

Potentials of life-skills programs: Students` and teachers` perspectives on Lions Quest

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Agenda

- Research design
- Results
 - Study 1: Students
 - Study 2: Teachers
- Final remarks & Conclusion



Objectives of the research study

... exploring the „real-life-setting“

*Evaluation and implementation
of the program
„Erwachsen werden“
in Austria*

*→ Effects on social behavior, bullying, school
and class climate and school engagement?*

Research design

1. *Quantitative study*

- **Lions Quest classes compared to control classes**
- long term study over 2 years
- standardized questionnaires
- implementation protocols of Lions quest teachers



2. *Qualitative study*

- **semi structured interviews with teachers** and school principals
- additional online course with students by using a learning management tool
- focus groups with students



2 Lions-Quest workshops for teachers and 4 support meetings conducted by
MMag. Helga Stücklberger (Lions-Quest trainer, Austria)

Study 1: The students' perspective



Students' drawings „active listening“, grade 5

Measures

Strength and Difficulty Questionnaire (SDQ)

(Goodman, 1997)

emotional symptoms , conduct problems, hyperactivity/inattention, peer relationship problems, prosocial behavior

Class and school climate

(Eder & Mayr, 2000)

- learning community
- learner centeredness
- rivalry/disturbance
- social and performing pressure

School engagement

(Veiga et al. 2012)

(German ed. Reicher & Matischek-Jauk, 2013)

data for T2 available

Health behavior

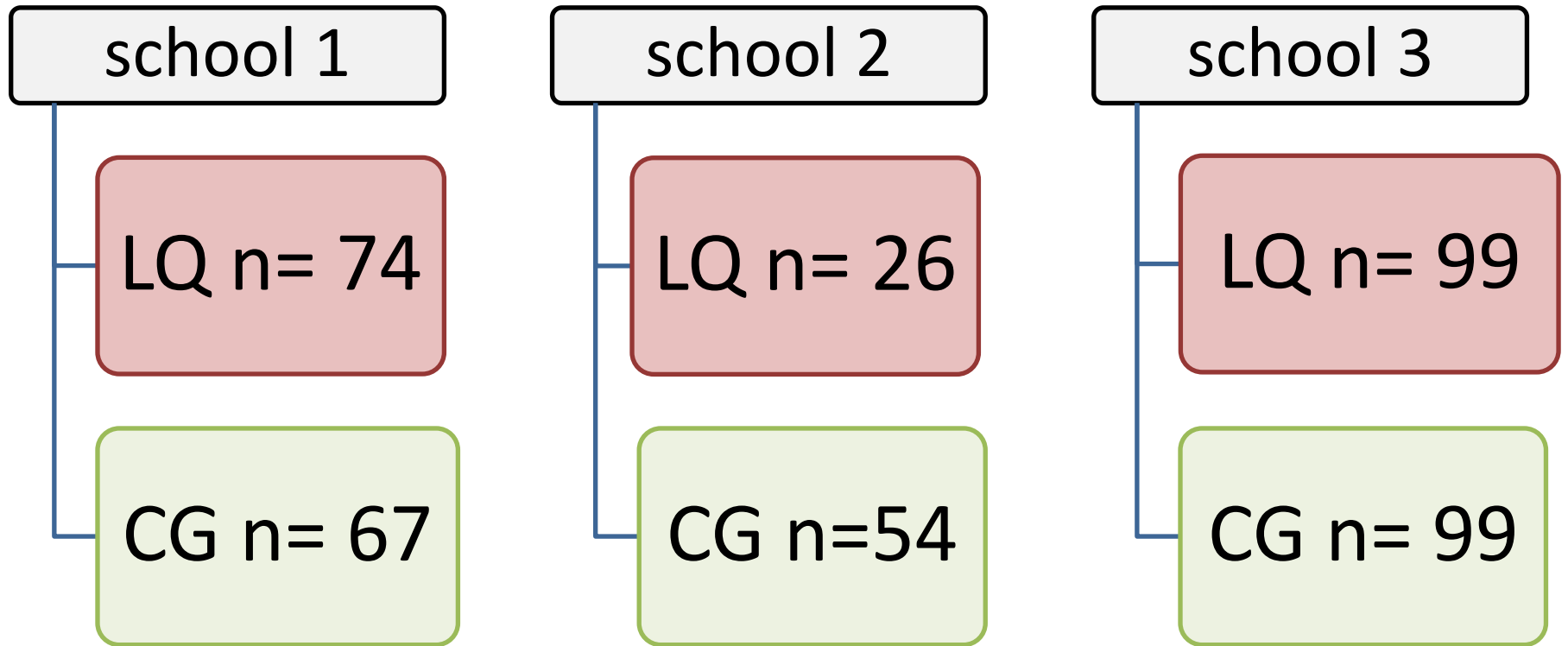
(HBSC, BMG, 2011)

