

Summary of Challenge Day Student Survey Data Collected from 09/05/2006– 06/13/2008

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This summary contains information about the Challenge Day Student Surveys collected from September 5, 2006 through June 13, 2008.

Purpose of This Summary

This summary is a follow up to the report for data collected during the 2005/2006 school year, as well as a wrap-up for all data collected for this particular survey instrument. After the last summary, we concluded that the survey with which this data was collected was not the most effective instrument to measure the effects of Challenge Day.

This summary is the second, large-scale data collection and exploratory study performed by Challenge Day. There were a total of 11,022 surveys collected for this analysis. Of these, 8,527 respondents had not attended a Challenge Day and 2,495 had attended a Challenge Day.

This analysis seems to strengthen the conclusions of the first summary; the shifts in self-reported student attitudes are primarily positive. There are many variables that are not accounted for in the administration and timing of the survey, for instance when schools administer the surveys one week after Challenge Day, six months after Challenge Day, etc., which could affect participant responses.

Survey Content

The Student Survey consisted of 37 statements, divided into six factors. The statements for the 6 factors used a scale of -3 (strongly disagree) to +3 (strongly agree). The factors and statements included for each factor are as follows:

- 1) **Relationship Skills:** I speak up when problems arise, I am good working w/others, I am good at improving relationships, I ask others for feedback, I provide feedback to others, I am comfortable being a leader, I am good at facing conflicts, and resolving them.
- 2) **Respect & Safety:** I am open minded, I respect people, I am a loving person, I feel safe here at school, I am accepting of fellow students.
- 3) ***Bullying:** I see students tease each other, I see teachers tease students, I tease other students, I see students hurting others physically, I hurt others physically, I hurt others emotionally.
- 4) **Academic Skills:** I am interested in coming to school, I am a good listener, I am involved in extra-curricular activities, I do my homework, I get good grades, Adults listen to me.
- 5) ****Loneliness:** I am lonely, I feel lonely when I'm at school
- 6) **Emotional Expression:** I share my feelings easily, I can easily express feelings.

**An increase in agreement with these statements indicates an increased awareness of teasing and physical bullying.*

***An increase in agreement with these statements indicates an increase in awareness of feelings of loneliness.*

Method of Gathering Survey Data

Schools were asked to administer the Student Survey to students prior to their scheduled Challenge Day(s). The surveys were to be given to a random sample of students, some of whom would attend the Challenge Day program and some who would not. In cases where schools planned to include their entire student body, all students were asked to complete the survey.

The schools administered the survey again 4-6 weeks prior to the end of their school year, or 60 days after their Challenge Day(s), whichever date was latest. In a few cases, less than 60 days elapsed between the pre and post-Challenge Day surveys, because the Program occurred late in the school year.

Limitations

Schools administered the surveys as best fit their schedules and resources. This resulted in surveys that were given at different times of the year, no defined control groups, and lack of control by Challenge Day regarding the length of time before and after the program for survey administration. The only variable considered is whether or not a student has attended Challenge Day. Not considered are data about the percentage of school population attending, gender, ethnicity, socio-economic factors, other school programs that might impact Challenge Day's effectiveness, or what Challenge Day follow up activities were conducted by the school.

Method of Analysis

A frequency distribution table was used to analyze the data. Responses were grouped into three categories: Negative (responses of -1 to -3), Neutral (responses of 0), and Positive (responses of 1 to 3). The percentage of responses in each category was calculated. Then a comparison was made of those who had never attended a Challenge Day to those who had attended a Challenge Day to find out if there were any shifts in each category.

The comparison was calculated for each statement in the survey. Then the comparison was calculated for each factor by averaging the responses in each category (Negative, Neutral, and Positive) for the statements included in that factor.

Analysis of Individual Statements

Of the 37 statements on the survey, six statements showed more than a 3% difference between those students who attended a Challenge Day when compared with those who did not. To understand more concretely what this may mean, we can extrapolate these figures to the entire population. Theoretically, if every person who had not attended a Challenge Day also completed a survey after attending a Challenge Day, and assuming these figures are reliably consistent, each percentage point would represent ¹85.27 participants. In the summary below, we are including these extrapolated numbers in order to better understand how the program is impacting real people.

