

**Review of Records of In-Service  
Training for Teachers of SPHE:  
February 2001 to April 2003**

**David Millar**

The Social, Personal and Health Education (SPHE) Support Service offers a range of cluster or out-of-school in-service for school personnel. This includes in-service for teachers new to SPHE; for teachers with SPHE experience; for SPHE Coordinators; and for Principals. In-service is also offered for specific modules or topics of the SPHE curriculum (e.g. relationships and sexuality education, substance use, physical health, mental health). It is hoped that teachers availing of in-service relating to specific modules will first have availed of introductory SPHE training.

This report is based on records of SPHE in-service training covering the period between February 2001 and April 2003. Training evaluation records were made available for a total of 259 in-service training sessions.

### **Attendance**

The number of teachers who attended the sessions ranged between four and 89, with mean attendance being 16.5 (SD=10.6). Figure 1 (p. 5) shows the attendance at the various events. It is apparent that the great majority of training events had fewer than 30 teachers in attendance and that large events were comparatively rare.

Training was provided to a total of 4,282 teachers. The majority of teachers who attended in-service training were female (3,499, 81.7%)(Table 1). Male teachers represented 17.1 percent of teachers attending. Data on gender was unavailable for 50 attendees (1.2%).

**Table 1: Number of female and male teachers attending SPHE in-service training**

	Number who attended in-service	Percent
Female	3,499	81.7
Male	733	17.1
Missing	50	1.2
Total	4,282	100.0

Figure 2 (p. 6) shows the attendance at SPHE in-service training by male and female teachers. It is apparent that the number of events that included few (or any) male teachers was considerable. A total of 43 (16.7% of the 259) training events had no male participants. Indeed, 215 (83.0%) in-service training events had four or fewer male participants. This contrasts sharply with attendance figures for female teachers. Only two events had no female participants and only 12 (4.6%) had fewer than four female teachers attending.

The various training sessions were listed under a wide variety of programme names. However, there were a number of common programmes and topics. Analysis of attendance of some of these programmes by gender of teacher provides interesting findings. Table 2 (see also Figures 3 to 9, pp. 7-13) shows the number of female and male teachers attending training sessions covering six programmes or topics (Introductory training, training for SPHE co-ordinators, RSE, sexual-health, substance use and training for principals). While male teachers accounted for 17.1 percent of those who received training overall they were under-represented amongst those attending Relationship and Sex Education (RSE) (11.7%) and sexual-health training (9.1%). On the other hand, male teachers were more likely to attend training in the area of drugs and substance misuse, where they accounted for almost one quarter (23.5%) of those who attended in-service. Males made up the majority of those who attended training for principals, presumably reflecting the fact that the majority of principals are male.

**Table 2: Number (and percent) of female and male teachers attending in-service on various programmes/ topics**

Programme/ Topic	Number of sessions	Female	Male	Missing	Total
Introductory training	61	754 (80.8%)	150 (16.1%)	29 (3.1%)	933
RSE	44	669 (87.7%)	89 (11.7%)	5 (0.7%)	763
Co-ordinators training	26	299 (86.4%)	47 (13.6%)	-	346
Sexual-health*	16	248 (90.2%)	25 (9.1%)	2 (0.7%)	275
Substance use**	16	315 (76.5%)	97 (23.5%)	-	412
Principals	14	57 (39.9%)	86 (60.1%)	-	143

\*Includes topics on sexual health/ handling sensitive disclosures/ effects of childhood abuse.

\*\*Includes drugs, substance and alcohol abuse.

## **Evaluations**

Teachers who attended any of the SPHE training sessions were asked to evaluate the training they received on a five-point scale ranging from ‘Excellent’ to ‘Unsatisfactory’. Evaluation data was unavailable for 19 sessions (7.3% of the 259 sessions) accounting for 229 teachers (5.3% of the 4282). However, evaluation data were returned by 3,668<sup>1</sup> (85.7%) of those who attended training. Table 3 shows how teachers rated the in-service training they received. It is apparent that training was generally very well received (see also Figure 10, p. 14)). Three-fifths (60.1%) of those who had attended an in-service training session (and who returned an evaluation) rated the training they received as being ‘excellent’. A further 33.5 percent rated the training as being very good. Few teachers rated the training at the bottom end of the evaluation scale. Only 42 (1.2%) rated the training as being ‘satisfactory’ or ‘unsatisfactory’.

**Table 3: Teachers’ evaluations of their SPHE in-service training.**

Rating	Number	Percent
Excellent	2206	60.1
Very Good	1230	33.5
Good	190	5.2
Satisfactory	40	1.1
Unsatisfactory	2	0.1
Total	3668	100.0

There is evidence to suggest that not all the training programmes and topics were equally well received (although it is the case that evaluations were generally very positive). Table 4 shows the evaluations for the six programmes/topics we looked at earlier (Introductory training, co-ordinators’ training, RSE, sexual-health, substance

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<sup>1</sup> In addition to 229 teachers from the 19 training sessions where no evaluation data was recorded there were a further 385 teachers in the remaining 240 sessions for whom no evaluation data was available.

use and training for principals). Two aspects of Table 4 are worthy of comment. First it is apparent that the proportion of attendees who did not return an evaluation form differs from programme to programme. For example, just 3.6 percent of those who attended training on sexual health failed to return evaluation forms, while over one-third of those attending training for principals did so (see also Figure 11, p 15). The second feature of the table is the fact that the percentage of teachers who rated the training they received as being excellent was lower for substance use training (49.5%) than for RSE (60.3%), sexual-health training (63.0%) or training for principals (72.2%) (see also Figure 12, p. 17). Having noted this it must be remembered that even in the case of substance use training over 90 percent of the teachers for whom evaluations were available rated the training as being ‘excellent’ or ‘very good’.

