Thea Paulsen

School absenteeism; factors affecting long-term absence from school.

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Supervisor: Torbjørn Rundmo

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NTNU
Norwegian University of
Science and Technology

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Preface

Education is important for future employment, but higher levels of education is also connected to better physical and mental health, less risk for needing welfare services and generally better adjustment to society. Long-term absence from school has been linked to a number of risks, and is a world-wide problem. This is something I care deeply about, and chose as my subject for my master project. The current master thesis takes a further look into long-term absence from school, and the psychological variables that could be of importance to absenteeism, with the aim of contributing to the research and solutions of this problem.

This has been a long process which has provided me with valuable experiences I can bring with me into the future. It has been inspiring, but also frustrating at times, but I would not be without it. First and foremost, I want to thank my supervisor, Torbjørn Rundmo who gave me support and feedback throughout the entire process. I would not have been able to complete this thesis without him. I also want to thank Lise Eriksen from Trøndelag county for providing me with data and answering any questions I had about the project. I would also like to thank the participants in the study, who responded to the questionnaire survey and gave valuable and important information.

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Thea Paulsen

II

Abstract

Aim: The thesis aimed to examine the following; (1) differences in social support, self-efficacy, empowerment, social anxiety and judgement of present and future prospects in relation to sex and age; (2) effects of the intervention (comparing data from pre- and post-sample); and (3) factors that are of importance to judgement of present situation, social anxiety and judgement of future prospects.

Sample: The sample consisted of 79 Norwegian adolescents aged 16-24 who were at high risk of dropping out of high school, or were not attending school or work. The adolescents were participating in a year-long intervention programme aimed to get them back to school or work within the year. As part of the intervention, the participants filled out a questionnaire before and after completing the intervention, which served as the basis of the current study.

Results: The results indicated that the intervention did have a positive effect. There were significant improvements in the psychological variables when data from before and after the intervention was compared, i.e. the respondents received more social support, and reported more self-efficacy and empowerment after the termination of the intervention programme compared to the start-up phase. Social anxiety was reduced and they judged their own future prospects more positively. The results also showed that social anxiety and judgement of present and future prospects may be of importance to long-term absence from school. In addition, social relationships seemed to be of importance.

Discussion/conclusion: The results of the study showed that the intervention programme changed psychological variables in a positive direction. However, the small sample restricted the study's capability to draw decisive conclusions.

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1 Introduction

School attendance is important for children and adolescents for several reasons. It is at school they will get their formal education. At school they will also continue to develop their social skills, make friends and in general prepare for their future. In addition, children and adolescents spend a considerable part of their daily life at school. Therefore, it is important that the school arena is a place where the student can thrive. Although most students go to school every day without any considerable problems, there are some students who find it difficult to stay at school the entire day. Some drop out of school entirely. Considering the importance of school, this is something that needs to be addressed.

The school system in Norway is divided into four major parts; primary school (age 6-12), lower secondary school (age 12-16), upper secondary school (age 16-19), and higher education, like college and university. Upper secondary school is equivalent to high school, and will be referred to as high school in the thesis. Although only primary school and lower secondary school are mandatory in Norway, finishing high school is the norm, and is considered necessary to be able to get a job and attend working life. Studies have shown that students who finish high school often are first in line to be employed, get a higher salary, and keep their jobs longer. In addition, quitting school early is associated with several risks, including psychological issues, an increased risk for needing welfare benefits, and an increased risk for criminal and antisocial behaviour (Havik, Bru, & Ertesvag, 2015).

Absenteeism is defined as legitimate or illegitimate absence from school (Kearney, 2008). According to Kearney (2008), about 80% of school absenteeism is legitimate, for example due to sickness, doctor appointments, family emergencies or religious holidays. The remaining 20% is illegitimate absence from school. The focus of this thesis will be on illegitimate absenteeism, specifically long-term illegitimate absence. Illegitimate school absenteeism could be parent motivated or child motivated. Parent motivated school absenteeism applies when the parent holds their child home from school. This could be due to the fact that they need help at home, perhaps to watch younger siblings, or judge the school to be unsafe for their child, or due to neglect and wanting to conceal evidence of abuse, etc. (Kearney, 2008). This is also known as school withdrawal. Child motivated school absenteeism is when the child choose to stay at home. There are several types of child motivated school absenteeism, and the different terms often used for these types of absence are truancy, school refusal, school phobia and school dropout (Kearney, 2008).

Truancy is defined as illegitimate absence from school that the parents are not aware of. However, when truancy becomes a problem, parents will usually be informed. Truancy is

often defined based on a certain number of absences within a certain period of time. However, this varies from country to country. Although truancy often are linked to delinquent behaviour, e.g. vandalism and drug use, most truant students are absent from school due to other reasons. Truant students are typically uninterested in school and, therefore, prefer to spend their time elsewhere (Kearney, 2008).

