

# ***Schools Health and Wellbeing Survey 2010 Analysis***



***Ruairidh Nixon***  
***Intern***

***Allan A Boyd***  
***Senior Public Health Analyst***

# Survey Background

The 2010 Schools Survey is the first follow up in a series of surveys conducted in Glasgow City Schools and is designed to collect data on the Health & Wellbeing of secondary school pupils

- First survey 2007, 2<sup>nd</sup> follow-up to be run in 2014
- Administered to 50% of all S1 to S4 pupils in 30 schools
- 83% response rate
- Total sample size **8282**

The questionnaire asked about a range of different indicators including:

- Demographics
- General Health
- Mental Health
- Self esteem
- Bullying
- Future Aspirations



# What have we analysed?

We have analysed the relationship between Self Esteem, and Strengths and Difficulties with the following variables:

- Upper (S3-S4) or Lower (S1-S2) School
- Been bullied or not been bullied
- Bullying or not bullying
- Future Aspirations
- Long-term limiting illness
- Carer or not
- Antisocial behaviour

# How have we analysed this?

We took the data from the 2010 survey for each variable and carried out the analysis between each pair using a [Chi-squared goodness-of-fit test](#) and [Pearson correlation test](#).

This gave us a p-value and a correlation coefficient which could be used to determine the correlation and association Between two variables.

The statistical results can be found in the technical Report:

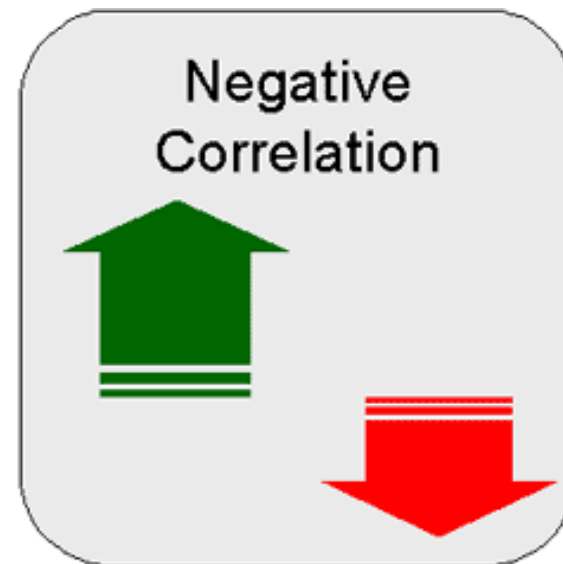


[Ruairidh - Technical Report Final.docx](#)

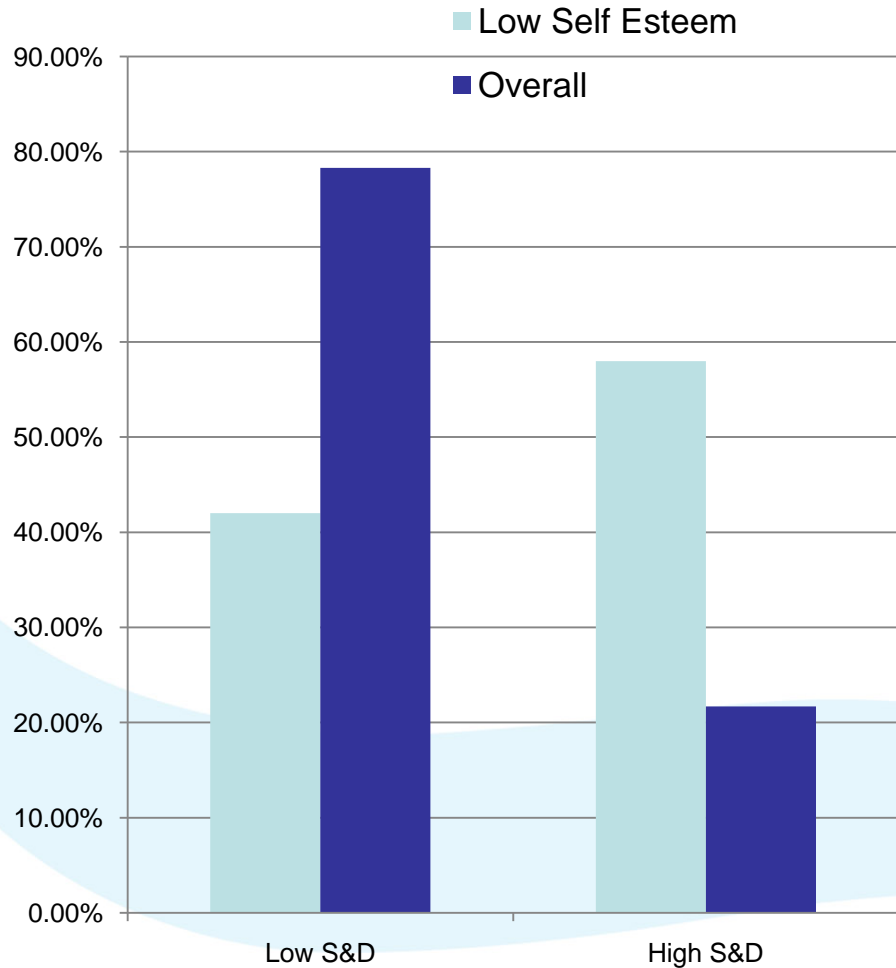
## Self Esteem vs Strengths and Difficulties