**Table 4: Teacher evaluations of various programmes/ topics**

Rating	Programme / Topic					
	Introductory training		Co-ordinators training		RSE	
	Percent	Valid percent*	Percent	Valid percent	Percent	Valid percent
Excellent	55.6	70.7	63.4	67.4	53.7	60.3
Very Good	23.9	25.8	27.2	29.0	30.0	33.7
Good	2.4	2.8	2.7	2.9	4.3	4.9
Satisfactory	0.6	0.7	0.7	0.8	1.0	1.2
Unsatisfactory	0.0	0.0	0.0	0.0	0.0	0.0
Missing	17.5		6.0		10.9	

\*This figure is the percentage of respondents making a rating calculated after excluding missing cases.

**Table 4 (Continued): Teacher evaluations of various programmes/ topics**

Rating	Programme / Topic					
	Sexual-health		Substance use		Principals	
	Percent	Valid percent	Percent	Valid percent	Percent	Valid percent
Excellent	60.7	63.0	40.5	49.6	45.5	72.2
Very Good	29.5	30.6	35.0	42.7	14.0	22.2
Good	4.4	4.5	5.6	6.8	3.5	5.6
Satisfactory	1.1	1.1	0.7	0.9	0.0	0.0
Unsatisfactory	0.7	0.8	0.0	0.0	0.0	0.0
Missing	3.6		18.2		37.1	

Figure 1: Attendance at in-service training events

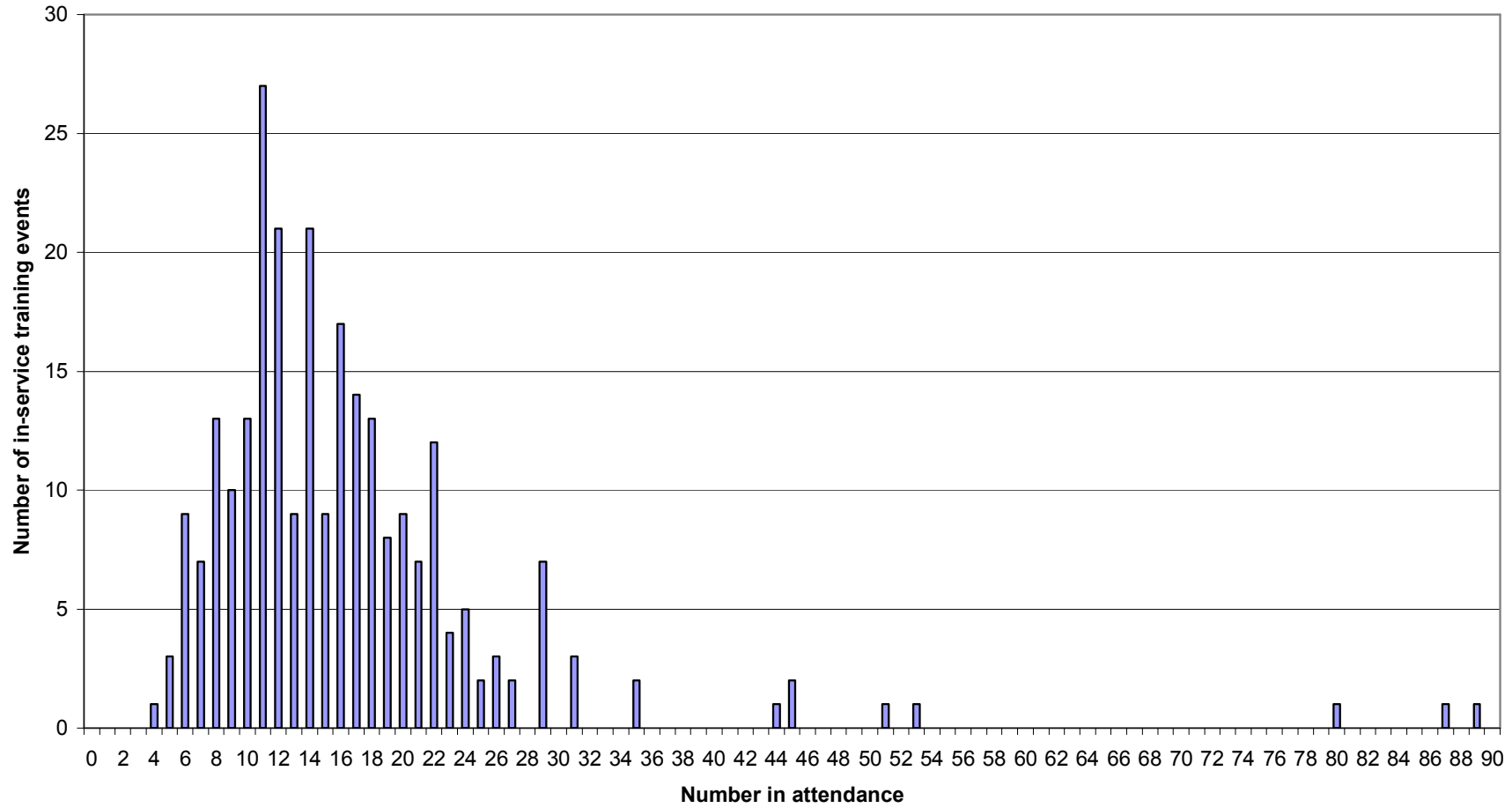
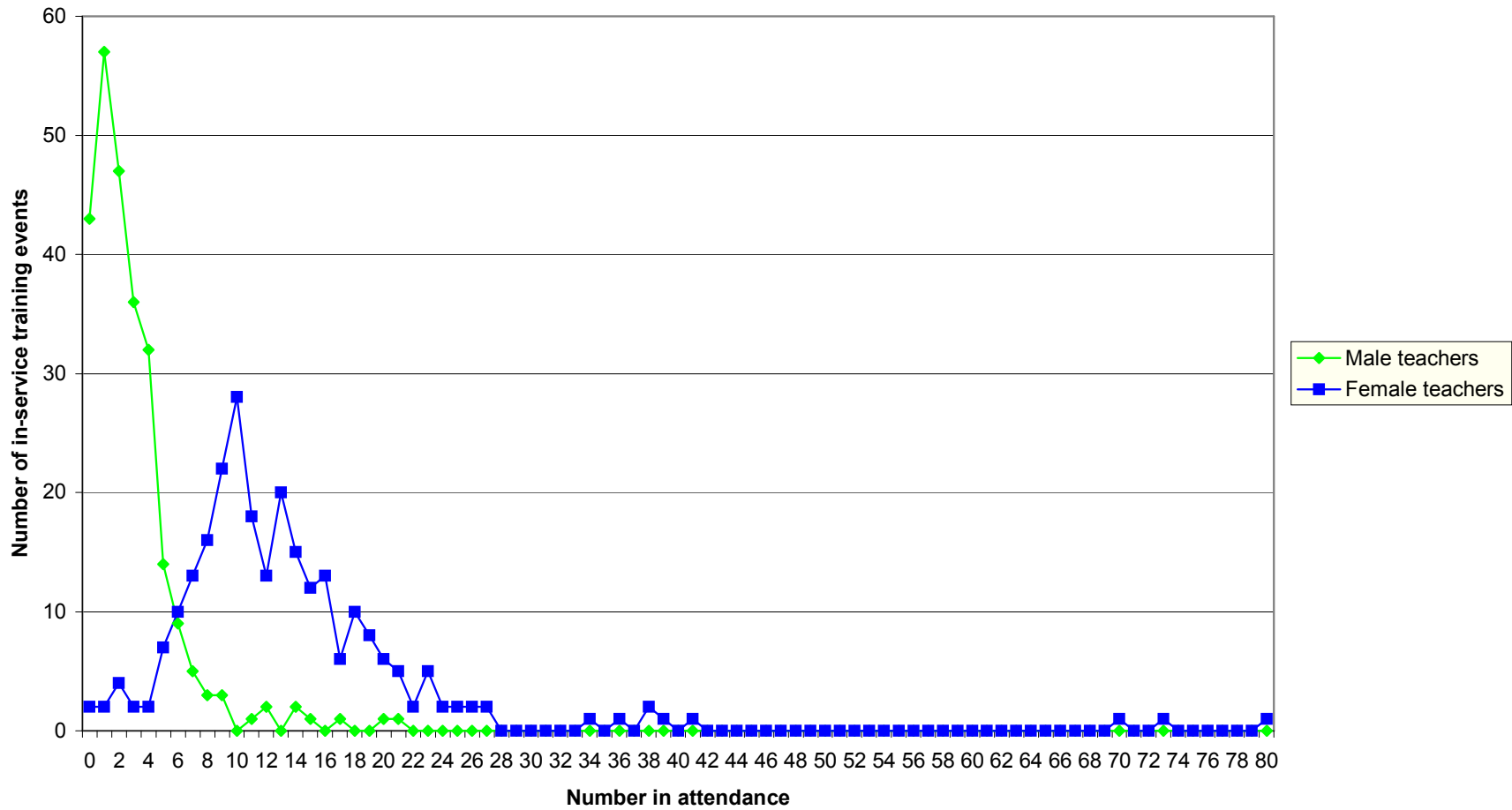


