

## **WELNESS – Skills for true wellbeing**

### **Work package 2**

#### **Deliverable 2.4**

### **TRANSNATIONAL WELLBEING ANALYSIS REPORT**

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## GENERAL OBJECTIVES OF THE TRANSNATIONAL WELLBEING ANALYSIS

- To examine the needs of professionals engaged in adult education (teachers and trainers working with adults, management and administrative staff from adult education organisations), and in particular to assess their baseline level of wellbeing and problems that they have that affect the level of their wellbeing;
- To examine the needs of adult learners, in particular to assess their baseline level of wellbeing and problems that they have that affect the level of their wellbeing;

Each partner collected the data for the research in their respective countries. The results were collected and analysed on European level by AHE – the WP leader.

## DEFINITION OF TARGET GROUPS

**Adult education professional (educator)** – a person who teaches adults in the non-vocational education. Training usually takes place in : Centres of lifelong education; Universities of Third Age; Educational Associations; Libraries, general adult education centres etc.

**Adult learners** - learners participating in non-vocational adult education – e.g. language courses; personal training; courses for seniors (excluding e.g. university education; or postgraduate studies), and general adult education.

## RESEARCH TOOLS

1. Questionnaire for trainers
2. Questionnaire for adult learners
3. Focus groups

## DATA ANALYSIS - OBJECTIVES:

1. To examine the needs of adult education professionals;
2. To examine the needs of adult learners;
3. To establish the levels of wellbeing in the groups of learners and educators
4. To compare the level of wellbeing in the groups of learners and trainers in different countries;
5. To create practical implications to strengthen a sense of wellbeing in selected areas where deficiencies were noted.

## REPORT ON QUESTIONNAIRES

### PART 1 - Adult education professionals (Educators)

#### 1. Number and age of respondents

Partner organisation	Number of respondents	Age bracket	Average age
Poland	20	31-56	39,17
Cyprus	20	26-60	40,6
Italy - FCN	20	21-58	41,65
Italy – Promimpresa	20	31-64	41,35
Slovenia	23	27-56	37,4
Romania	20	24-62	40,0
UK	20	23-59	41,44

The respondents from partner organisations were of similar age. The average age of all respondents is 40,23.

The oldest respondents come from Italy and the UK. The youngest respondents come from Slovenia. Average ages are close – they are mainly middle aged people.

#### 2. Sex of respondents

Partner organisation	Women (%)	Men (%)
Poland	80	20
Cyprus	60	40
Italy - FCN	80	20
Italy – Promimpresa	50	50
Slovenia	87	13

Romania	85	15
UK	70	30

26,85% of respondents were male and 73,15% female.

Most of the respondents are women – except Italy (Promimpresa) – where half of men and women were subject to research.

### 3. Seniority

Partner organisation	Seniority - average	Min-max
Poland	13,3	1-31
Cyprus	9,9	3-25
Italy - FCN	13,15	1-39
Italy – Promimpresa	13	2-35
Slovenia	11,20	1-30
Romania	13,57	1-39
UK	10	1-20

The longest seniority show respondents from Romania, but it is similar in most countries and on average amounts to several years.

### 4. Type of educational institution which the respondents represent

Partner organisation	Type of educational institution (%)			
	Adult Education Centre	University	Private business	Others
Poland	-	50	20	30
Cyprus	15	10	55	20
Italy - FCN	30	-	15	55
Italy – Promimpresa	100	-	-	-



Slovenia	100	-		
Romania	5	55	30	10
UK	60	10	-	30

The respondents come from various educational institutions – in Italy (Promimpresa) and Slovenia this is only Adult Education Centre. The respondents from other countries represent various types of workplaces.

### 5. Activities run by respondents

Partner organisation	Type of activities run by respondents (%)							
	National language	Foreign languages	Social studies	Science	Health education	Sport	ICT	Others
Poland	5	15	65	-	5	-	-	10
Cyprus	20	34	18	14	4	16	12	32
Italy - FCN	10	15	10	5	25	10	5	50
Italy – Promimpresa	-	15	25	5	-	-	20	35
Slovenia	9	13	35	9	-	-	5	48
Romania	35	20	50	5	15	-	5	35
UK	20	5	25	-	30	15	25	30

The respondents work in different educational areas – social studies, ICT, foreign languages, health and others. The most frequent choices in each country have been marked in blue colour.