The correlation between Self Esteem and Strengths and Difficulties was the strongest correlation between any of the variables. Because of this we only show S&D for the subsequent analysis as it showed greater association.

The correlation was negative – a greater level of difficulties corresponded to a low level of self esteem, and vice versa.



# Self Esteem vs Strengths and Difficulties



- **78%** of all pupils recorded a low level of difficulties
- **22%** recorded a high level of difficulties.

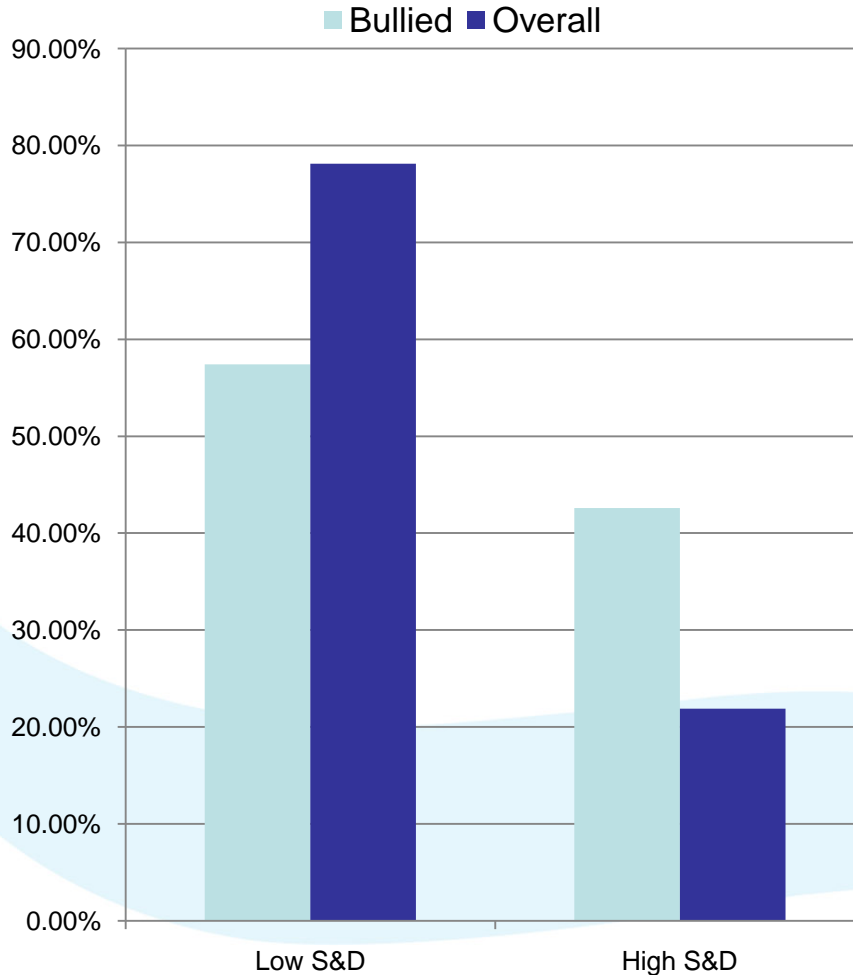
*Of pupils with low self esteem*

- **42%** recorded a low level of difficulties
- **58%** recorded a high level of difficulties.