Figure 2: Attendance at SPHE in-service training by female and male teachers



**Figure 3: Female and male attendance at SPHE in-service training (OVERALL), n=4,282**

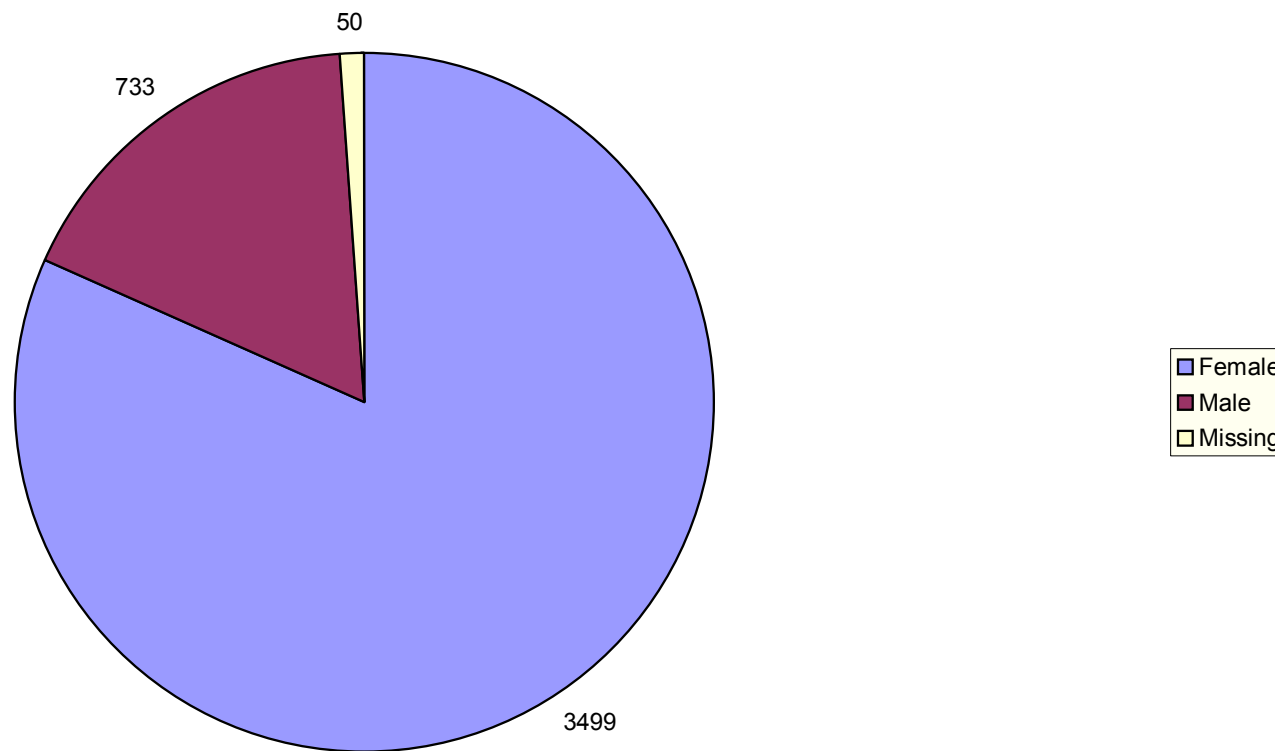




Figure 4: Female and male attendance at SPHE in-service training (INTRODUCTORY), n=933

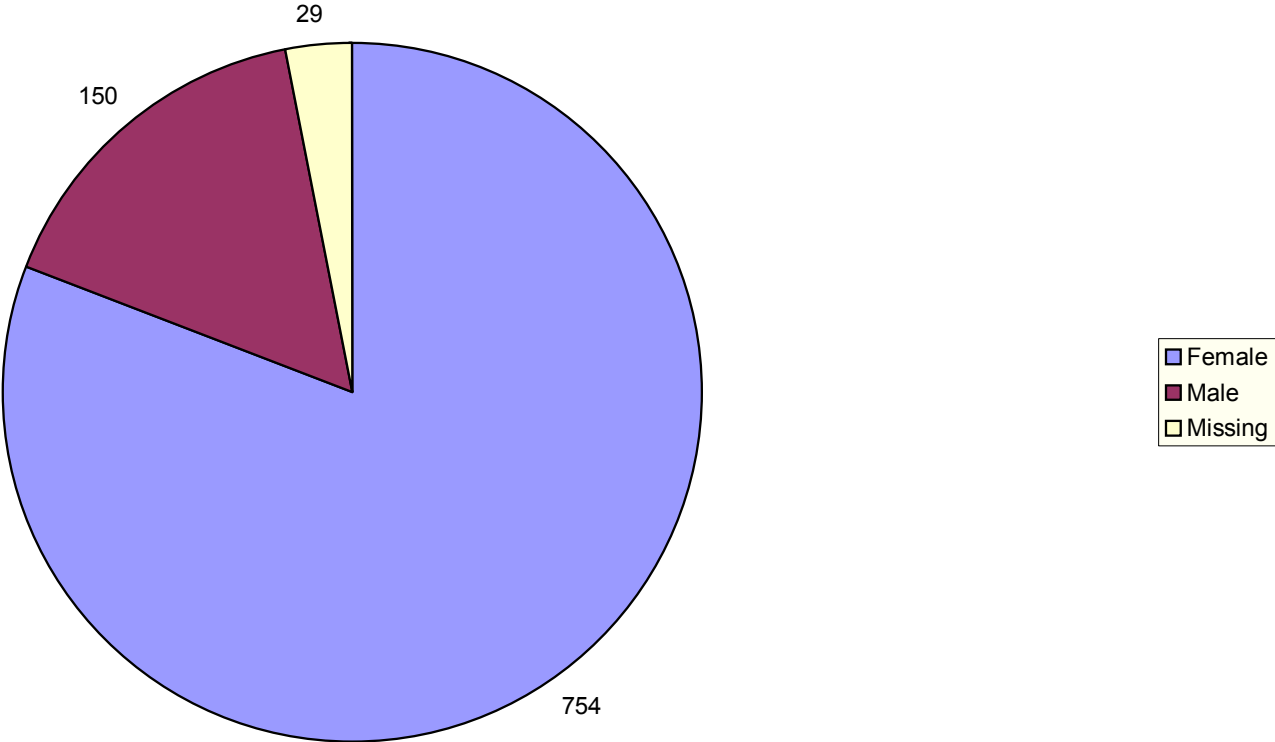


Figure 5: Female and male attendance at SPHE in-service training (CO-ORDINATORS), n=346