- bullying
- consumption of alcohol and tobacco

Sample N=363

7 LQ-classes (n=167)

9 control group classes (n=196)



Implementation levels

by conducted Lions quest lessons



< 11
lessons

low



11-40
lessons

average

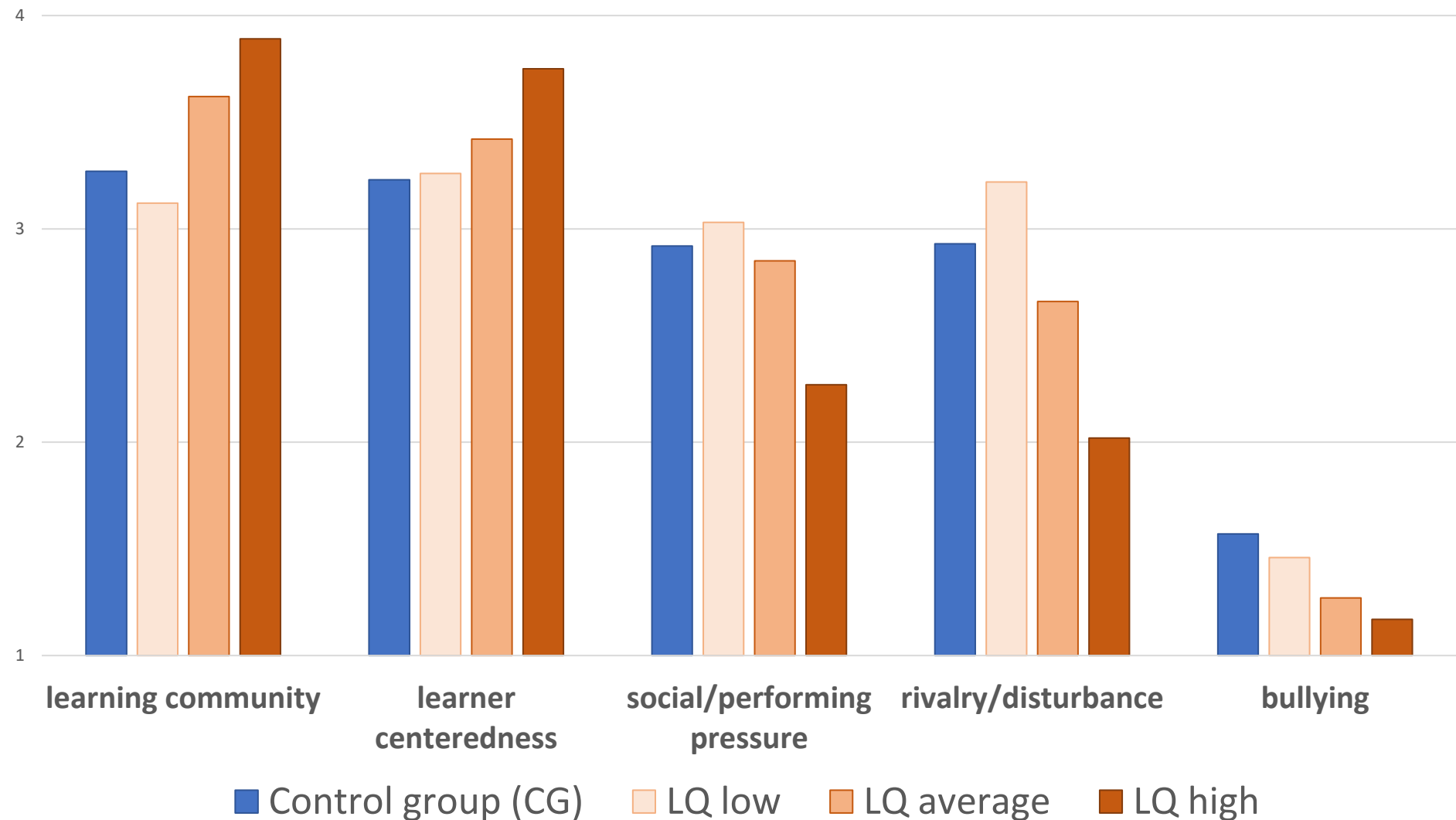


> 40
lessons

high

based on teachers` implementation protocols

Results: Control group compared to Lions Quest groups by implementation levels after 2 years training



means at T2

Multilevel-analysis: school climate and bullying

effect	learning community	student centeredness	rivalry/ disturbance	social and performing pressure	bullying
T1	0.32	0.47	0.48	0.52	0.23
low Implementation	-0.19	0.08	0.37	0.18	-0.16
average Implementation	0.40	0.31	-0.32	-0.14	-0.43
high implementation	0.71	0.60	-0.81	-0.50	-0.55