**This highlights the correlation between strengths and difficulties and self esteem – low self esteem is linked with a higher level of difficulties.**



# Strengths and Difficulties vs Bullied or not

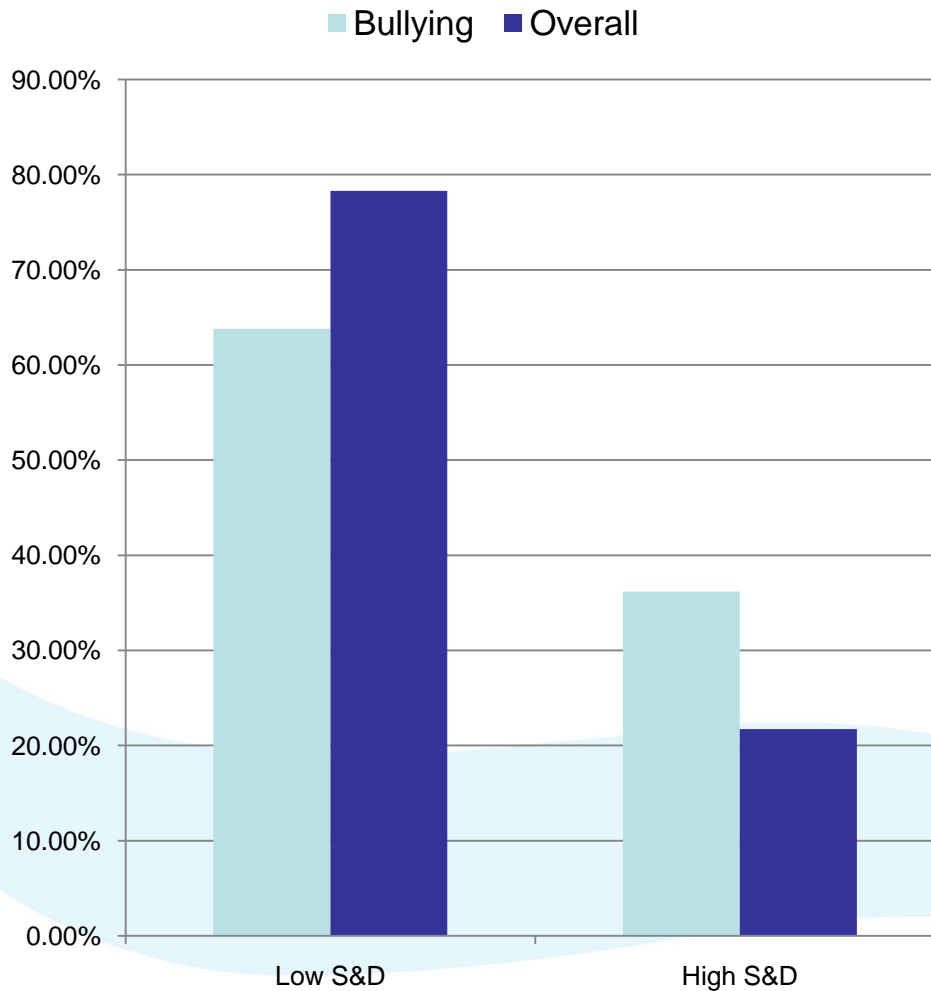


*Of the pupils who had been bullied at some time during the last year*

- **43%** recorded a high level of difficulties.
- **22%** overall
- **57%** of pupils who had been bullied showed a low level of difficulties,
- **78%** overall

**This emphasises the correlation between a pupil that has been bullied in the last year, and greater strengths and difficulties.**

# Strengths and Difficulties vs Bullying or not



- **64%** of pupils who had admitted bullying had low levels of difficulties
- **78%** overall
- **36%** of pupils who had admitted bullying had high levels of difficulties
- **22%** overall

