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**LIONS-QUEST MANITOBA
PROGRAM EVALUATION**

Abstracted Interim Report

Lions Quest Program such as Skills for Growing and Skills for Adolescence are Being implemented in schools in Manitoba. The program mission statement, goals and components are outlined in each of the programs being implemented at the Early, Middle and Senior Years levels.

This study was carried out by the Research Division, Faculty of Education, Brandon University, at the request of Lions Quest in Manitoba. The study was designed to assess the effectiveness of Lions Quest training and level of program implementation and achievement.

The research design included a post-test Likert-type five point questionnaire as well as interviews with principals and teachers implementing the program. The questionnaire was divided into conceptually integrated cluster segments that are based upon the general goals of the Lions Quest Program. Each segment of the questionnaire was designed to provide a leitmotif, internally consistent data on the integrated concept cluster.

The survey was organized into the following parts:

- 1) Demographic Data
- 2) Workshop Training Assessment
- 3) Implementation Concerns
- 4) Student Changes and Outcomes
- 5) Teacher Changes (as a result implementing the program)
- 6) Administrators' Perceptions

Participants

Seventeen schools including two Aboriginal schools (First Nations) participated in the study. The schools were randomly selected from the urban and rural areas in the South, Southwest and Parkland regions of the province. Approximately two hundred teachers in the early and middle grades including their principals participated. Their teaching experiences ranged from five to over thirty years of service.

The survey data is currently being analyzed with the aid of the most recent version (11) of the SPSS program. The SPSS computer program provides readable data that aids in the analysis. Reliability coefficients were calculated for all the segments of survey and standardized alpha of 0.95-0.97 were available for the teachers and 0.76 for the principals. The data indicate a high level of internal consistency and, therefore, reliability of the survey.

The results of the survey indicate very strong support for the program by both teachers and principals. Due to logistical constraints, parents were not surveyed, but their inputs were assessed in the survey. On the whole, analysis of variance (ANOVA) revealed few significant differences between rural and urban schools, but across the province age/experience appeared to be a major factor in the level of implementation. There appeared to be a high level of integration between the Lions Quest program and the provincial curricula particularly with the new provincial health curriculum. In the interviews, some teachers and 2 principals were very enthusiastic about the Lions Quest program and, in fact, were using the Lions program as the main thrust for the provincial health curriculum. Two superintendents interviewed spoke very highly of the program and one of them pointed to one of his schools, where, the program was very instrumental in bringing about positive changes in students who were experiencing behaviour problems. The layout of the activities and lessons seemed to be very helpful for the teachers. One teacher said that she used the Lions activities in place of her own lessons, where applicable.

The initiatives carried out with the Lions Quest program appear to contribute to better cognitive development as well as friendlier, happier schools. Certainly our visits to the schools support these findings. Discipline problems in the schools were very low and cooperation and interaction among students appeared to be at a high level. A good proportion of these behaviour changes were attributed by the teachers to the program.

However, there seemed to be some constraints; more time for both training and implementing would certainly benefit the staffs and schools and particularly for greater parental input. More interaction and follow-up between trainers and implementers are needed and resources should be directed for this thrust.

On the whole, however, the Lions Quest program appears to be well received and is producing positive results. Teachers and School administrators expressed great interest in seeking additional resources for continuing the program, as it appears that the Lions Quest program is making a contribution to the improvement of both cognitive and affective behaviours of students as well as changes in teaching staff.