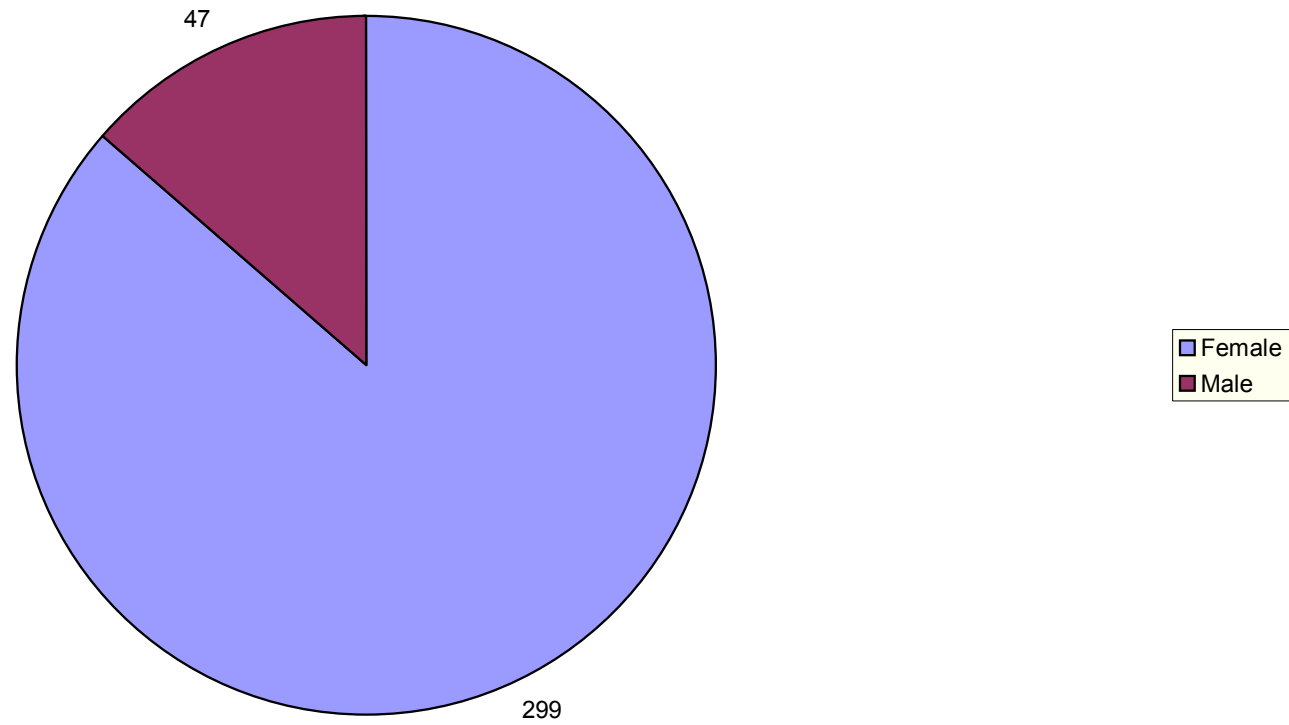


Figure 6: Female and male attendance at SPHE in-service training (RSE), n=763

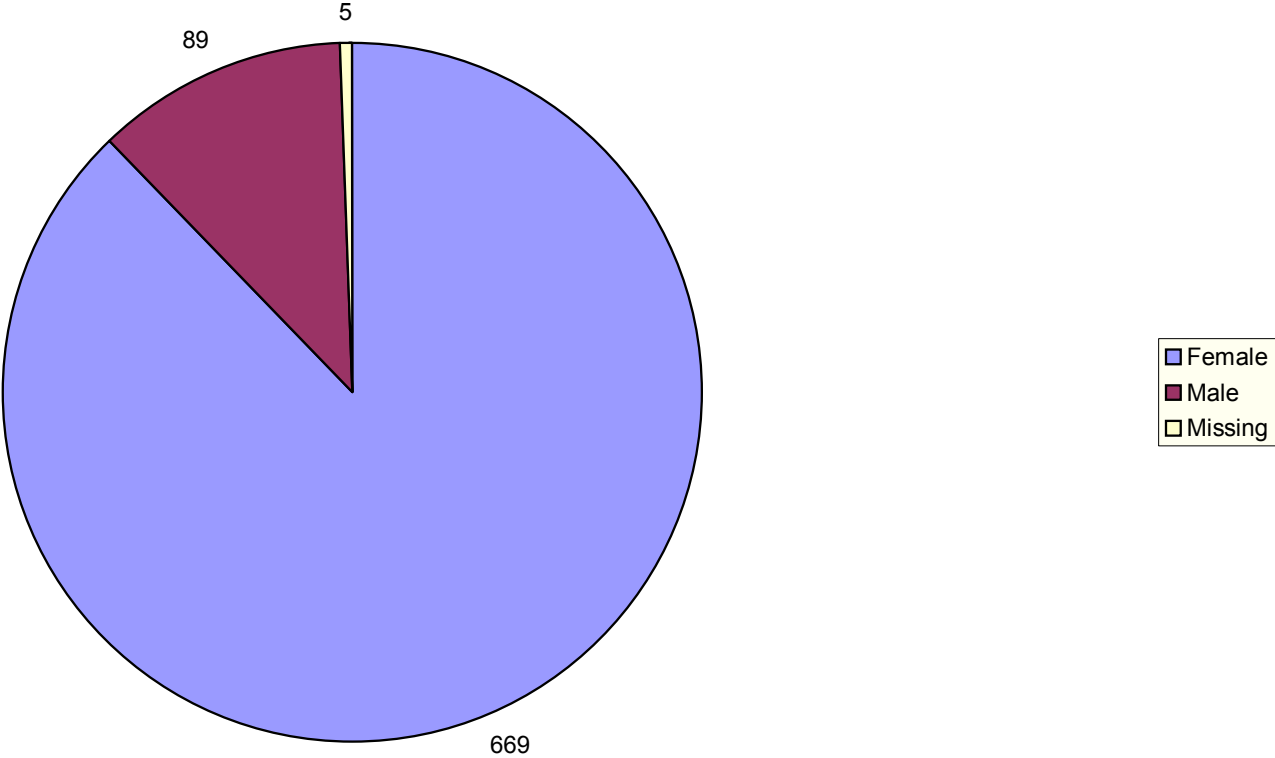


Figure 7: Female and male attendance at SPHE in-service training (Sexual Health), n=275