### 6. The main obstacle to enjoying work

Partner organisation	The main obstacle to enjoying your work (%)												
	A	B	C	D	E	F	G	H	I	J	K	L	M
Poland	45	15	15	5	25	15	5	45	-	-	10	10	-
Cyprus	30	0	15	20	20	5	20	50	5	20	20	30	15
Italy - FCN	35	5	15	-	5	-	15	60	10	15	15	20	15



Italy – Promimpresa	65	25	15	30	10	35	20	20	15	15	15	10	
Promimpresa													
Slovenia	48	9	26	17	17	0	13	35	4	13	35	39	13
Romania	35	-	20	-	5	10	15	45	-	5	15	10	10
UK	15	20	25	10	-	15	40	-	-	5	-	10	-

- A – High level of stress
- B - Problems with communication with your students
- C – Problems with communication with your collaborators
- D – Lack of creativity
- E – Unassertiveness
- F - Problems with motivating yourself
- G - Disturbing emotions
- H - Factors related to the organization of your work
- I - Insufficient qualifications
- J - Insufficient leadership capacity
- K - Inability to organize my work effectively
- L - Disturbing thoughts, worrying
- M - Others

The respondents usually indicate high level of stress and factors related to the organization of work as main obstacles to enjoying one’s work.

7. What new skills would you like to develop in order to enjoy your life more?

Partner organisation	What new skills would you like to develop in order to enjoy your life more? (%)														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Poland	5	35	-	20	20	10	15	15	5	5	10	10	-	10	-
Cyprus	35	40	10	30	50	20	25	20	30	30	45	15	15	10	10
Italy - FCN	15	25	25	40	30	-	5	15	20	25	25	15	15	30	5
Italy – Promimpresa	20	50	15	10	15	20	15	15	-	10	45	-	-	35	-
Slovenia	47	60	21	34	30	21	17	4	-	13	30	9	4	4	13
Romania	5	35	15	20	35	5	10	25	15	25	25	25	10	15	-
UK	15	20	5	15	20	10	10	25	-	15	30	10	10	20	-

A – Self-esteem

B - Effective coping with stress

C – Effective interpersonal communication

D – Assertiveness

E – Ability to deal with negative emotions effectively

F - Optimism

G - Creativity

H - Ability to resolve conflicts

I - Confidence

J - Leadership

K - Ability to relax

L - Ability to focus my attention

M - Ability to think clearly

N - Goal setting

O - Others

The respondents show coping with stress and dealing with negative feelings as well as ability to relax and goal setting as main competences which they would like to develop.

#### 8. Level of wellbeing

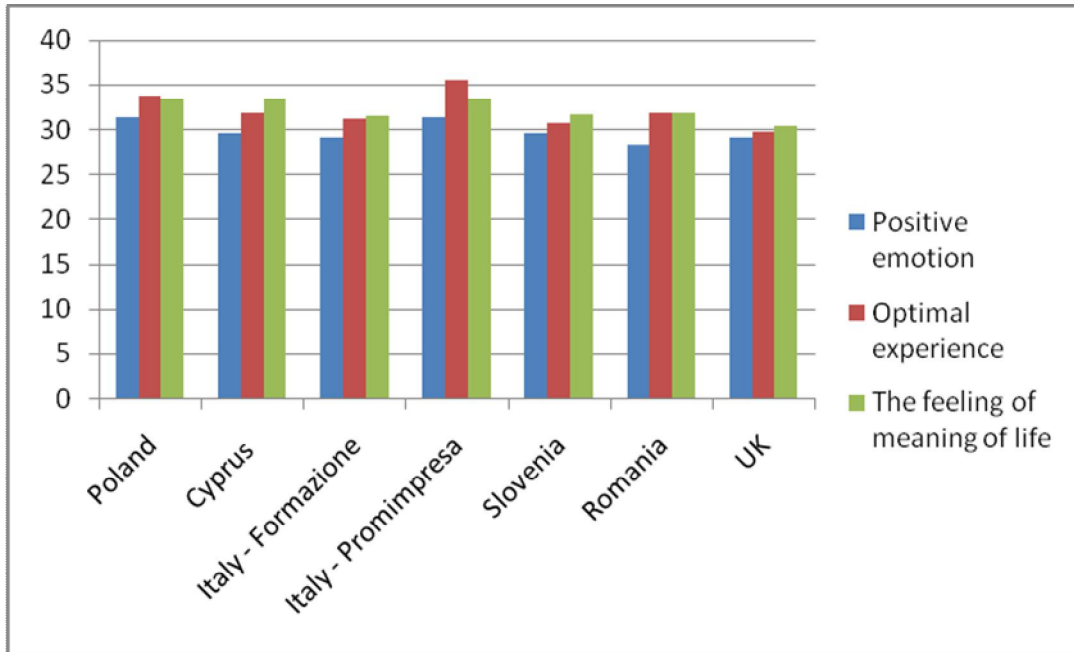
Partner organisation	Level of wellbeing - average			
	Positive emotion	Optimal experience	The feeling of meaning of life	General wellbeing
Poland	31,35	33,75	33,40	98,50
Cyprus	29,5	31,75	33,45	94,70
Italy - FCN	29,1	31,1	31,45	91,70
Italy – Promimpresa	31,35	35,55	33,40	100,30
Slovenia	29,50	30,74	31,61	91,74
Romania	28,2	31,75	31,85	91,75
UK	29,00	29,73	30,35	85,10