Submitted by Professors
K.P. Binda, Chair, Faculty Research;
Chair, Department of Curriculum and Instruction (Humanities)

D.G. Nicol, Chair, Department of Educational
Administration and Services

Questionnaire # 1**Workshop Assessment**

<i>I left the Lion's Quest workshop:</i>		5	4	3	2	1	N/A
1.	With program content that fit the values of my school/ division	46.2	38	12.8	1.2	1.2	0.6
2.	With training that fit the professional development values of my school	42.7	41.5	11.6	1.2	1.8	1.2
3.	Understanding how all children could benefit from the program	43.3	40.4	12.2	2.3	0.6	1.2
4.	Understanding how my school could implement the program	30.4	42.1	20.5	4.1	2.3	0.6
5.	Understanding my role in implementing the program	32.2	45	15.2	5.8	1.2	0.6
6.	Feeling eager to implement the program	33.9	41.5	15.8	5.8	1.8	1.2
7.	Feeling competent/ knowledgeable with various aspects of the program content	19.3	49.7	25.1	3.5	1.8	0.6
8.	Understanding how the program components work together	24	48	19.8	5.8	1.8	0.6
9.	Understanding how various program skills can be implemented	23.4	48	22.2	3.5	2.3	0.6
10.	Feeling prepared to use the program's lesson plans	30.4	38	24.5	5.3	1.2	0.6
11.	Able to demonstrate how the lessons could be integrated into other subjects	19.9	40.4	28.6	7	3.5	0.6
12.	Able to explain plans and implement a service leaning project	15.8	34.5	36.2	9.4	3.5	0.6
13.	With strengthened discussion leading skills	14.6	40.4	30.4	8.8	3.5	2.3
14.	Feeling able to plan and conduct a parent meeting	13.5	31	33.2	13.5	7	1.8
15.	Feeling confident about interacting with the community	18.7	31	37.4	8.8	3.5	0.6

Workshop Assessment

<i>I left the Lion's Quest workshop:</i>		5	4	3	2	1	N/A
16.	Feeling that the length of the training program adequately prepared me to provide leadership in the program implementation	11.7	40.4	28.6	14	4.7	0.6
17.	Feeling comfortable with the workshop expectations for me	23.4	40.4	25.7	7	2.9	0.6
18.	Feeling that I would recommend the workshop to others	39.2	40.4	14	2.9	2.9	0.6

Questionnaire # 2**Changed Which Have Been Observed in Students**

Changes observed:		5	4	3	2	1	N/A
1.	Students help each other, improved peer relations, increased awareness of others culture and backgrounds	13.9	45.5	32.6	1	4	3
2.	All students participate equally, including sharing of heritage	19.8	36.6	32.7	5.9	2	3
3.	Clearer and better established roles	11.9	38.6	43.5	2	1	3
4.	Increased politeness, courtesy, consideration	18.8	39.6	30.7	5.9	3	2
5.	Students better at answering in turn	14.9	36.6	36.6	6.9	3	2
6.	Students more settled, attentive, enthusiastic, disciplined, organized	9.9	41.6	38.5	5	3	2
7.	Improved self esteem	16.8	44.5	28.7	5	2	3
8.	More awareness of own capabilities	17.8	45.5	28.7	4	1	3
9.	Improved verbalizing skills	9.9	32.6	43.6	8.9	2	3
10.	More responsible	9.9	48.5	30.7	5.9	2	3
11.	Better at problem solving	9.9	40.5	40.6	5	1	3
12.	Better at handling anxiety	8.9	33.7	45.5	6.9	2	3
13.	Coping strategies better understood and utilized	11.9	36.6	40.6	6.9	2	2
14.	Decision making skills better understood	15.8	45.5	30.7	3	2	3
15.	Decision making skills better utilized	11.9	41.6	38.5	4	2	2
16.	More willing to discuss/solve problems	21.8	47.5	25.7	3	0	2
17.	Awareness of the benefit of positive comments	25.7	51.5	17.8	3	0	2
18.	Awareness of the adverse effects of negative comments	24.8	53.4	16.8	3	0	2
19.	Knowledgeable of the school policy related to the use of drugs/alcohol/tobacco	18.8	39.5	23.8	5	3	9.9
20.	More knowledgeable about the effects on health of drugs/alcohol/tobacco	24.8	40.5	17.8	4	3	9.9
21.	More knowledgeable about societal problems emerging from drugs/ alcohol/ tobacco	24.8	38.5	18.8	5	3	9.9
22.	More able to say no to peer pressure including the use of drugs/alcohol/tobacco	13.9	41.6	25.6	4	2	12.9