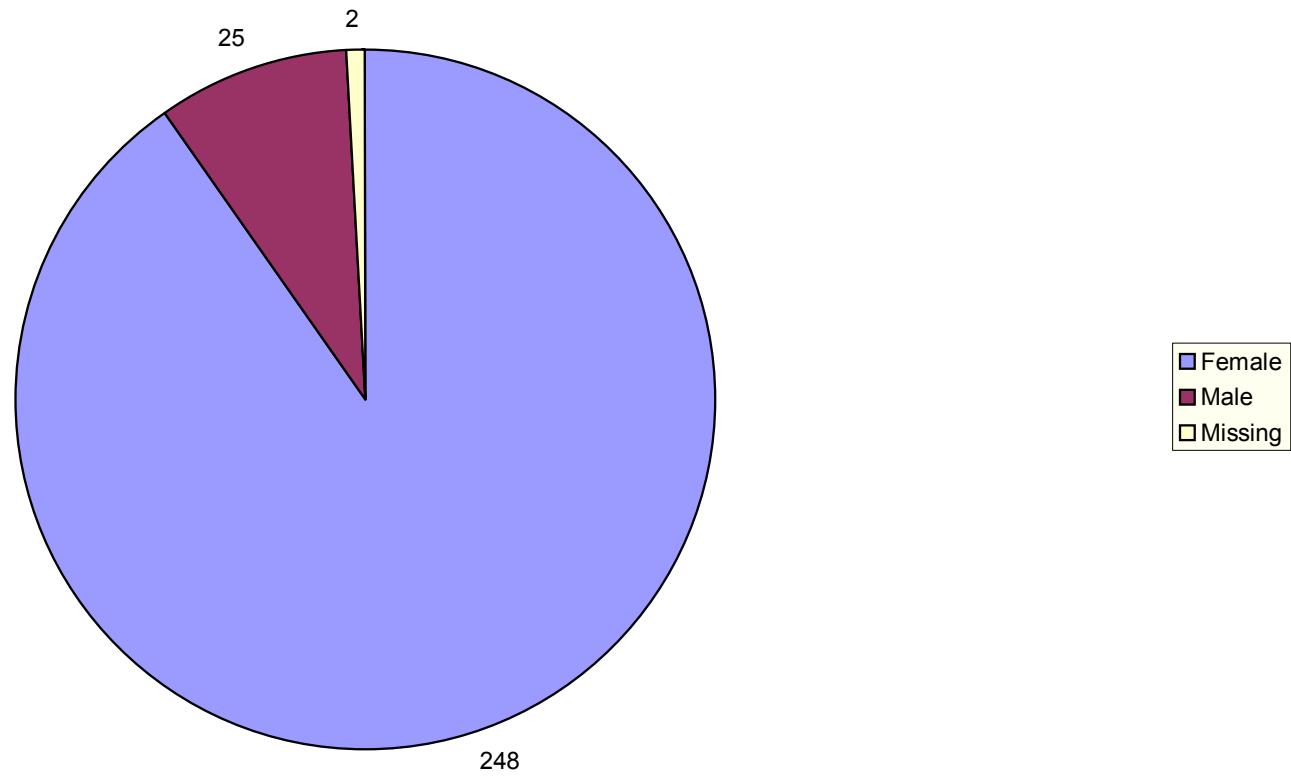


Figure 8: Female and male attendance at SPHE in-service training (SUBSTANCE USE), n=412

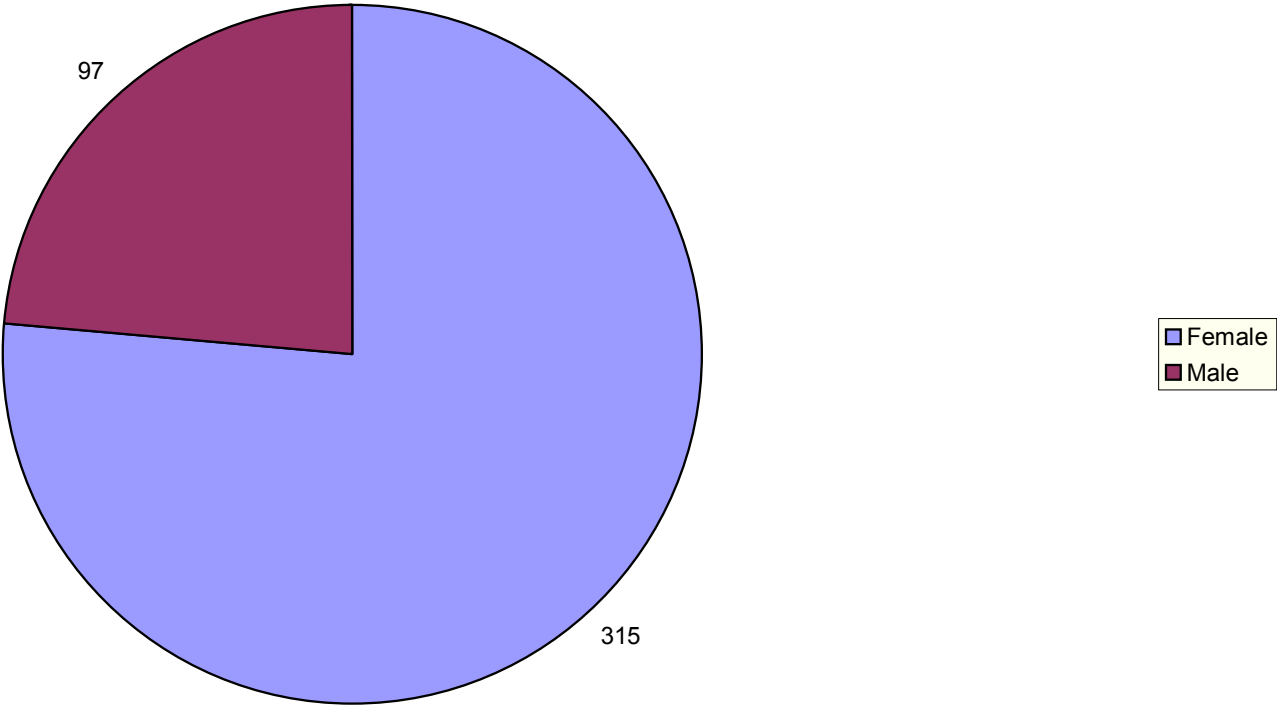


Figure 9: Female and male attendance at SPHE in-service training (PRINCIPALS), n=143