The highest level of general wellbeing has been shown among respondents from Italy. However, within each variable high scores have been achieved by respondents from Cyprus and Poland.

The average level of wellbeing (for all groups) is 93,40.

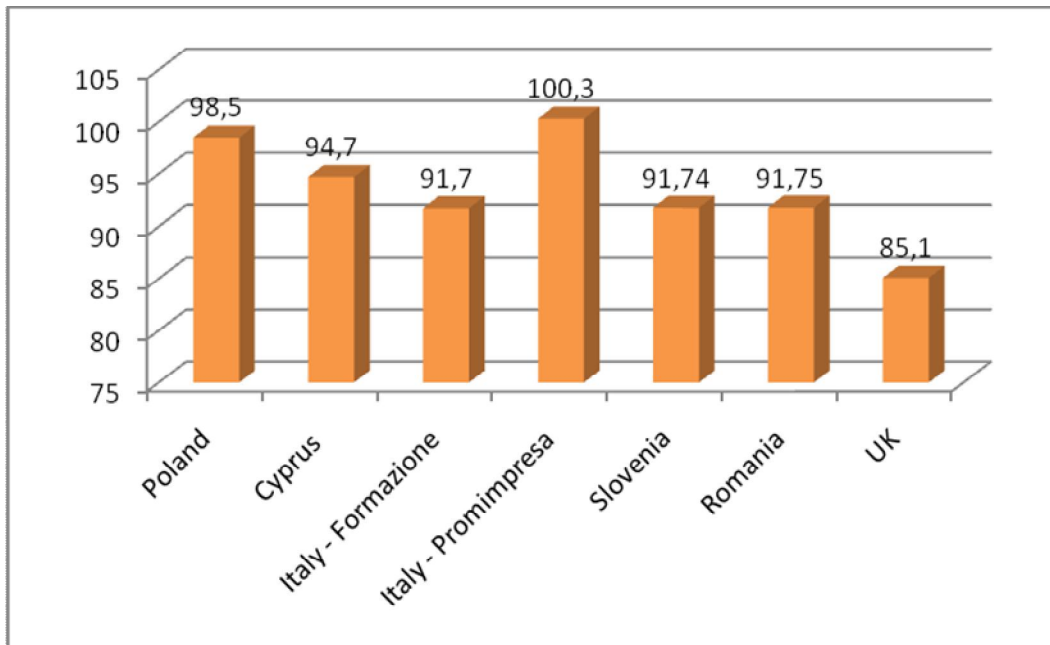


Graph 1. Average levels of wellbeing



Respondents from various countries show varied levels of each of dimensions of wellbeing. 'Positive emotions' is in most cases lower than 'The feeling of meaning of life' and 'Optimal experience'. It indicates heterogeneous structure of wellbeing.

Graph 2. General level of wellbeing



Within general wellbeing, its highest level can be noticed among respondents from Italy (Promimpresa) and Poland, the lowest level among educators from the UK.