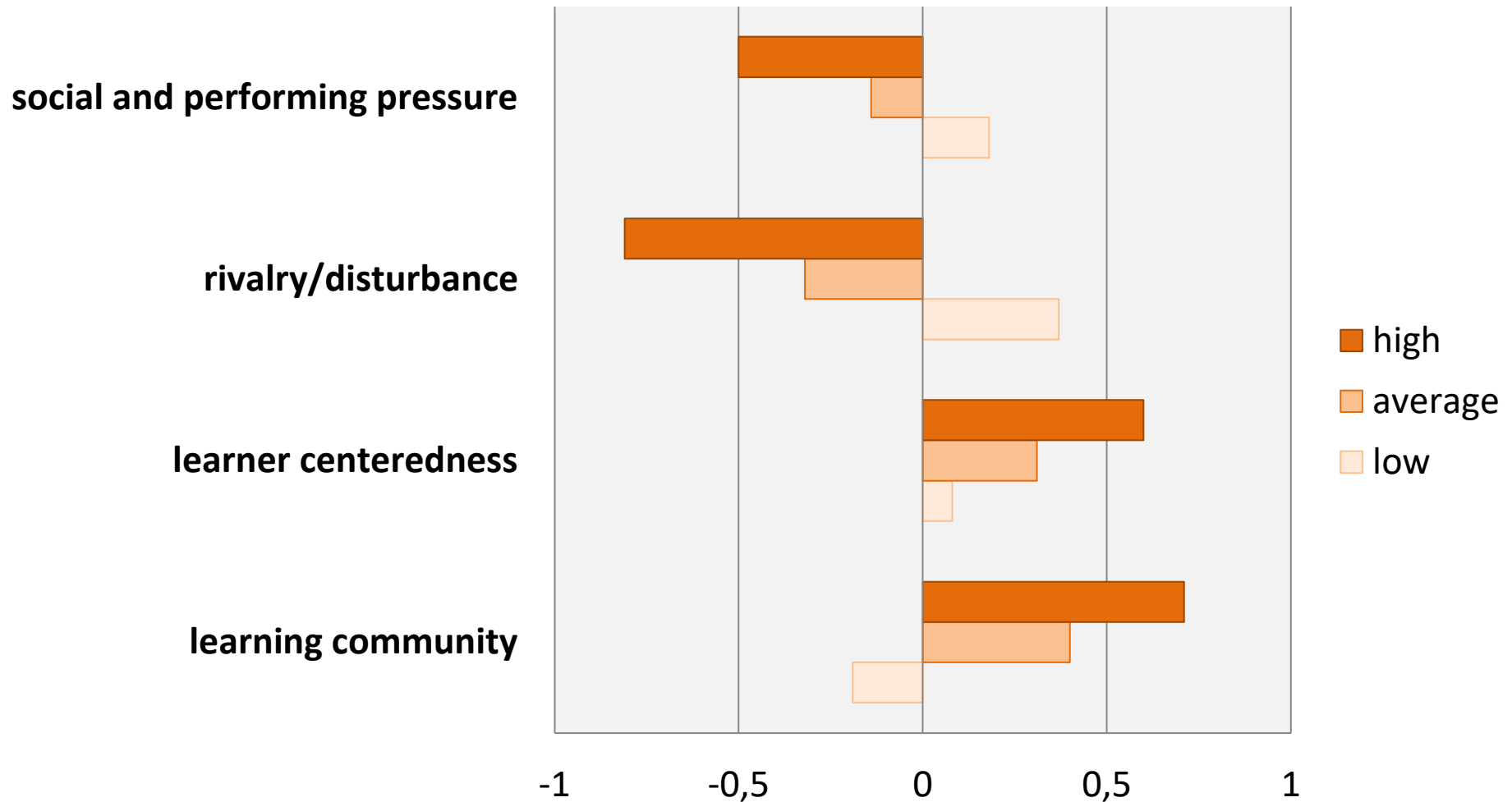
fixed effects

controlled for initial values (T1)

