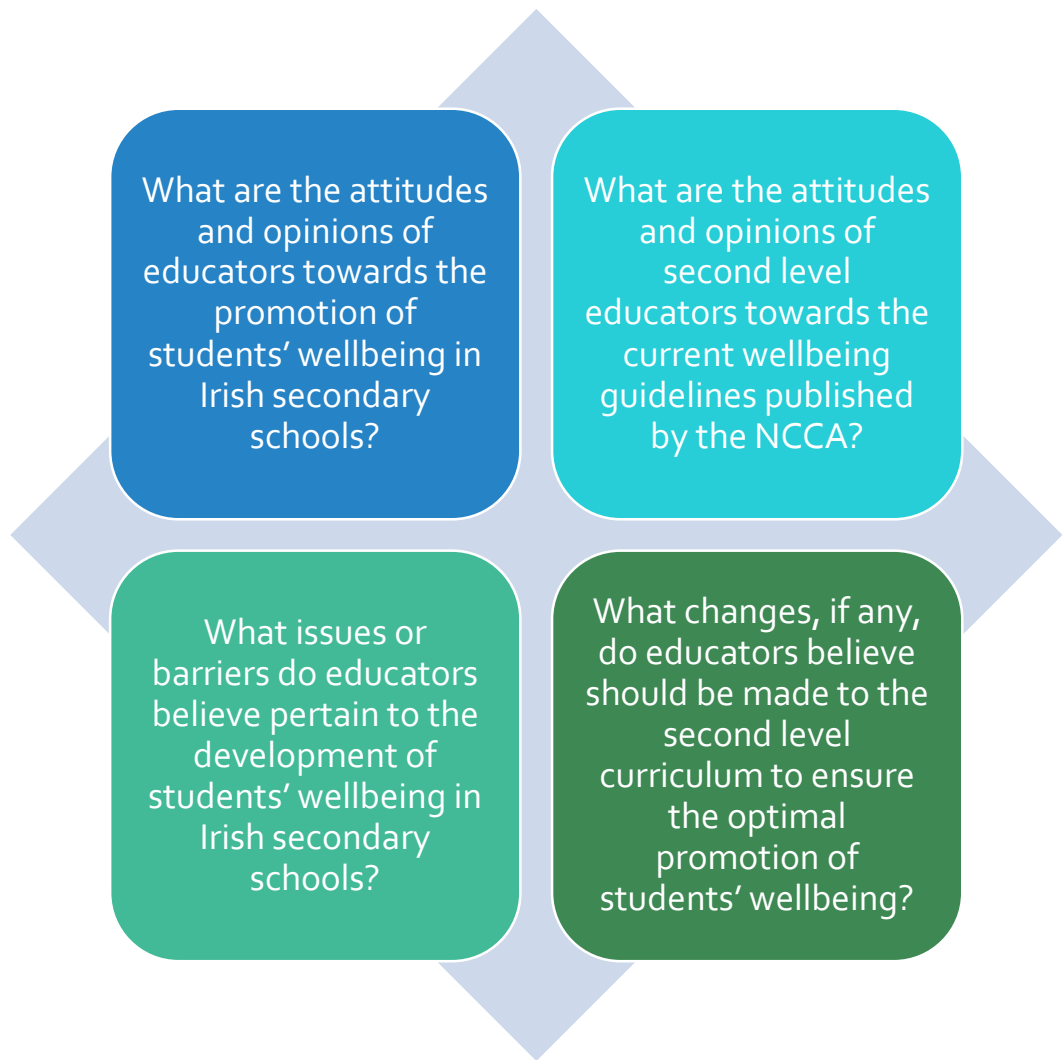
Increased stress with regard to delivering core curriculum



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



Discomfort with delivering aspects of wellbeing curriculum (e.g. Relationships and Sexuality Education)