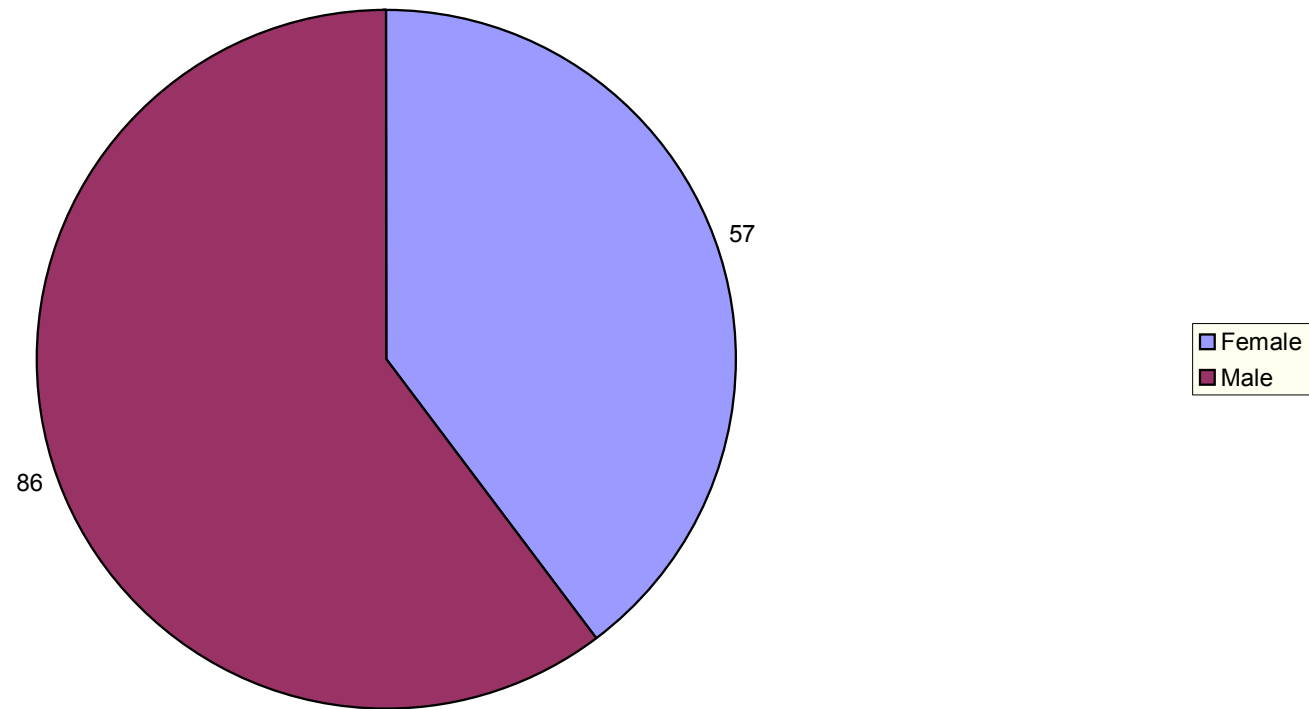
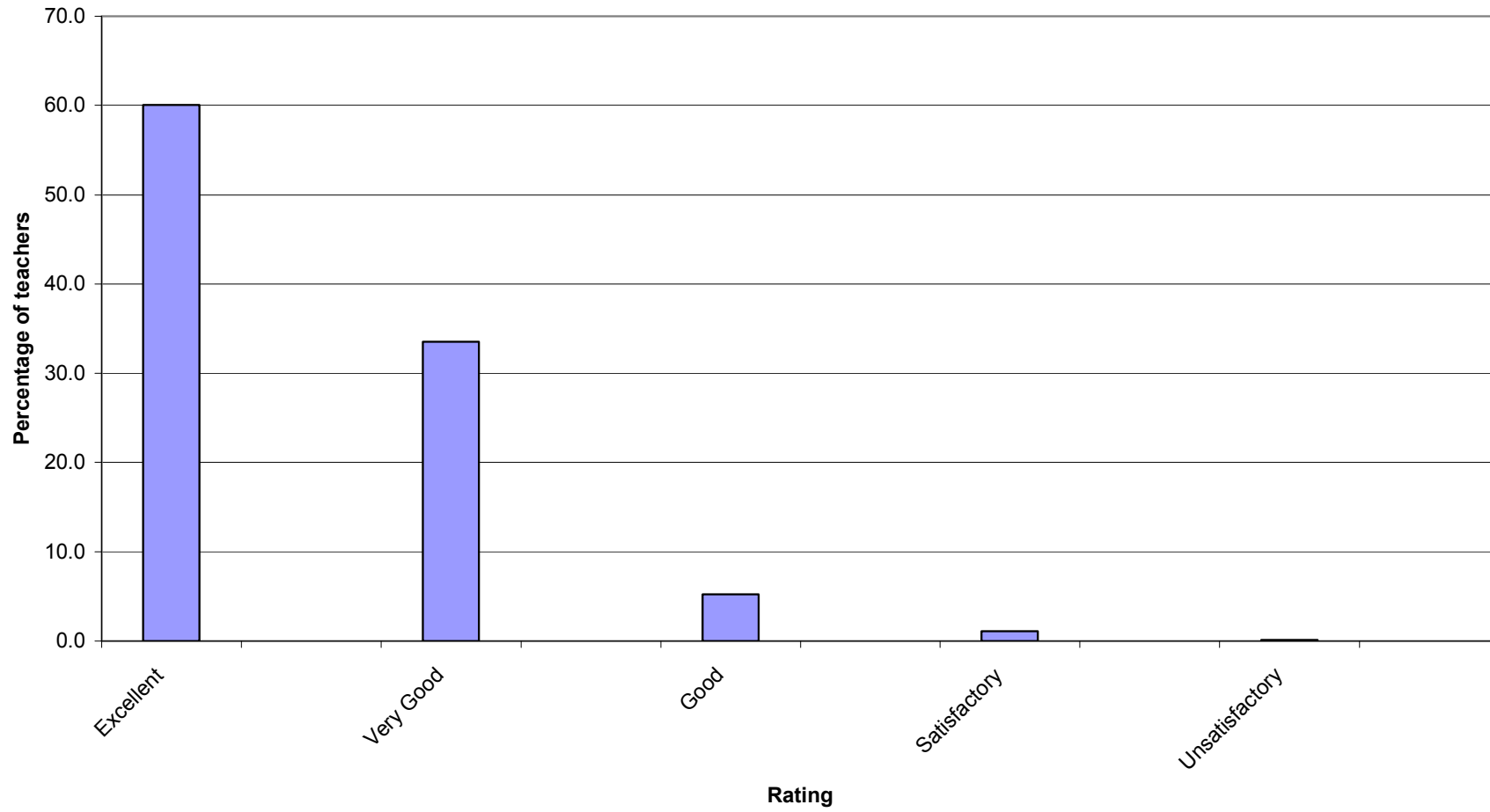