Students who attended a Challenge Day reported that they:

- Share feelings more easily (a positive shift of 6.36%, - 542 participants)
- Feel safer at school (a positive shift of 3.69% - 315 participants)
- More likely to notice (more aware of) when teachers tease students (3.17% shift from not seeing to seeing – 270 participants)
- Increased participation in extracurricular activities (a 4.81% positive shift – 410 participants)
- Ask others for feedback more readily (positive shift of 3.18% - 271 participants)
- Are comfortable being leaders (positive shift of 3.76% - 321 participants)

¹ This figure was arrived at by applying the percentage to the 8,527 respondents who had not attended a Challenge Day.

These positive shifts are consistent with the analysis of the 2005/2006 survey data.

Additionally, all of the remaining statements' responses, except for three, showed positive shifts, ranging from 0.04% (I support my friends) to 2.98% (I provide feedback to others). The three exceptions to the positive direction of the responses were: 1) a negative shift of 0.74% to the statement "I do my homework"; 2) a negative shift of 0.82% to the statement "I feel lonely"; 3) a ²negative shift of 2.12% to the statement "I feel lonely at school". Though this survey does not provide us with enough information to make definitive conclusions about reasons for any of the shifts, we can make some inferences. Because there were positive shifts to sharing feelings, asking for feedback, and feeling safer at school, this seeming shift towards feelings of loneliness may possibly be attributed to an increased self-awareness about emotions in general, just as there were increases in reported awareness of bullying and teasing.

Analysis of the Six Factors

	Not Attended				Attended				Comparison		
	Negative	Neutral	Positive		Negative	Neutral	Positive		Negative	Neutral	Positive
Relationship Skills	13.31%	15.37%	71.32%		12.73%	13.39%	73.88%		-0.58%	-1.98%	2.56%
Respect & Safety	7.66%	9.05%	83.28%		7.49%	7.68%	84.83%		-0.17%	-1.37%	1.54%
Teasing & Bullying	47.26%	15.37%	33.90%		47.84%	14.58%	35.33%		0.58%	-0.78%	1.43%
Academic Skills	15.36%	10.98%	73.67%		15.16%	9.71%	75.13%		-0.19%	-1.27%	1.46%
Loneliness	12.24%	69.03%	18.73%		68.80%	11.00%	20.20%		56.56%	-58.03%	1.47%
Emotional Expression	31.60%	17.87%	50.53%		27.62%	16.43%	55.95%		-3.98%	-1.43%	5.42%

Relationship Skills

Asking others for feedback and feeling comfortable being a leader were higher for students attending the Challenge Day program. The other statements included in this factor had positive shifts.

Respect and Safety

There was a 3.69% positive shift to the statement "I feel safe here at school." Students who attended a Challenge Day also reported that they were more open-minded, were more accepting of fellow students, and were more likely to consider themselves as loving persons.

Teasing and Bullying

Students who attended the Challenge Day program reported being more aware of (seeing more) teasing between students and between teachers and students. They were also more likely to report that they had hurt others emotionally or physically, which indicates increased awareness of how they have hurt others – emotionally or physically.

Academic Skills

There was a 4.81% shift towards participating in extracurricular activities for students who had attended a Challenge Day. In addition, there were small positive shifts to the statements, "Adults listen to me", "I get good grades", "I am interested in coming to school", and "I am a good listener." As noted above, there was an insignificant negative shift to the statement, "I do my homework."

² Because agreement to the two statements about loneliness is considered negative, an increase in agreement to these statements is considered a negative shift.

Loneliness

Students who attended Challenge Day reported feeling slightly more (0.82%) lonely overall and more lonely at school (2.12%) than students who did not attend Challenge Day. These results seem to contradict the results from the previous analysis. Though the shift towards feelings of loneliness is insignificant, it may possibly be attributed to an increase in emotional self-awareness.

Emotional Expression

The most significant positive shift occurred in the area of Emotional Expression, where there was a 5.42% positive shift for the factor. Students who attended Challenge Day reported that they shared their feelings more easily when compared to students who did not attend Challenge Day.

Conclusions and Future Plans

This analysis from the student survey data collected from September 2006 through June 13, 2008, continues to be encouraging for the Challenge Day program.

Challenge Day has created a new student survey to more accurately measure the subjective, perceived emotional impact of the Program and continue to gather data. We will begin using this new survey during the 2008/2009 school year. It will be administered immediately after the program day to measure the students' perceptions of change in targeted areas. A survey will not be administered prior to Challenge Day program, and only those students who have attended a Challenge Day program will participate.