

## Quantitative Research data on TTV 2019

**DESCRIPTION of the RESILIENCY CONSTRUCTS USED to measure wellbeing of the TTV programme participants and individuals in a control group, using the 'Resiliency Scales for Children and Adolescents' by Sandra Prince-Embury (published by Pearson), used during 3 testings over the period of the programme – January to October 2018**

**The Constructs are:**

### **MAS – Sense of Mastery**

This is a sense of competency about yourself, important for problem solving and having positive expectations about the future eg having optimism, self efficacy (being able to master your own problems) and adaptability/flexibility ie learning from mistakes

### **REL – sense of Relatedness**

Being able to relate to others in a meaningful and long lasting way constitutes resiliency, as well as having supportive individuals present in times of adversity (research by Werner) eg having a sense of trust, having access to support, having comfort from others

### **REA – Emotional Reactivity**

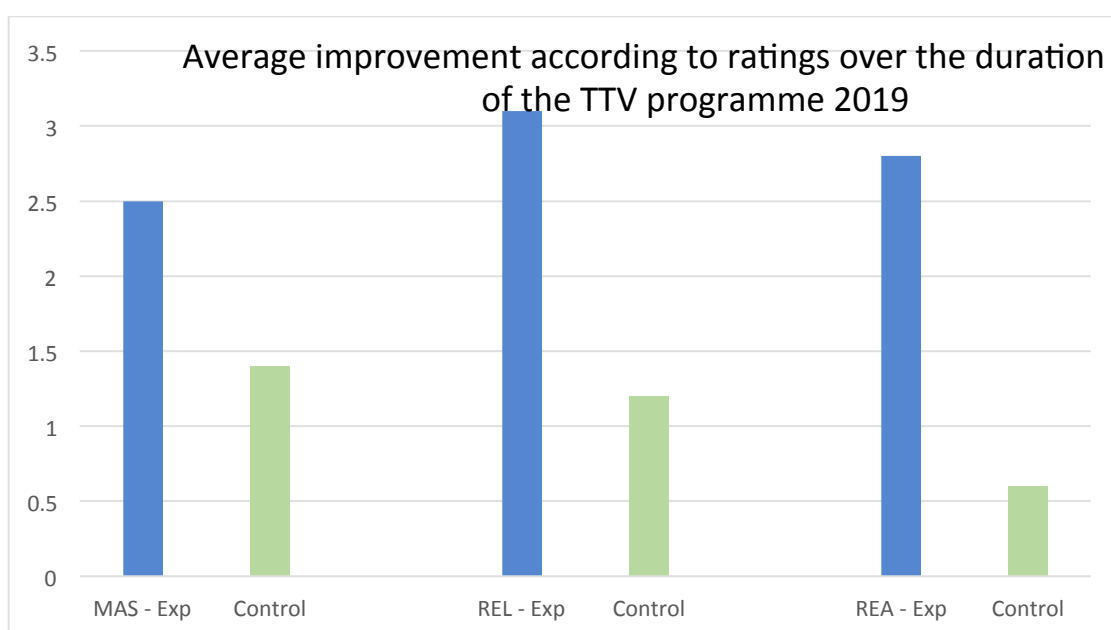
Being able to modulate and regulate reactivity, regulating attention, emotions and behaviour so individual can function adaptively in emotionally challenging situations eg your sensitivity re the threshold for reaction and intensity of reaction ie being upset easily; the ability to recover and bounce back from disturbance of emotional equilibrium; managing being upset without having impaired functioning