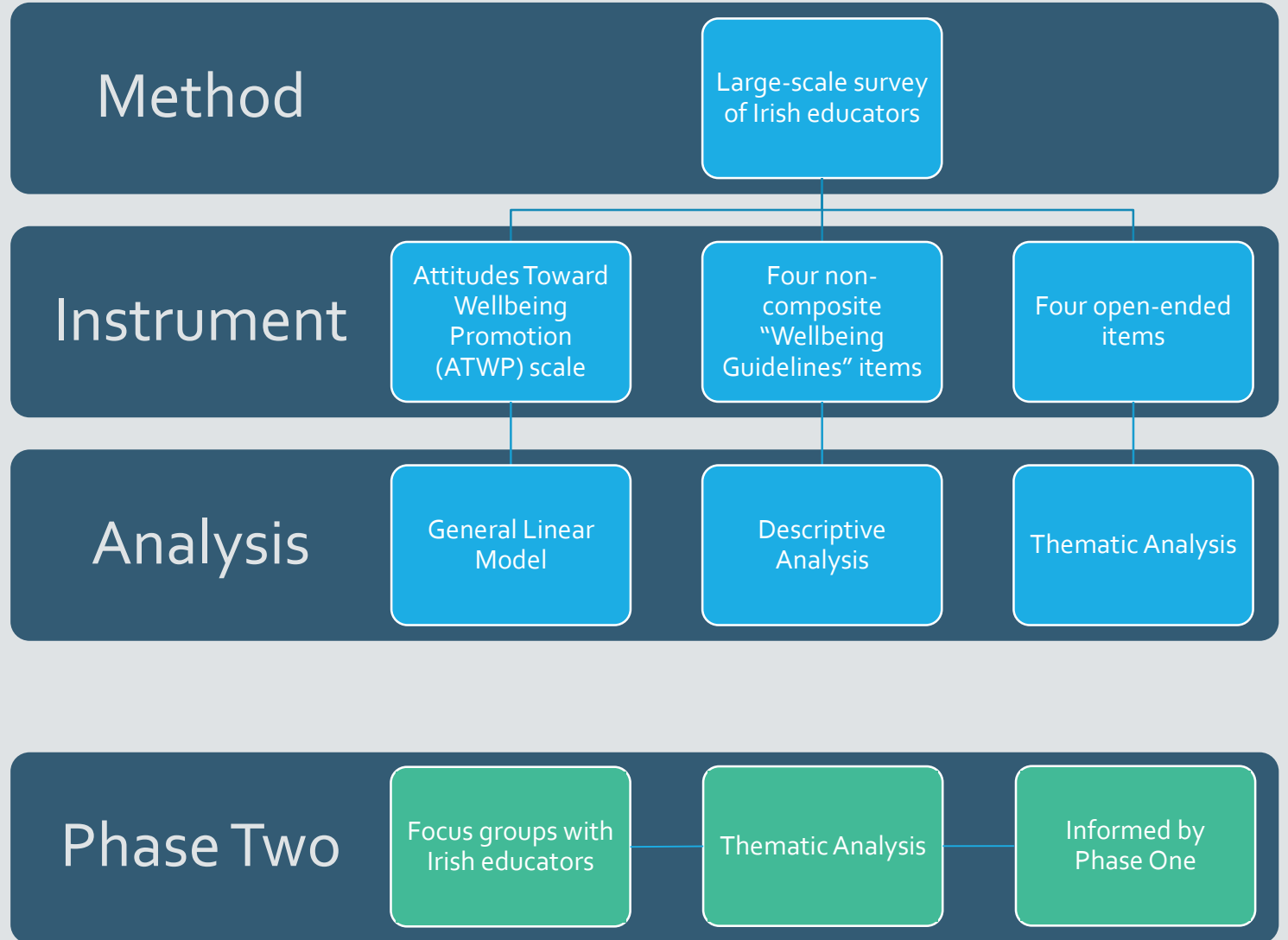


RESEARCH QUESTIONS

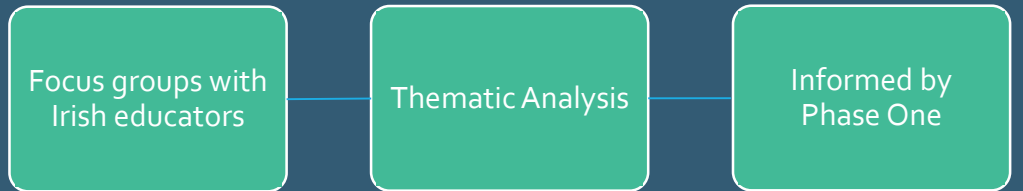
METHODOLOGY

SEQUENTIAL MIXED-METHODS DESIGN

Phase One



Phase Two



PARAMETERS OF THEMATIC ANALYSIS

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi:10.1191/1478088706qp0630a



A total of 47 out of 324 respondents completed at least one (of four) open-ended question



Thematic Analysis conducted in accordance with Braun & Clarke (2006)



Data were double-coded



Kappa/inter-rater reliability scores were considered to be unnecessary within Interpretive paradigm



Fidelity of analysis assessed at thematic level



When the two coding matrices were synthesised, four themes were interpreted from the data

PHASES ONE

THEMATIC ANALYSIS



Theme one:
Best practice in
delivering wellbeing
promotion



Theme two:
Obstacles in
delivering wellbeing
promotion



Theme Three:
Influence of the wider
social context



Theme four:
Impact of wellbeing
promotion upon
educators



THEME ONE: BEST PRACTICE IN DELIVERING WELLBEING PROMOTION

Sub-theme:

Wellbeing promotion should be an active process

Properties

- Leadership and communication
- School culture/whole-school approach
- Be practical in promoting wellbeing
- Regular wellbeing activities and events for students

Example Quotes

“Strong leadership from wellbeing co-coordinator [*sic*] in conjunction with the guidance counselor [*sic*] and management.”

“Implementation of 'Wellbeing' across every subject and as a whole school activity.”

“Practical steps such as eat well, get plenty of sleep, exercise, put down the phone, limit social media.”