## PART 2 - Learners

### 1. Number and age of respondents

Partner organisation	Number of respondents	Age bracket	Average age
Poland	50	57-85	65,7
Cyprus	50	18-56	30,9
Italy - FCN	50	19-56	36,59
Italy – Promimpresa	50	19-42	24,62
Slovenia	50	21-76	41,3
Romania	50	22-47	30,46
UK	50	19-50	25,26

The respondents belonged to various age groups. The average age of all respondents is 36,4 lata. The oldest respondents come from Poland – these are senior learners from the University of the Third Age. Average age in this group is 65,7. The youngest respondents come from Italy (Proimpresa) (24,62) and the UK (25,26).

The average age in all sub-groups is presented in the graph below.

### 2. Sex of respondents

Partner organisation	Women (%)	Men (%)
Poland	84	16
Cyprus	82	18
Italy - FCN	64	33
Italy – Promimpresa	72	28
Slovenia	84	16
Romania	82	18



UK	60	40
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In each research group one can notice that women outnumber men - especially in Poland and Slovenia.

In UK and Italy there was a significant number of male respondents - UK (40%) , in Italy (FNC) – 33%.

In the whole group of respondents, 75,86% of respondents were women and 24,14% men.

### 3. Years of attendance in educational activities .

Partner organisation	Years of attendance average	Min-max
Poland	1-7	3,29
Cyprus	1-10	2,82
Italy - FCN	1-3	1,19
Italy – Promimpresa	1	1
Slovenia	1-5	1,14
Romania	1-16	5,75
UK	0-3	1,98

The longest educational seniority have respondents from Romania, the shortest, from Italy.

### 4. Type of educational institution which the respondents attended.

Partner organisation	Type of educational institution (%)			
	Adult Education Centre	University	Private business	Others
Poland		100 (UTW)		



Cyprus	40	36	22	2
Italy - FCN	82	16	2	-
Italy – Promimpresa	100	-	-	-
Slovenia	96	2	-	2
Romania	8	10	36	38
UK	-	100	-	-

The respondents come from various educational institutions –in Poland and the UK it is a university, in Italy it is Adult Education Centre. Other countries show various groups of respondents representing different types of institutions.

#### 5. Activities in which respondents participate

Partner organisation	Type of activities in which respondents participate.							
	National language	Foreign language	Social studies	Science	Health education	Sport	ICT	Others
Poland	36	26	68	14	36	32	18	62
Cyprus	20	34	18	14	4	16	12	32
Italy - FCN	2	4	45	2	45	-	-	8
Italy – Promimpresa	-	2	-	-	-	-	-	98
Slovenia	36	50	14	14	28	2	2	24
Romania	18	6	40	43	20	-	-	44
UK	12	2	10	32	6	2	2	48

The respondents participate in different educational activities – social studies, ICT, foreign languages, health, sport and others. The most frequent choices in each country have been marked in brown colour.

## 6. The main obstacle to enjoying learning

Partner organisation	The main obstacle to enjoying learning (%)												
	A	B	C	D	E	F	G	H	I	J	K	L	M
Poland	18	8	2	16	20	16	18	18	30	22	18	8	0
Cyprus	44	16	34	14	20	30	30	12	8	34	28	16	10
Italy - FCN	27	2	8	-	18	8	14	14	24	10	8	27	8
Italy – Promimpresa	38	18	26	6	14	14	18	16	10	10	14	8	14
Slovenia	28	10	16	20	24	26	12	8	20	22	14	18	8
Romania	50	4	24	14	4	40	22	20	20	46	38	28	2
UK	54	18	32	20	12	38	20	26	20	28	20	16	10

A – High level of stress

B - Problems with communication with other students

C – Problems with communication with your educators

D – Lack of creativity

E – Unassertiveness

F - Problems with motivating yourself

G - Disturbing emotions such as anger, fear, sadness, shame etc.

H - Factors related to the organization of your learning

I - Insufficient possibilities to acquire new knowledge

J - Inability to organize my learning effectively

K - Disturbing thoughts, worrying

L - Low self esteem

M - Others

High level of stress was the most frequently chosen obstacle.