**Format:** The individual rates themselves using a 0-4 scale on statements that refer to one of the above constructs.

## THE GRAPHS

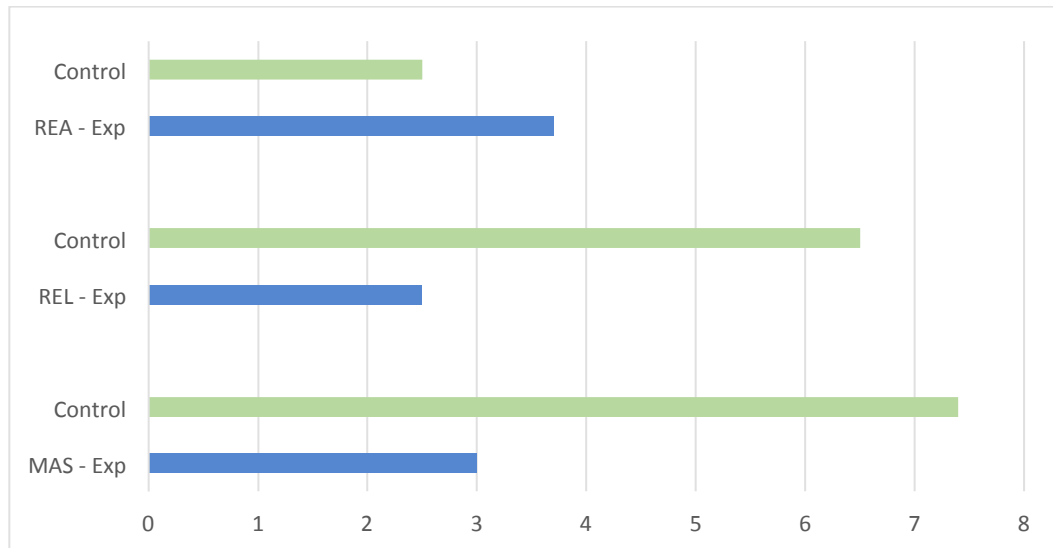
**Graph to show the average improvement within the rating scores over the duration of the programme.**

Conclusion: The Experimental group showed greater improvement in all 3 constructs.



**Graph to show the average decline in rating scores over the duration of the programme**

Conclusion: The Control group showed a greater decline than the Experimental group for Relatedness and Mastery constructs, but not for the Reactivity construct where the Experimental group showed a small but greater decline.

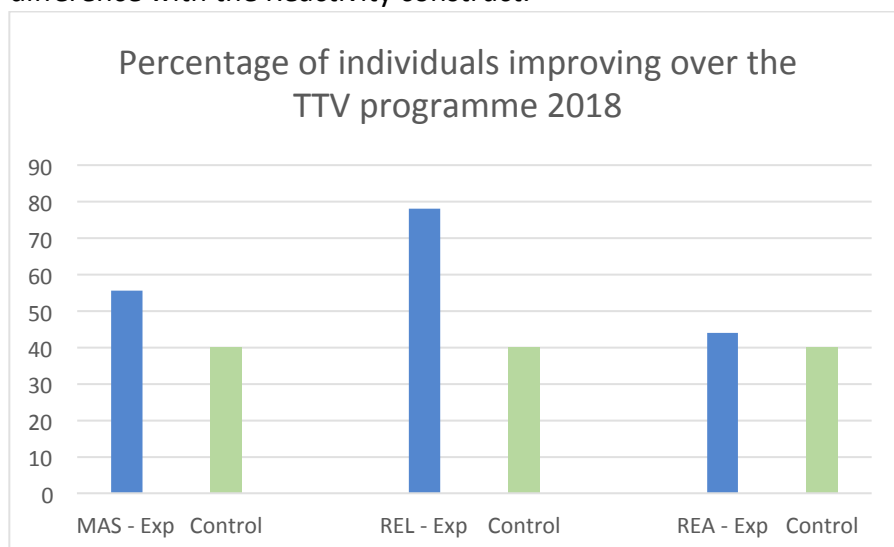


The following graphs use percentages as there were different numbers of individuals in the control and experimental groups who completed the ratings scales all 3 times: at the start, middle and at the end of the programme.

There were 9 in the experimental group and 10 in the control group.

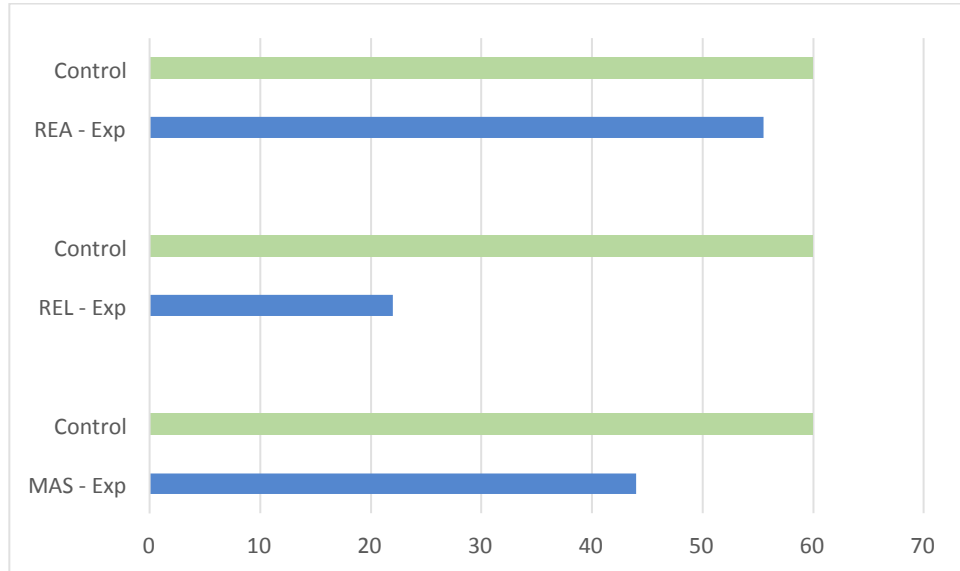
**Graph to show the percentage of individuals in each group who showed improvement over the 3 areas from the start to the finish of the programme**