THEME TWO: OBSTACLES IN DELIVERING WELLBEING PROMOTION

Sub-theme one:

Difficulty timetabling wellbeing curriculum

Sub-theme two:

Educators require further facilitation to deliver wellbeing promotion

Properties

- Overloaded curriculum/Core curriculum prioritised
- More time required for wellbeing curriculum
- Educator training/support is beneficial, with more required

Example Quotes

“Curriculum too congested.”

“...finding the time to "fit in" the well-being hours.”

“Teachers are not adequately trained and equipped to deal with mental issues.”

“No curriculum developed. Teachers are making it up as they go.”



THEME THREE: INFLUENCE OF THE WIDER SOCIAL CONTEXT

Properties

- More parental involvement
- Impact of social media
- Improved links with external agents, e.g., primary schools

Example Quotes

“Parents need to step up, schools can not monitor and teach children about every aspect of life. Parents need to be more accountable for sure.”

“...perhaps the issues stem moreso [*sic*] from the home and social media which we have absolutely no control over.”

“Links with Primary schools as no idea where they are on Wellbeing.”



THEME FOUR: IMPACT OF WELLBEING PROMOTION UPON EDUCATORS

Properties

- Positive perceptions of wellbeing promotion
- Wellbeing promotion not taken seriously
- Educators' efforts in wellbeing promotion not fully recognised
- Wellbeing of educators should be considered

Example Quotes

"...we all want the best for our students and their wellbeing is crucial ..."

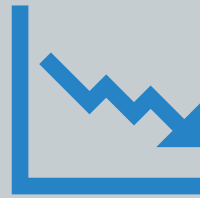
"When there is a school inspection wellbeing comes to the fore otherwise not mentioned."