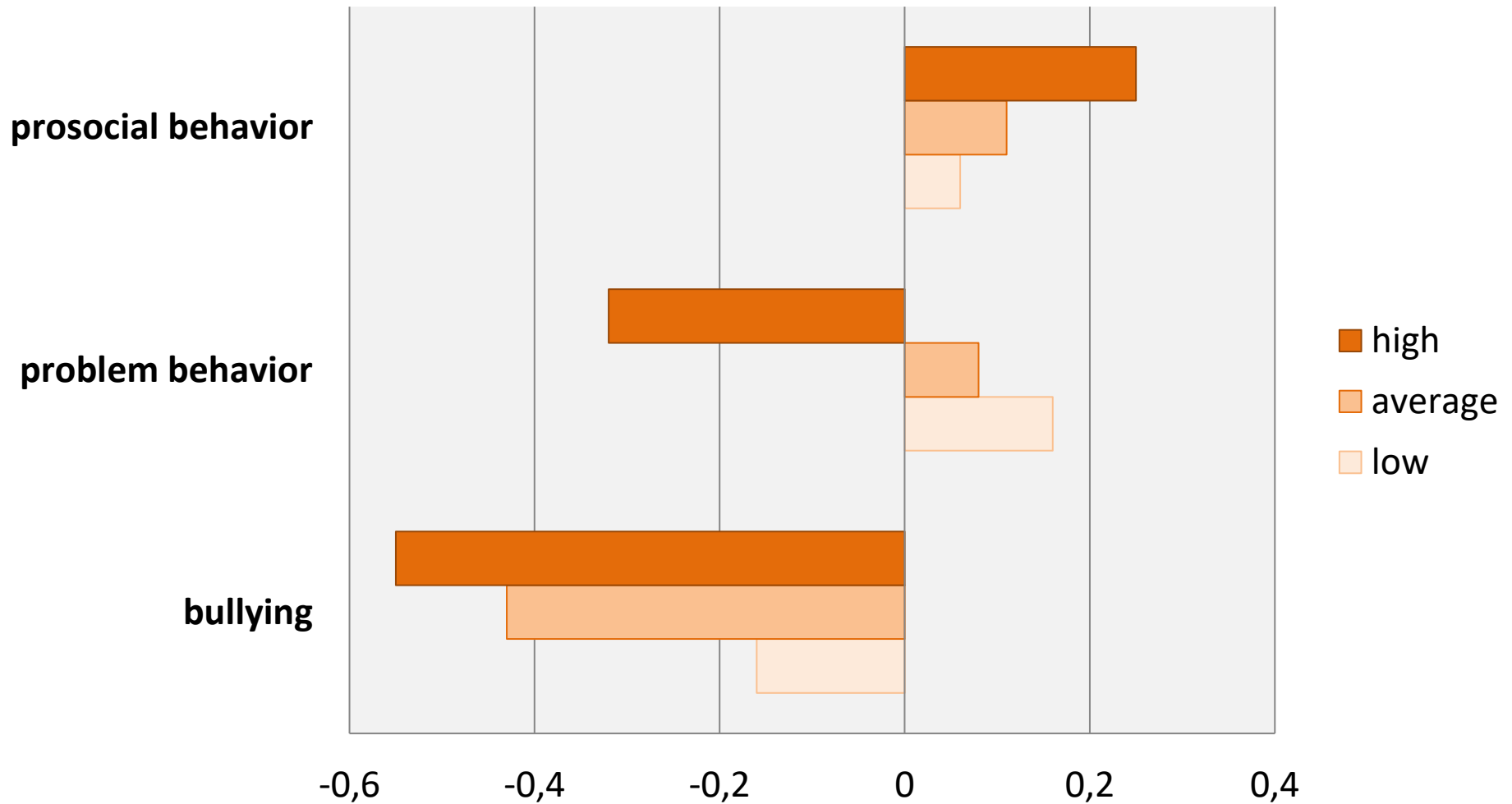
dummy coding of Implementation-levels: CG vs. LQ low- average-high

significant effects ($p < .05$): bold

School and class climate (T2-T1)



Social behavior and bullying (T2-T1)