**This illustrates the correlation between bullying and high levels of difficulties.**



# Results and Further Analysis

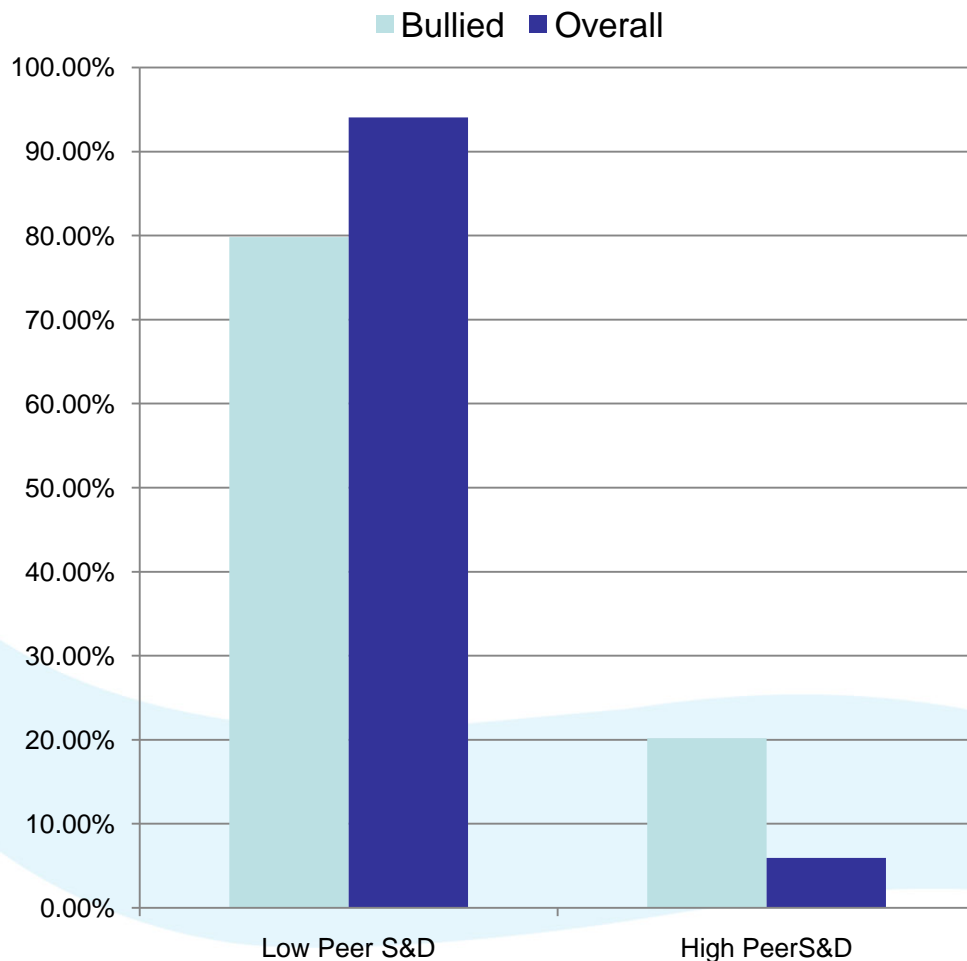
The results show that there are correlations between pupils who have been bullied, or have admitted bullying, and pupils with high difficulties and low self esteem.

We analysed this correlation further by breaking the Strengths and Difficulties indicator down into its components:

- Emotional symptoms
- Conduct problems
- Hyper activity
- Peer problems
- Prosocial

The strongest correlation occurred when we used the Peer Strengths and Difficulties component. We also considered the Conduct Strengths and Difficulties and its correlation with whether a pupil has admitted bullying.