Changed Which Have Been Observed in Students

Changes observed:		5	4	3	2	1	N/A
23.	More awareness of how a healthy body can be developed through healthy living	27.7	53.5	12.8	2	0	4
24.	Realization that their fellow class members are good people	20.8	55.4	18.8	0	2	3
25.	More pride in their school, community, and country	22.8	41.6	29.6	2	0	4
26.	More readiness to participate in service to their community	19.8	38.6	33.6	4	0	4
27.	More awareness of what they have accomplished this year	18.8	42.6	29.6	3	2	4
28.	More appreciative of teachers and other school staff	6.9	46.5	37.6	3	2	4

Questionnaire # 3**Changed Which Teachers Observed in Themselves**

<i>I believed that I have:</i>		5	4	3	2	1	N/A
1.	More patience, understanding, rapport with students	16.8	50.5	24.7	3	2	3
2.	Provided more positive and immediate feedback/ reinforcement to students	19.8	50.5	21.7	1	4	3
3.	Become more aware of student's home situations	12.9	48.5	28.6	2	5	3
4.	Improved collegiality and sharing with fellow teachers	13.9	36.6	35.6	5.9	5	3
5.	Become more able/ ready to take a leadership role in the school	15.8	37.6	32.7	6.9	5	2
6.	Better interaction and rapport with parents	13.9	41.6	32.6	5.9	3	3
7.	Greater awareness of change theory and how to change behaviour	11.9	46.5	29.7	5.9	4	2
8.	Learned to better model positive behaviour	23.8	41.5	24.7	3	4	3
9.	Become more ready to try new teaching strategies	25.7	47.5	17.8	2	4	3
10.	Become more ready to try to integrate concepts of other subject areas into lessons	17.8	46.5	23.7	2	5	5
11.	Greater knowledge of drugs and their effect on students and society	20.8	45.5	20.7	3	5	5
12.	Become more aware of the importance of the community's role in education	20.8	41.6	29.6	4	1	3
13.	Become more aware of how the community can participate in, enhance, and complement school programs	18.8	43.6	27.7	5.9	1	3

Changed Which Teachers Observed in Themselves

<i>I believed that I have:</i>		5	4	3	2	1	N/A
14.	Become more aware how school, home, community collaboration will produce students that are more responsible and better educated	20.8	48.5	21.7	4	2	3
15.	Become more capable and confident in working with community personnel	8.9	46.5	32.7	5.9	3	3
16.	More pride in my school, community, and country	18.8	44.6	28.6	3	2	3

Questionnaire # 4**Obstacles to Implementation**

<i>Obstacles to my implementation of the program</i>		5	4	3	2	1	N/A
1.	Insufficient time and competing demands for the content to be taught	41.6	28.7	17.8	8.9	2	1
2.	Insufficient time for planning for integration into the regular provincial curriculum content	32.7	34.6	17.8	11.9	2	1
3.	Program material difficult to integrate into curriculum units/ lessons	5.9	12.9	36.6	29.7	13.9	1
4.	Difficult to arrange the extra time required for students to be engaged in projects in the community	24.7	30.7	24.8	12.8	5	2
5.	Low self esteem, inability to take praise or criticism	3	10.9	35.6	31.7	17.8	1
6.	Conflict and / or negative comments from peers	4	12.9	29.6	33.7	19.8	0
7.	Do not co-operate and work well together	2	11.9	32.7	35.6	17.8	0
8.	Difficult for those with special needs and / or short attention spans	6.9	20.8	35.6	21.8	13.9	1
9.	Inability to use problem-solving / coping strategies	3	7.9	43.6	35.6	9.9	0
10.	Intimidated by the program content and / or process	3	5	23.7	35.6	32.7	0
11.	Intimidated by the difficulty level of the program content/concepts at my grade level	1	3	24.7	31.7	38.6	1
12.	Decision making process too long and complicated	4	10.9	32.6	33.7	18.8	0
13.	Difficult to give up teacher control and power over student discipline	4	10.9	20.8	37.6	25.7	1
14.	Difficult for students to accept self-responsibility/control	7.9	13.9	32.6	30.7	14.9	0