Conclusion: A greater percentage of individuals in the experimental group than the control group showed same or improvement across all 3 constructs, although this was a marginal difference with the Reactivity construct.



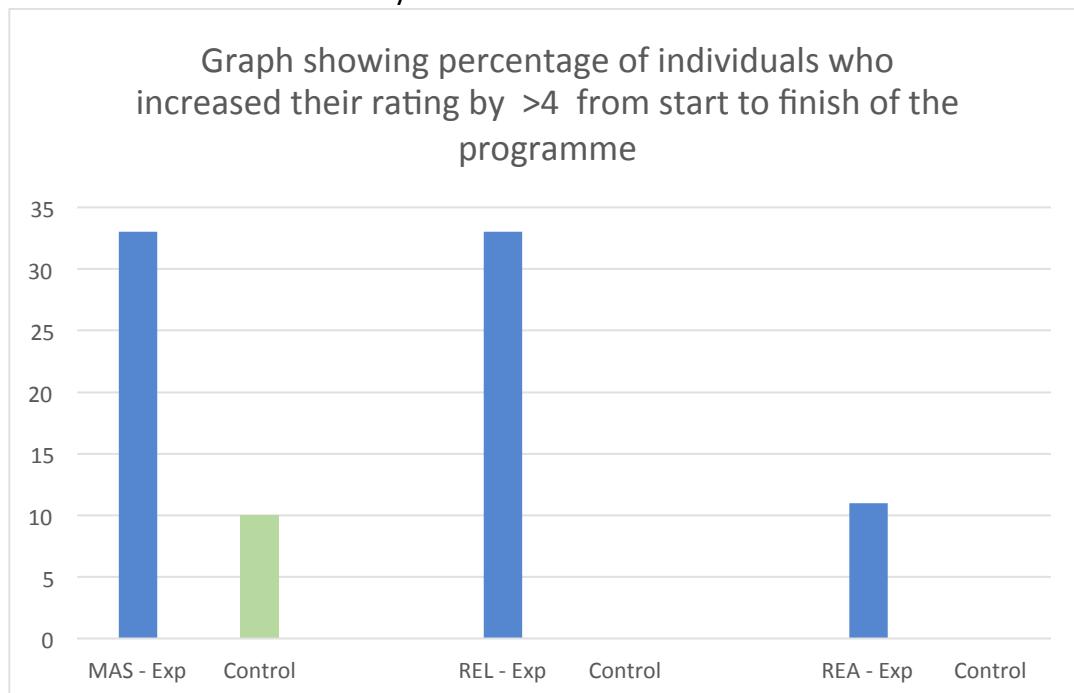
**Graph to show the percentage of individuals in the experimental and control groups who showed a decline over the 3 areas from the start to the finish of the programme**

Conclusion: There was a greater percentage of individuals from the control group than the experimental group who showed a decline, and this was across all 3 constructs, and particularly so in relation to Relatedness where the control group showed greater decline.



**Graph to show the percentage of individuals who increased their ratings by over 4 points over the course of the TTV programme 2018**

Conclusion: More individuals gained more than 4-point increase across all 3 constructs in the experimental group, and the control group had no individuals making such progress on the Relatedness and Reactivity constructs.



## **Conclusions**

**The evidence collected earlier was designed to answer the following hypothesis:**

*'Can we offer an experience to teenagers who may not normally choose a challenging adventure, which would transform their mindsets and thereby support their future success and happiness?'*

**There is clear evidence of the positive impact which participation in the programme has had on the participants.**

Participants improved their confidence, resilience and sense of purpose through taking part in the programme. The challenging nature of the trip to Gunjur and the experience of seeing a different culture and working on a specific project with very different people gave the majority of the young people a real transformational experience.

*This evidence will be reviewed and added to over time to help assess not only the longer-term impact of the programme but also to help answer the following question:*

*'Exactly what was it that participants experienced that made the difference in their thinking?'*