7. What new skills would you like to develop in order to enjoy your life more?

Partner organisation	What new skills would you like to develop in order to enjoy your life more? (%)														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Poland	34	52	20	42	38	36	24	28	36	10	36	34	36	8	2
Cyprus	28	44	18	16	44	12	36	24	14	22	36	18	22	24	0
Italy - FCN	18	23	15	5	23	23	20	21	21	4	33	13	17	17	6
Italy – Promimpresa	24	38	10	-	26	22	20	8	14	6	16	12	4	18	8
Slovenia	20	40	18	36	24	22	20	14	20	20	30	22	20	28	8
Romania	26	36	28	14	36	4	28	28	32	16	28	8	8	28	-
UK	28	24	20	16	24	14	30	18	26	34	28	18	20	22	4

A – Self-esteem

B - Effective coping with stress

C – Effective interpersonal communication

D – Assertiveness

E – Ability to deal with negative emotions effectively

F - Optimism

G - Creativity

H - Ability to resolve conflicts

I - Confidence

J - Leadership

K - Ability to relax

L - Ability to focus my attention

M - Ability to think clearly

N - Goal setting

O - Others

The respondents have chosen various competences which they would like to develop, however, the most frequently chosen was 'Effective coping with stress'. Other, often mentioned skills include: self esteem, ability to deal with negative emotions, creativity and ability to relax.

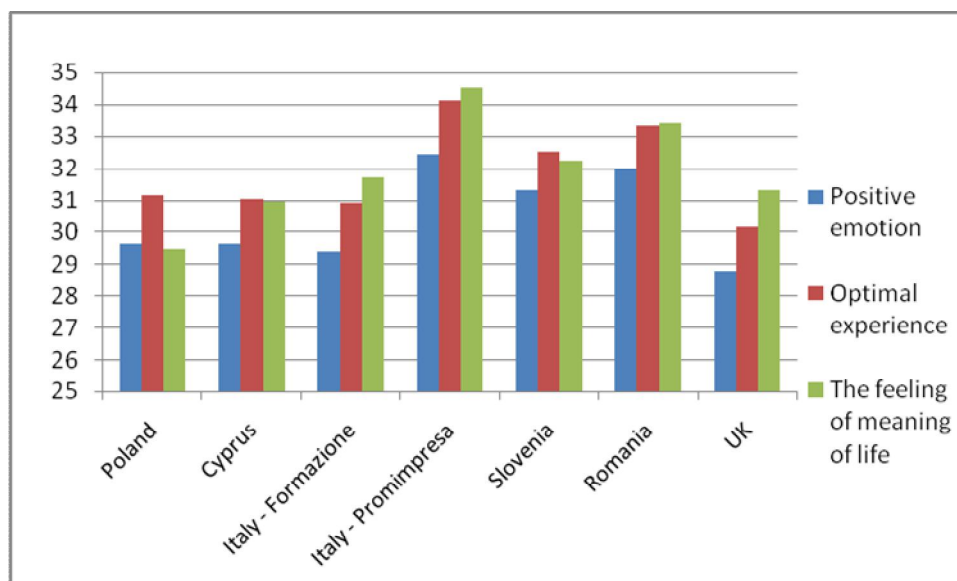
## 8. Level of wellbeing

Partner organisation	Level of wellbeing - average			
	Positive emotion	Optimal experience	The feeling of meaning of life	General wellbeing
Poland	29,6	31,14	29,44	89,96
Cyprus	29,6	31,04	30,96	91,60
Italy - FCN	29,39	30,90	31,72	92,02
Italy – Promimpresa	32,42	34,12	34,50	101,04
Slovenia	31,29	32,52	32,23	96,06
Romania	31,98	33,32	33,38	98,60
UK	28,76	30,14	31,32	90,22

The highest level of wellbeing has been shown among respondents from Italy (Promimpresa) – both general and particular dimensions.

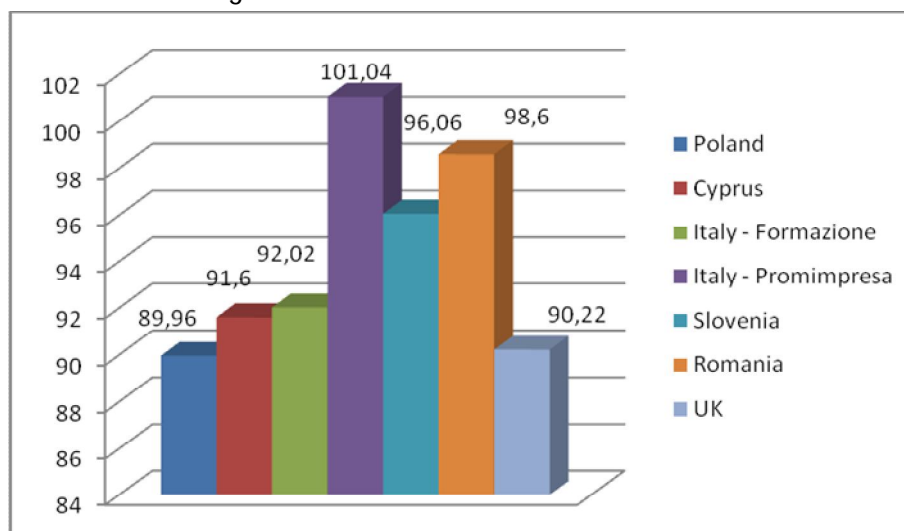
**Average level of wellbeing is 94,12.**