Obstacles to Implementation

<i>Obstacles to my implementation of the program</i>		5	4	3	2	1	N/A
15.	Major emphasis on drugs turned off students	0	3	16.8	33.7	35.6	10.9
16.	Training did not adequately prepare for program implementation	1	9.9	22.8	35.6	30.7	0
17.	Inadequate information/ activities in the program material	0	2	16.8	42.6	38.6	0
18.	Some program material inappropriate for grade level	3	6.9	23.8	38.6	26.7	1
19.	Material resources to complement program materials too limited	2	9.9	20.7	42.6	24.8	0
20.	Resources for activities such as field trips too limited	7.9	9.9	24.8	31.7	20.7	5
21.	Students program materials were lost/ misplaced/ disorganized	2	5.9	21.8	28.7	38.6	3
22.	Administration did not provide adequate/ ongoing support	3	5	17.8	28.7	45.5	0
23.	No regular meetings between school staff to provide collegial support	17.8	15.8	27.7	14.9	22.8	1
24.	General participation and co-operation of parents inadequate	5	17.8	34.7	20.8	20.7	1
25.	Lack of congruity between messages to students from the school/ home	5	11.9	35.6	21.8	23.7	2
26.	Conflict in values between the school and the home	4	13.9	26.7	27.7	26.7	1
27.	Staff member's efforts not recognized	4	7.9	22.8	28.7	33.6	3
28.	Support from the community generally inadequate	3	5.9	24.8	30.7	32.6	3

Administrators' Survey

<i>My perception of adoption/implementation issues:</i>		5	4	3	2	1	N/A
1.	The Lion's Quest program seemed to meet the District's needs	61.5	38.5	0	0	0	0
2.	The Lion's Quest program was different from other life or social skills development programs you have considered	46.2	30.7	23.1	0	0	0
3.	Attendance at a Lion's Quest information session influenced your decision to adopt the program	53.8	30.8	7.7	0	7.7	0
4.	The School Division superintendent, principal, teachers, parents, and community members were all involved in the decision to implement this program	30.8	30.8	30.8	7.6	0	0
5.	The program has lived up to your expected goals	46.2	38.5	7.6	0	0	7.7
6.	The current funding provided under the Lion's Quest program is adequate to implement the program	23	30.8	30.8	0	7.7	7.7
7.	Staff members received appropriate materials, resources, and assistance to carry out the program	61.5	38.5	0	0	0	0
8.	The content of the training program was adequate to allow teachers to implement the program	61.5	38.5	0	0	0	0
9.	The length of the training program was adequate	69.2	30.8	0	0	0	0
10.	As a principal having attended the training sessions, I found the program useful to support children's growth and development	84.6	15.4	0	0	0	0
11.	The training prepared the principals with the leadership skills necessary to implement the program	30.8	38.4	23.1	0	0	7.7

My perception of adoption/implementation issues:		5	4	3	2	1	N/A
12.	Community personnel outside of the school attended the training sessions	7.7	15.4	15.4	15.4	15.4	30.7
13.	Community personnel indicated that the training was useful	15.4	15.4	15.4	0	0	53.8
14.	The program implementation began immediately after the training	38.5	23	38.5	0	0	0
15.	The Lion's Quest program effectively complements the school's education program	53.8	38.5	7.7	0	0	0
16.	The Lion's Quest program is now an integral part of the school's regular curriculum	38.5	38.5	23	0	0	0
17.	The implementation process was very successful	38.5	53.8	7.7	0	0	0
18.	There are fewer discipline problems in the school since this program was implemented	23.1	15.4	53.8	0	0	7.7
19.	A co-ordinator for the Lion's Quest program has been appointed	30.8	0	23.1	7.7	23.1	15.3
20.	I would recommend the adoption of the Lion's Quest program to other schools	69.2	23.1	0	0	0	7.7