differentiated means T2-T1

Multivariate variance analysis: School engagement

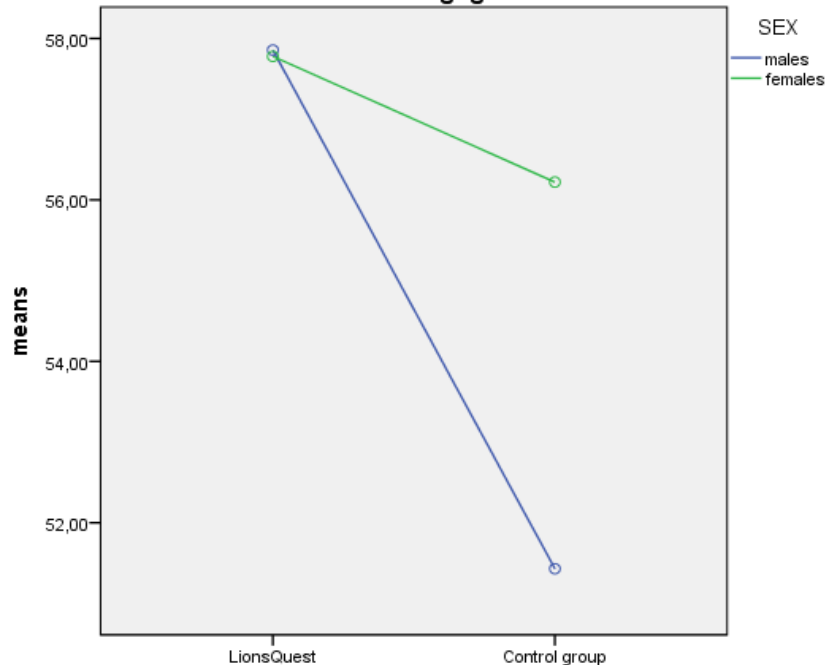
Tests der Zwischensubjekteffekte

Abhängige Variable: Summenscore, SES zu t3

Quelle	Typ III Quadratsumme	df	Quadratischer Mittelwert	F	Sig.
Korrigiertes Modell	3056,232 ^a	3	1018,744	12,671	,000
Konstanter Term	970349,406	1	970349,406	12069,337	,000
GRUPPE_neu	1240,138	1	1240,138	15,425	,000
GESCHL	431,873	1	431,873	5,372	,021
GRUPPE_neu * GESCHL	461,469	1	461,469	5,740	,017
Fehler	30631,602	381	80,398		
Gesamtsumme	1185369,000	385			

School engagement scores
significant higher after LQ:
- for **females**,
- for **the LQ-group**

School engagement scores



Significant interaction
effect:
- **males in the LQ-group**
score significant higher!!