Graph 1. Average levels of wellbeing



Respondents from various countries show varied levels of each of dimensions of wellbeing. 'Positive emotions' is in most cases the lowest and 'The feeling of meaning of life' – the highest. It indicates heterogeneous structure of wellbeing.

Graph 2. General level of wellbeing



Within general wellbeing, its highest level can be noticed among respondents from Italy (Promimpresa) and Poland, the lowest level among learners from the UK.





## PART 1 - Adult education professionals (Educators)

### Aims of the focus group interviews

The general aim of the focus group interviews among educators is to better understand the needs of adult education professionals in connection with assessment of their baseline level of wellbeing and problems that may affect its level.

Basic personal data was collected and then a series of questions were asked. The examples of questions include:

- ❑ Describe your life situation.
- ❑ Describe your professional situation.
- ❑ Point to the skills that are helpful in your work as a teacher.
- ❑ What skills are useful in the work of teacher - increase efficiency and satisfaction of work? Which of these skills help to build positive relations with the group and a positive atmosphere that has a constructive impact on learning and teaching?
- ❑ Describe the strengths and weaknesses of your work.
- ❑ If you have the opportunity, what kind of new skills would you like to learn/develop?
- ❑ How often do you make the self-analysis (reflect on) of your own work, undertaken actions (success, failure, quality of contact with others)?
- ❑ What is the source of greatest satisfaction in your professional life?
- ❑ What is the source of greatest satisfaction in your personal life?
- ❑ Describe your everyday, average emotional state (how do you usually feel /what kind of mood are you in?/
- ❑ Describe your relationships with other people (if you are happy with its quantity and quality)
- ❑ What is for you the source of the meaning of life?
- ❑ Describe the successes you have experienced in the last six months?
- ❑ What would you like to change in your professional life and why?



Number of respondents from each partner organisation – 5 trainers.

## Research conclusions

1. The respondents from each partner organisation are involved in education, they are either males or females, they differ as far as age, seniority, personal background are concerned.
2. In their statements one can see high awareness of their role as educators.
3. Most of them have noticed that job satisfaction can be enhanced by personal psychological resources, to a lesser extent external and organizational factors.
4. The main obstacles in educator's job are both internal factors (stress, tiredness, doubts, insufficient competences) and external ones, related to work management and learners themselves.
5. The strengths of educator's job are flexibility, developmental opportunities and ability to positively influence other people, weaknesses are related to low stability, much effort needed to prepare for professional assignments, and factors related to addressees e.g. low motivation.
6. The most desired qualities to be developed encompass psychosocial competences, development of subject matter competences.
7. Trainers often think about their work and they analyse it.
8. The source of professional satisfaction is described as positive influence on learners and personal development.
9. Their family, friends and hobbies are the main sources of personal satisfaction.
10. Respondents can be characterised as people with positive attitude, with seasonal fluctuations depending on external factors, their level of happiness is affected by interpersonal relationships, health and everyday experiences.
11. The respondents can see the need for their personal development, expanding their psychosocial competences in order to improve quality of their work and the way they influence their learners.

## PART 2 – Learners

### Aims of the focus group interviews



The general aim of the focus group interviews is to better understand the needs of adult learners in connection with assessment of their baseline level of wellbeing and problems that may affect it.

