



Glasgow City Schools Survey Report

Summary of mental health findings for the Mental Health Improvement Network

In 2007-8 a survey was carried out with school pupils in NHS GGC. The aim of the survey was to provide a baseline of the health and wellbeing of S1 to S4 pupils (aged 12-15) in Glasgow City Council schools. The study primarily focused on health behaviours, personal factors and wider social and environmental issues that influence the health, perceptions and wellbeing of young people in Glasgow.

28 schools participated in the survey. A total of 9,246 out of a potential 10,382 pupils completed the questionnaire, a response rate of 89%. This represents nearly 50% of the S1-S4 roll in Glasgow City.

Three different sets of reports are available.

1. Main Report - Glasgow city wide
2. Headline Report
3. CHCP Level Reports

This brief summary reports only from the Main Report on:

- depression
- self esteem
- locus of control & personal happiness
- what respondents worry about

Depression

The questionnaire included a question designed to score pupils relative levels of depression. Aggregate scores were calculated for 8,682 pupils (94%) who responded to all of the question elements. Pupils were then grouped into three categories chosen to map as closely to thirds of the distribution as possible.

Depression category of respondents across all Glasgow City schools

Depression category	% of respondents	Number
High depression (score 7–15)	32	2,796
Medium depression (score 16–17)	30	2,606
Low depression (score 18–21)	38	3,280
Total	100	8,682

Depression scores for pupils were significantly associated with a number of other key variables.

Depression score differences amongst respondents across all Glasgow City schools

	Low depressions score: % of respondents		High depression score: % of respondents	
Sex	Males	46	Males	25
	Females	30	Females	39
Self-esteem¹	High self-esteem score	57	Low self-esteem score	59
Stage	Lower school	43		
	Upper school	33		
Chronic illness/ disability [CID]			CID	40
			No CID	30
Ethnicity			Chinese {highest %}	52
			White	31

Self-esteem

Sex

Males were significantly more likely to record as higher self-esteem than females. Forty-four percent (44%, 1,637 pupils) of males compared to 26% (1,052 pupils) of females were scored as high, while 21% (774 pupils) of males and 40% (1,578 pupils) of females were scored as low.

Stage and self-esteem

Female pupils in the lower school were more likely than those in the upper school to record as higher self-esteem and less likely to record as low self-esteem. There was no equivalent difference for male pupils' self-esteem and stage.

Chronic Illness or Disability

Both male and female pupils with a chronic illness or disability (CID) were more likely to have lower self-esteem than those pupils without a CID.

Ethnicity and self-esteem

Although the numbers in the Black, Asian and Chinese/other ethnic groups were small, especially when they were divided by sex, statistically significant differences were still evident with a number of variables.

Black males were more likely than males from other ethnic groupings to score high self-esteem while Chinese/other males disproportionately appeared in the low self-esteem category.

Male self-esteem by ethnicity

Self-esteem	White	Black	Asian	Chinese/other	Totals
	(% within ethnic group)				
Low	27	21	29	60	920
Medium	37	24	37	26	1,256
High	36	55	35	14	1,210
N=	3,148	38	165	35	3,386

¹ The self-esteem score was derived from a standard instrument (Rosenberg Scale) in the questionnaire. Treated as two distinct distributions (male and female). Each re-coded into 3 groups approximating to thirds of the distributions, high, middle and low self-esteem.

This table should be interpreted with caution due to the small numbers groups

Black and Asian females were more likely than their White and Chinese/other peers to score as high self-esteem, while White females were more likely than other females to score as low self-esteem.

Female self-esteem by ethnicity

Self-esteem	White	Black	Asian	Chinese/other	Totals
	(% within ethnic group)				
Low	33	21	27	25	1,206
Medium	34	16	25	41	1,276
High	33	63	48	35	1,287
N=	3,524	43	153	49	3,769

This table should be interpreted with caution due to the small numbers in some groups

Self-esteem is significantly associated with a number of the other key variables. Pupils with lower self-esteem are more likely than those with higher self-esteem to report a number of other issues. These issues are routinely reported in relation to self-esteem in the schools survey reports.

Devising strategies to address low self-esteem and its constituent elements are likely to be limited in success without also seeking to reduce the impact of other related variables such as sex, age-stage, deprivation and disability/long-term illness etc. This complexity again highlights the challenge facing schools and their partner services in health improvement. Some programmes, such as those that adopt outdoor and residential confidence building approaches have been shown to have a short-term impact on self-esteem. However, there is less evidence to show such programmes can maintain this impact in the long-term.

Locus of control & personal happiness

% respondents reporting on feelings about themselves over the past year

Reported feeling 'happy' or 'very happy' %(n)	Reported feeling 'unhappy' or 'very unhappy' %(n)
77 (7,035)	5 (443)

% respondents reporting on having control over the way their life was going in general

Reported having 'some' control %(n)	Reported having 'no' control %(n)
88 (7,986)	2 (176)

What respondents worry about

Respondents were also asked about things they worried about.

Most frequently cited worries were:

- exams (60%, n=5,102 pupils)
- school (41%, n=3,513)
- their looks (39%, 3,335 pupils)

Least frequently cited were:

- racism (9%, 786 pupils)
- being called gay (9%, 815 pupils) and
- sexual harassment (10%, 819 pupils)

Eight percent of pupils (8%, 677 pupils) indicated having no worries.

Someone to confide in

Eighty-six percent of pupils (86%, 7,354 pupils) had someone they could talk to about personal worries or concerns. Among these pupils the most frequently cited confidante was:

- a friend (70%, 5,420 pupils)
- a parent/guardian (66%, 5,110 pupils)

Forty-four percent (44%, 3,403 pupils) indicated that they had another family member to talk to, but only 9% (695 pupils) said that they could talk to a teacher.

Bullying

	% (number)
Have been bullied in school in past year	13 (1,184)
Sometimes afraid of going to school due to bullying	16 (1,435)
Have bullied/frightened someone in school in past year	20 (1,805)
Of those who had been bullied, 36% (424 pupils) had also bullied during the same period	
Of those who had not experienced bullying in the previous year, 17% (1,352 pupils) had bullied during the same period	

Families with disabilities, illness and drug problems

16% (1,356 pupils) reported having a family member with a disability

13% (1,142 pupils) reported having a family member with a long-term illness

8% (712 pupils) reported having a family member with a drug or alcohol problem.

53% (1,419 pupils) of those who reported having a family member with a disability, long-term illness, or drug or alcohol problem reported spending some time caring for them.

A number of these young carers indicated that their caring responsibilities had an effect on their lives. Most commonly they suggested that it made them, tired (20%, 272), unable to do homework (18%, 242) or was stressful (17%, 230).

Some of the other issues reported in detail in the survey reports but not included here are pupil behaviours such as use of alcohol & drugs, smoking, anti-social behaviour, views on school and aspirations, involvement with the criminal justice system, views on services, and others.

All reports can be accessed via the PHRU website:
<http://www.phru.net/rande/Web%20Pages/Schools%20Survey.aspx>