# Peer Strengths and Difficulties vs Bullied or not



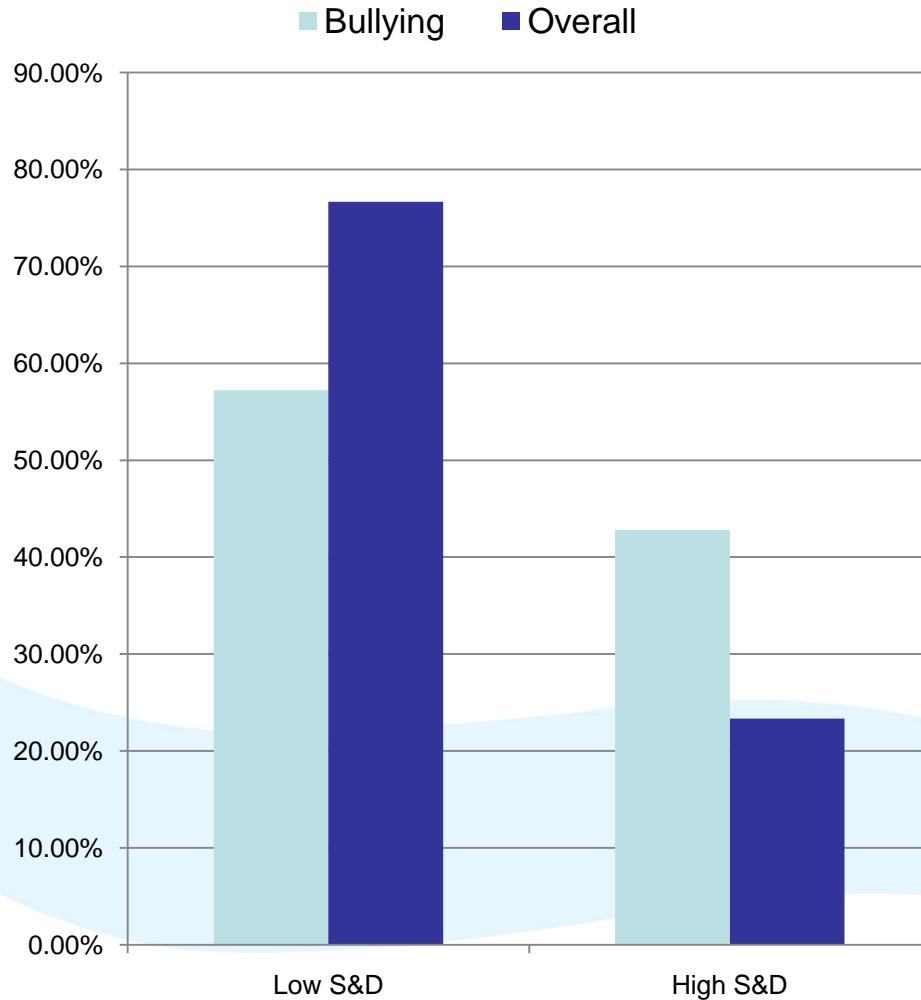
## Overall Sample

- **94%** have *low peer difficulties*
- **6%** have *high difficulties*.

## Of the pupils who have been bullied

- **20%** have high peer difficulties
  - *much greater than the overall average of 6%.*
- **80%** have low peer difficulties
  - *much lower than the overall average of 94%.*

# Conduct Strengths and Difficulties vs Bullying or not



*Of the pupils who had admitted bullying at some time during the last year*

- **43%** recorded a high level of conduct difficulties.
- **23%** overall
  
- **57%** of pupils who admitted to bullying showed a low level of difficulties.
- **77%** overall

## Conclusion

- ✓ Overall, there are no very strong correlations apparent in the survey data. There exist many weak correlations but this does not indicate a causal relationship.
- ✓ Strengths and Difficulties highlight the same trends as Self Esteem, but the correlations are marginally stronger with Strengths and Difficulties.
- ✓ The most notable correlations are Strengths and Difficulties and whether a child has been bullied, and Strengths and Difficulties and whether a pupil has admitted bullying someone.
- ✓ The Peer Strengths and Difficulties component has a particularly strong correlation with whether pupils have been bullied or not.
- ✓ Future Aspirations does not correlate strongly with either indicator, and this may be due to the format of the question.

# Progression to next survey

- *Both the Self Esteem and the Strengths and Difficulties tests are useful indicators of other survey variables, particularly in relation to bullying*

- ✓ this merits the inclusion of both.

- *Our understanding of the survey data could be further enhanced by*

- ✓ including different types of employment in the future aspirations question

*We need to reflect pupils complex aspirations and the differences between their employment ambitions. This may result in greater correlations found.*

- ✓ exploring the relationship between levels of deprivation and Strengths and Difficulties

*We need to develop a proxy deprivation indicator for the survey as gathering postcode data for individual pupils is problematic.*

*% FME per school is useful and could be further refined if combined with information from the GCPH analysis of child poverty data.*