Basic personal data was collected and then a series of questions were asked. The examples of questions include:

- Describe your life situation.
- Describe your professional situation.
- What competencies / skills of your teacher affect your motivation to learn and improve efficiency?
- Describe your strengths and weaknesses that promote or interfere with gaining knowledge and developing new skills.
- If you have the opportunity, what kind of new skills would you like to learn/develop? (Skills that would give you a sense of satisfaction and help to succeed).
- How often do you make the analysis (reflect on) of your own undertaken actions (success, failure, quality of contact with others)? Do you ever draw constructive conclusions to be learned from negative situations which you have coped with?
- What is the source of greatest satisfaction in your professional life
- What is the source of greatest satisfaction in your personal life
- Describe your everyday, average emotional state (how do you usually feel /what kind of mood are you in?/
- Describe your relationships with other people (if you are happy with its quantity and quality)
- What is for you the source of the meaning of life?
- Describe the successes you have experienced in the last six months?
- What would you like to change in your professional life and why?
- What factors can affect your level of happiness?

Number of respondents from each partner organisation – 5 learners.

1. Varied focus groups, consisting of both employed and unemployed people as well as pensioners, attending different educational institutions.
2. Age of respondents from 24 to over 60. They represent various personal situation (single people, people with families and children).
3. Teacher's characteristics, which have been indicated by the respondents, which enhance learners' motivation and its efficiency are mainly personal qualities such as communication skills, empathy, extensive knowledge of the subject matter, ways of teaching on the basis of examples and case studies.
4. Personal factors enhancing learning encompass regularity, involvement, self-motivation. Obstacles to effective learning – difficulties in memorising facts, inconsistency, 'a flash in the pan', lack of motivation.
5. Desired qualities to be developed are those related to psychosocial skills, fitness, health, expertise and professional competence.
6. Respondents make self-analysis of their life situation very often.
7. The sources of job satisfaction include professional achievements, achieving stages related to professional development, relationships with others and helping them. One can see differences in perceiving satisfaction between employed and unemployed people, who remain without work. Present lack of employment negatively influences life quality. Pensioners, on the other hand, notice past successes, however, they focus at present mainly on personal life, and on health in particular.
8. Family and personal relationships are the main sources of personal satisfaction.
9. Everyday emotional state has been generally described as positive, sometimes changeable, variable (among unemployed people – lower spirits).
10. Interpersonal relationships have been described as a very important element of life, generally such relationships are assessed as satisfactory.
11. Self-development, appreciating life and being with relatives have been indicated as the source of the meaning of life.
12. The latest successes are connected with acquiring new skills, professional achievements, family and health.
13. The overall level of happiness, according to respondents, is affected by health, self-development and relationships with people.
14. As far as professional development is concerned the respondents would like to find a new job, improve their situation on the job market and would like to improve their professional expertise as well as psychosocial competences.

## GENERAL IMPLICATIONS

The most important finding of the research among educators are summarised in the tables below:

Table 1. Educators' obstacles to enjoying work:

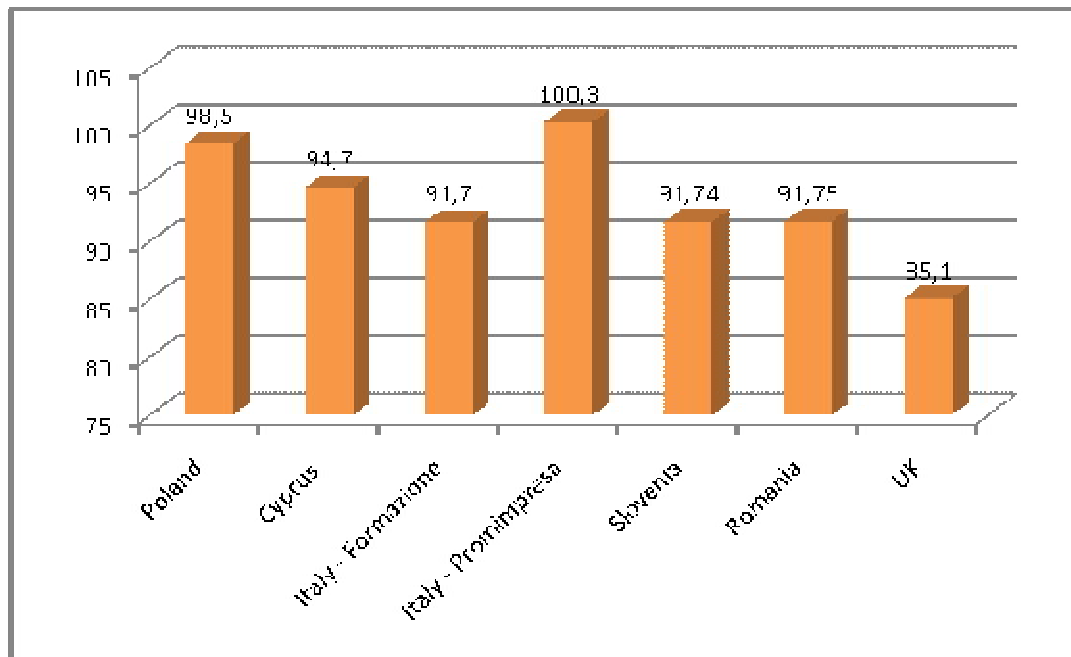
COUNTRY	OBSTACLES
Poland	High level of stress; Factors related to the organization of your work
Cyprus	Factors related to the organization of your work
Italy (FCN)	Factors related to the organization of your work
Italy (P)	High level of stress
Slovenia	High level of stress
Romania	High level of stress; Factors related to the organization of your work
UK	Disturbing emotions