"Teaching is having a huge strain on my mental health when I'm expected to promote student well-being, but receive no care myself. "

SUMMARY OF THEMATIC ANALYSIS



Whole-school approach implemented through practical measures



Difficulty “fitting in” wellbeing promotion
Lack of training and support for educators



Acknowledge external factors
Parents should be more involved and more accountable

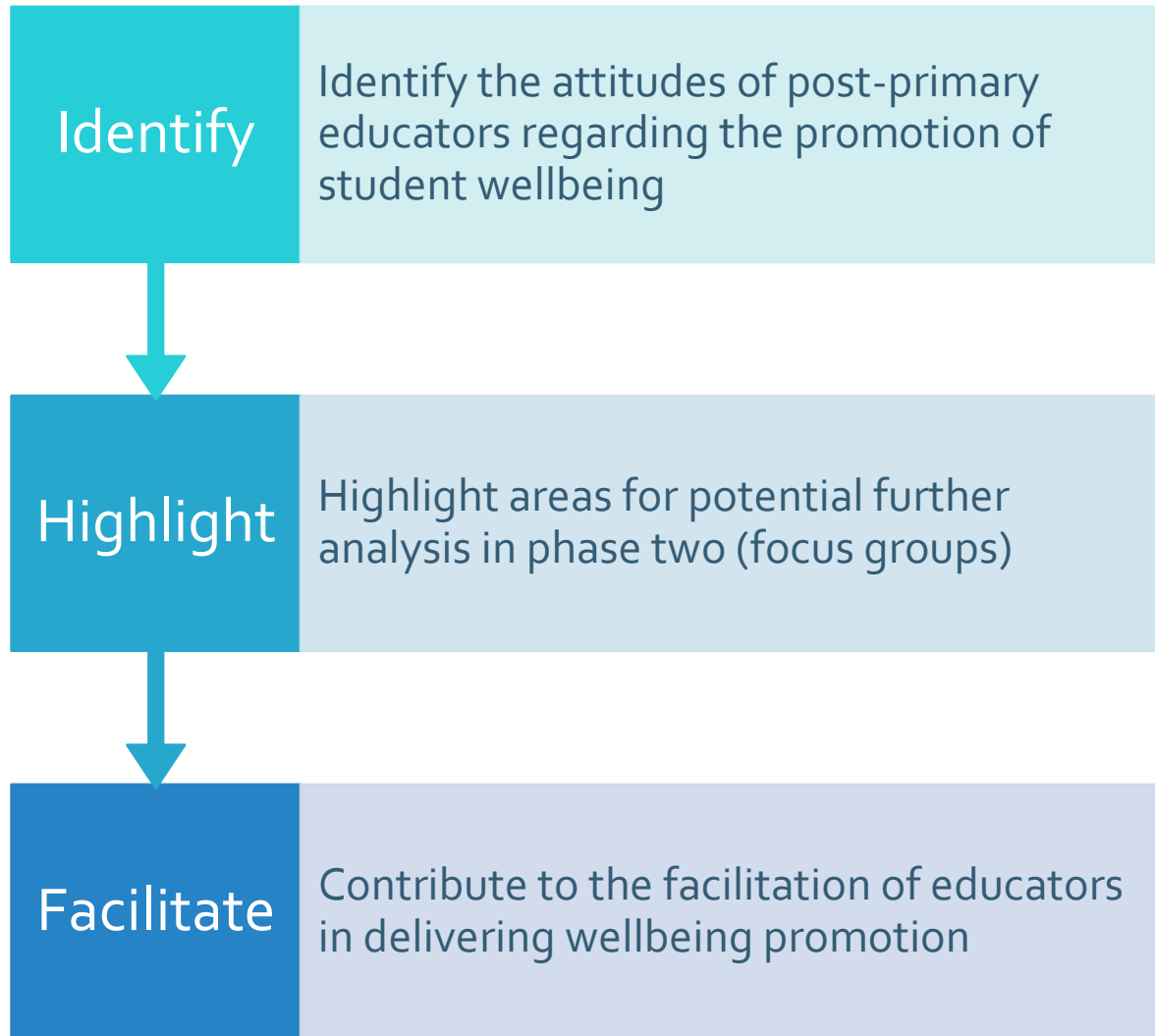


Positive sentiment but educators’ experience of delivering wellbeing promotion should be recognised

LIMITATIONS

- Poor response rate
- Potential lack of clarity in survey questions
- Lack of data regarding the wellbeing guidelines





PURPOSE OF PHASE ONE THEMATIC ANALYSIS

THANK YOU!