Study 2: The teachers perspective

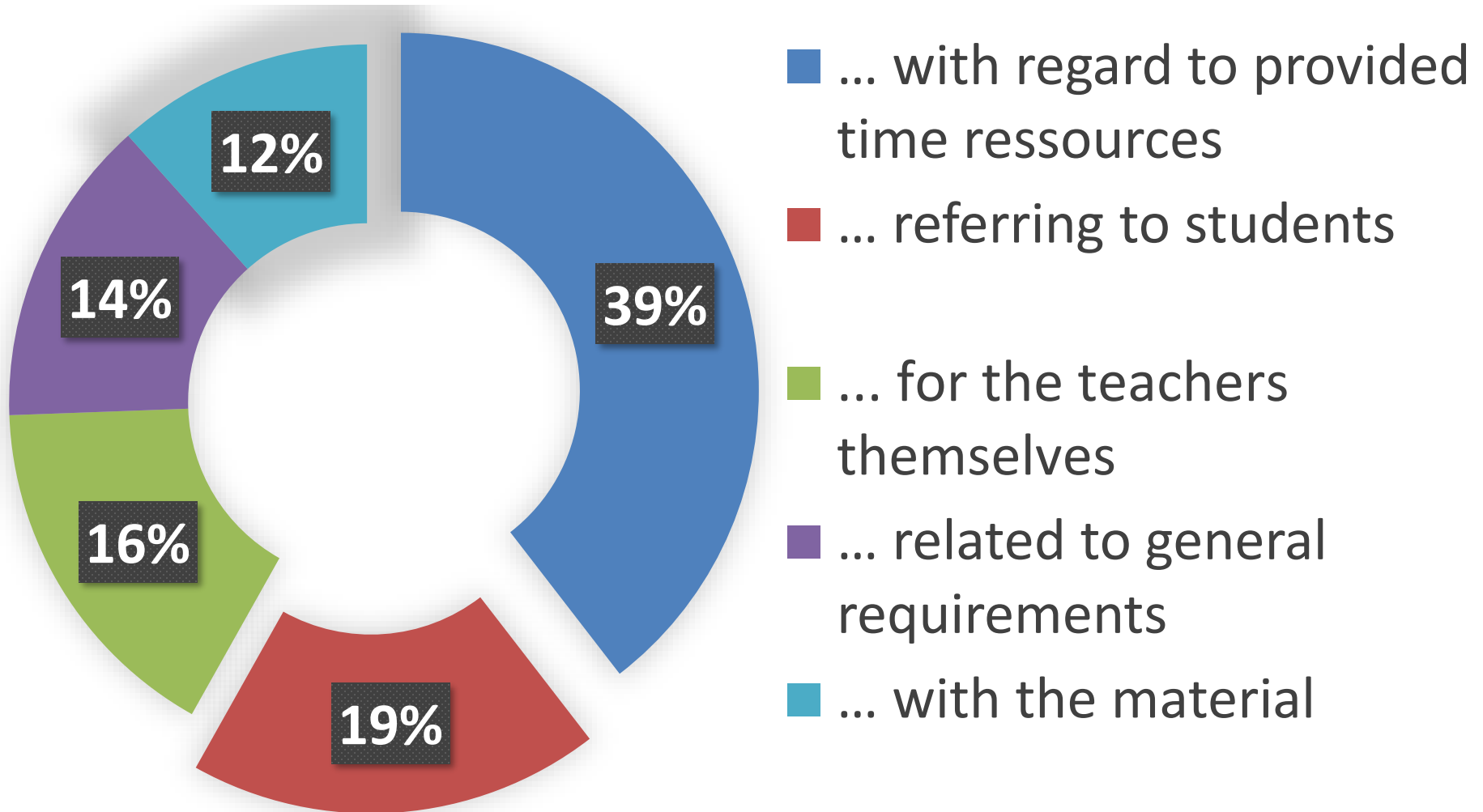


Research interviews



- **N = 5 Lions Quest teachers** with low and high implementation levels
- semi structured interviews after 2 years of Lions Quest
- qualitative content analysis with inductive category development (Mayring, 2014)

Implementation problems in the view of Lions Quest teachers ...



N = 5, 43 codings

Implementation problems:

Teachers statements

Time resources: (39 %)

- Less time for Lions Quest sessions may lead to reductions in some classes
- Difficulties to arrange cooperation meetings with other teachers
- Sometimes LQ is rather used for trouble shooting than as a preventive program because lack of time

„I definitely did not deal with certain topics“

(Interview 2)

Implementation problems:

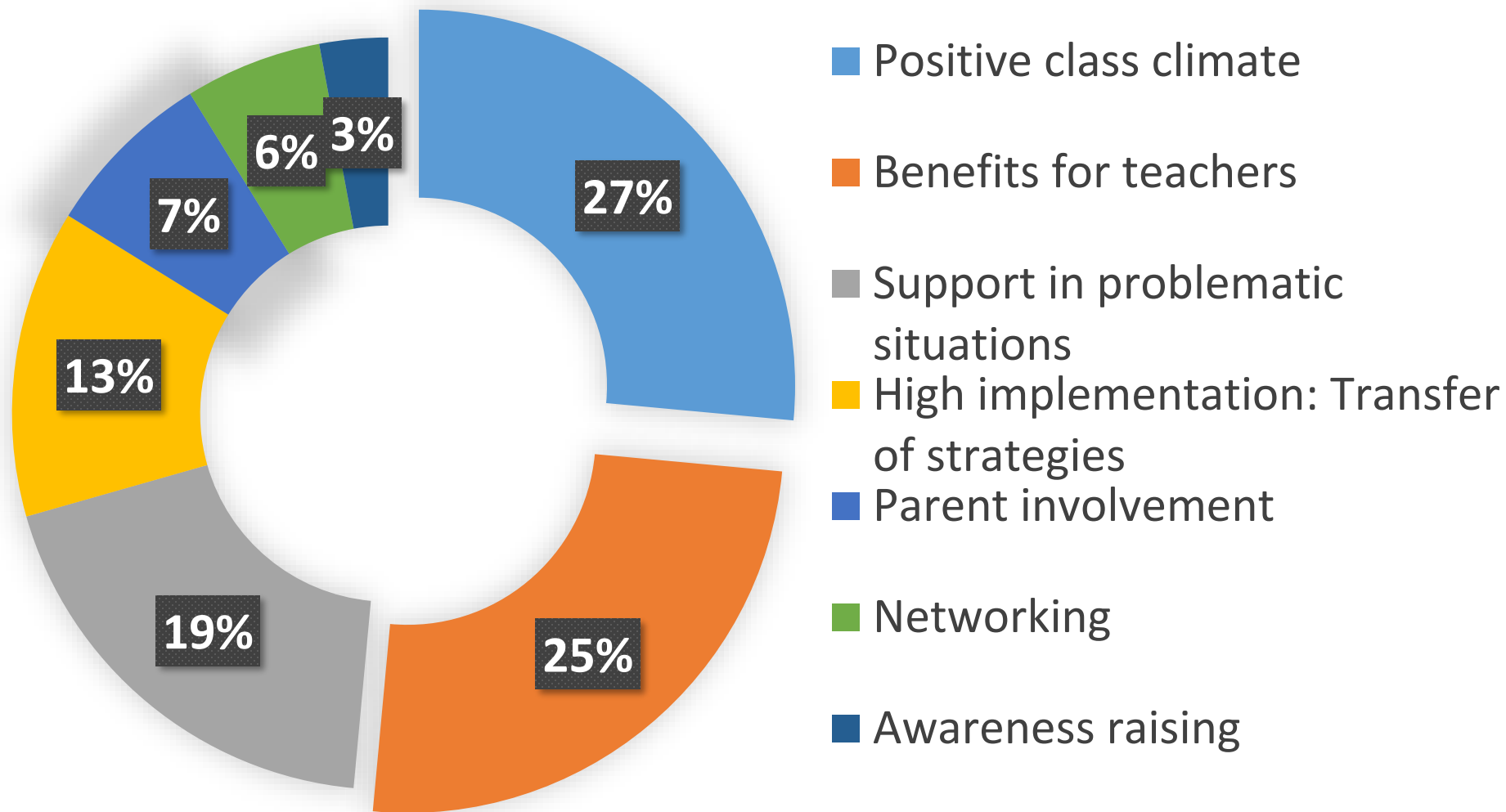
Teachers statements

Problems with students (19 %):

- sometimes starting a lesson is not so easy – students are sceptical
- adolescence is a challenging phase of life – students have problems talking about feelings and personal matters
- boys seem to be less focused in LQ-lessons

„Boys think and act different in this age and therefore they cheated a lot“ (Interview 4)

Positive program effects in the view of Lions Quest teachers ...



N = 5, 68 Codings

Positive program effects: Teachers statements

Positive class climate (27 %):

- Outstanding students better accepted and involved, friendlier treated
- LQ-classes are more tolerant
- Fewer conflicts, less intensive, easier to be handled by students themselves

„(...) many colleagues see the benefits for the class atmosphere“ (Interview 3)

Positive program effects:

Teachers statements

Benefits for teachers (25 %):

- personal gain of knowledge and competencies
- LQ supports teachers in better focusing and organizing their lessons
- school day is easier to handle for teachers especially for younger colleagues

„There is no need for judging all the time. This is very, very comfortable to me.“ (Interview 5)

Conclusion

Bridging the gap between research and practice



„Little effects little“

Continuous work with LQ is necessary – at least with average implementation level to gain the intended effects



„Support is needed“:

Especially more time resources and support meetings should be provided to implement the program on a high level of quality



„Knowing does not mean doing“

Implementation structures are needed (e.g. LQ coordinator in schools) as important signal for SEL
(diffusion of innovations - Oldenburg & Glanz, 2008)!

Literature & publications

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- OPTIONALE FOLIEN bzw
ZUSÄTZE

School engagement

Multidimensional construct ...

- **Emotional component:** be interested, identification with school
 - **Behavioral component:** to participate, to perform
 - **Cognitive component:** self regulation, learning targets
- school engagement is important for (high) performance and to prevent early school leaving (Appleton et al., 2008)
- Multivariate variance analysis showed ...
- **girls** in general and girls in Lions Quest classes show significant **higher school engagement**
 - **boys in Lions quest classes** showed significant higher school engagement scores (Reicher & Matischek-Jauk, 2015)

Conclusion