Table 2. Educators' needs related to wellbeing (news skills needed)



COUNTRY	NEW SKILLS
Poland	Effective coping with stress
Cyprus	Ability to deal with negative emotions Ability to relax Effective coping with stress
Italy (FCN)	Assertiveness Ability to deal with negative emotions Goal setting
Italy (P)	Effective coping with stress Ability to relax Goal setting
Slovenia	Self-esteem Effective coping with stress
Romania	Effective coping with stress Ability to deal with negative emotions
UK	Ability to relax

Graph 1. Educators' levels of wellbeing.





The research results imply that the WELNESS project should focus on developing courses/seminars/workshops, that would improve the following skills among the group of educators:

- coping with stress
- ability to deal with negative emotions
- ability to relax
- assertiveness
- goal setting
- self esteem

On the other hand, the most important findings of the research among learners are summarised below:

Table 1. Obstacles to enjoying learning

COUNTRY	OBSTACLES
Poland	Insufficient possibilities to acquire new knowledge
Cyprus	High level of stress
Italy (FCN)	High level of stress Low self-esteem
Italy (P)	High level of stress
Slovenia	High level of stress Problems with motivating yourself
Romania	High level of stress Inability to organize learning effectively
UK	High level of stress

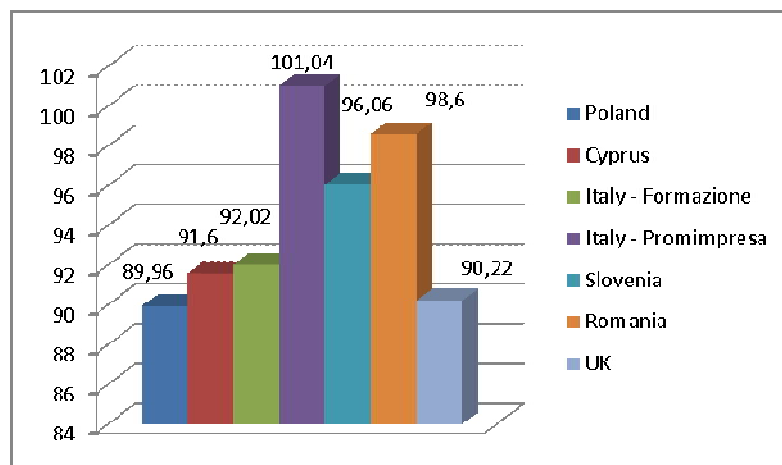


Table 2: Learners' needs related to wellbeing (new skills needed)



Country	Skills
Poland	Effective coping with stress
Cyprus	Effective coping with stress Ability to deal with negative emotions effectively
Italy (FCN)	Ability to relax
Italy (P)	Effective coping with stress
Slovenia	Effective coping with stress Assertiveness
Romania	Effective coping with stress Ability to deal with negative emotions effectively
UK	Creativity Leadership

Graph 1. Learners' levels of wellbeing.







The research results imply that the WELNESS project should focus on developing courses/seminars/workshops, that would improve the following skills among the group of learners:

- Effective coping with stress
- Ability to deal with negative emotions effectively
- Ability to relax
- Assertiveness
- Creativity
- Leadership