Figure 10: Teachers' evaluations of SPHE in-service overall



**Figure 11: Percentage of teachers for whom no evaluation was received for various programmes / topics**

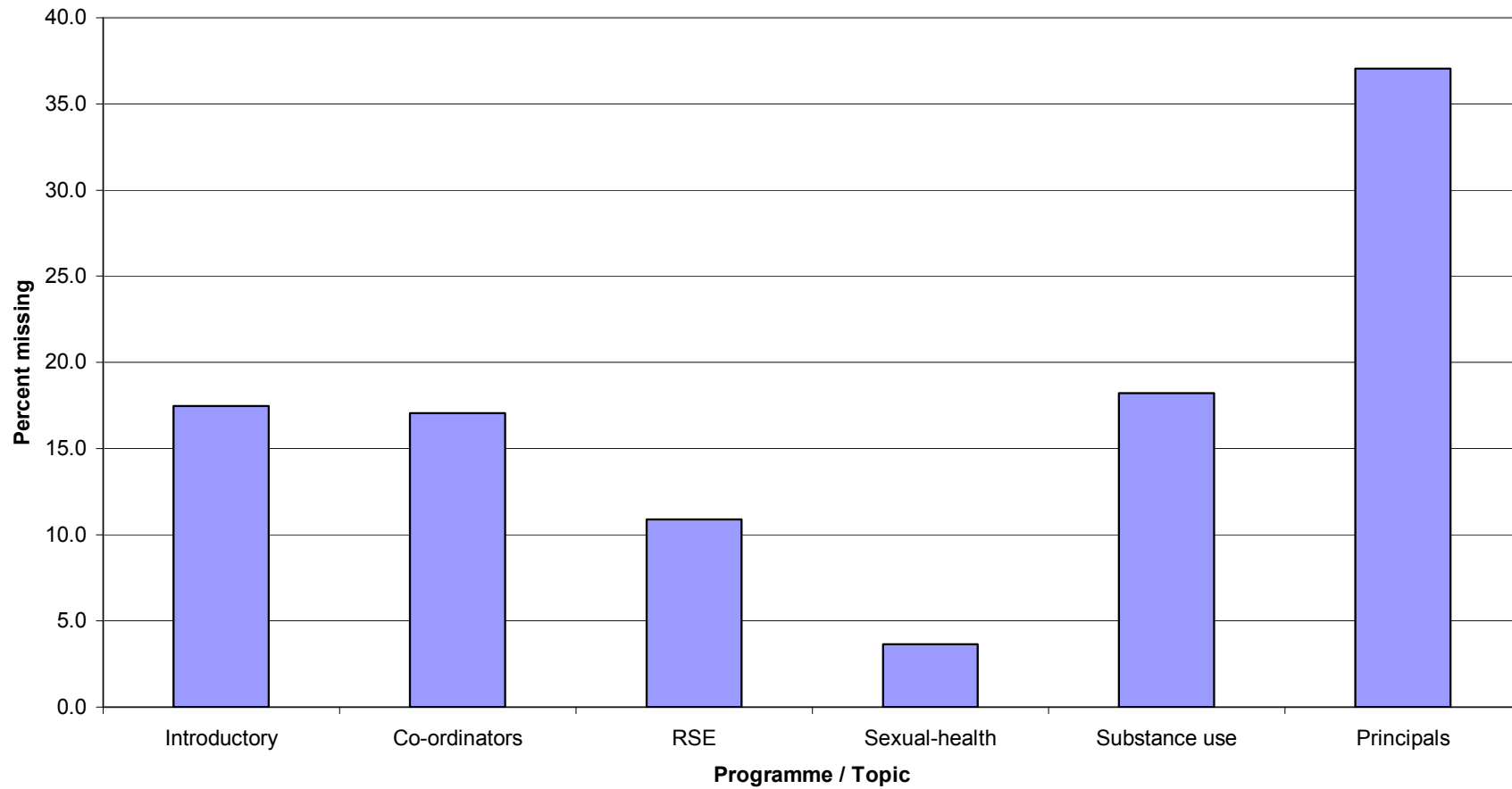




Figure 12: Teachers' evaluations of various programmes/ topics