School refusal is referred to as anxious-based school absenteeism. Students in this category often have great difficulty to go to or stay in school. Truancy and school refusal is viewed as two separate phenomena, but they can overlap. Many absent students are both anxious about going to school, but also partake in behaviour typically linked to school truancy. School phobia is a related term to school refusal, and refers to fear-based absenteeism. These students experience fear related to one or more reasons related to school. This could be fear of the school bus, the fire alarm or something in the classroom or school area. However, this term is not at present frequently used, due to the fact that the reason for this type of absence is not common and may be better described by the anxious based school refusal. Another aspect of anxious/fear related absenteeism is separation anxiety. The student with separation anxiety is absent from school because they have great difficulty being separated from their parents. Both fear and separation anxiety can be components of school refusal. School dropout is defined as prematurely and permanent departure from school before graduating (Kearney, 2008).

An umbrella term often used that covers all these terms are school refusal behaviour. This is defined as child motivated absence from school (Kearney, 2007, 2008). While terms such as truancy, school refusal and school phobia assume certain symptoms of absence, like delinquency, anxiety and fear, school refusal behaviour simply refers to a collection of different types of school attendance problems (Kearney, 2008).

Most students miss school occasionally, whether it is due to legitimate or illegitimate reasons, but some students are clearly more absent than others. A survey carried out in Norway in the year 2002 showed that 33% of the boys and 38% the of girls had been illegitimately absent from school 1-5 times in the last year, and 15% of boys and 14% of girls had been illegitimately absent from school more than 5 times in the last year (Hegna, 2005). Øia (2007) showed that 41.9% of Norwegian students had skipped school at least once in 2006. A third survey conducted in the municipality of Bergen in Norway showed that almost 10% of the boys and about 5% of the girls in tenth grade had been absent from school more than 10 days in the last year. In addition, about 11% of the students had been absent from school on the day the survey was conducted and therefore had not participated (Iversen, Skutle, Bolstad, & Knoff, 2008). It should be kept in mind that many studies on school

absenteeism are based on research conducted at school, where the students who struggles with absenteeism often are not present.

There are some studies that seek out absent students as part of research activities aimed to find effective countermeasures. A survey that looked at truancy in Norwegian schools found that out of a group of students that were identified as students absent from school, 68% were absent more than five days in the last year, and 23% had been absent for more than five days in the last two weeks (Mounteney & Johannessen, 2009).

There are various degrees of school absenteeism. Some students are absent for only a few hours occasionally, some are absent for part of the day, some are absent entire days, or several days at the time. Some students are only absent from school at a certain point of the year, for example after a holiday because they find it difficult to go back after a break. There are also students who go to school, but are absent from the classroom, or who display problem behaviour with the goal of being sent out of the classroom or home (Kearney, 2008). School refusal behaviour can also include students who protest going to school every morning and puts up a fight in order to get to stay home.

School absenteeism exist in countries all over the world (Inglés, Gonzálvez-Maciá, García-Fernández, Vicent, & Martínez-Monteagudo, 2015). Therefore, it is important to find efficient countermeasures. To reduce illegitimate absence from high schools in Norway, there was implemented a limit of approved absence in 2016. If a student has more than 10% illegitimate absence in a school subject, he or she will not have a basis of evaluation in that specific subject. Subsequently, they will not get a grade, which again leads to the student not being able to graduate high school (Andersen, Bjørnset, Reegård, & Rogstad, 2017). Since this has not been in effect for very long, it may be too early to draw decisive conclusions about the effect of this measure. However, it has been reported that overall absence has been reduced after the implementation, which shows that the limit may be effective (Andersen et al., 2017). In some counties, however, there has been reported an increase in the number of students who do not have a basis of evaluation, and consequently do not get a grade. Some of these students have been reported to quit school when they passed the 10% legitimate absence. It may be that they do not see a point in continuing if they are unable to graduate anyway, or give up earlier because they do not think they even have a chance of staying below the 10% limit (Andersen et al., 2017). The limit of absence may have a positive effect on absence on a general basis, but may negatively affect students who are already struggling the most with illegitimate absence. Therefore, it is important to identify students at risk, and give them the help and support they need to reduce their absence. This thesis focuses on

students who are absent from school, and aims to identify what factors affects long-term absence from school.

1.1 Effects of interventions to reduce long-term absence

There is a link between absence from school and subsequent dropout from school (Havik et al., 2015). Given this link, reducing absenteeism is important. Several interventions aimed to reduce absence and dropout have been implemented. In the following section, a selection of these from the last 10 years will be presented.

In a pilot study by Chu, Rizvi, Zendegui, and Bonavitacola (2015), an approach to school refusal among adolescents titled Dialectical Behaviour Therapy for School Refusal (DBT-SR) was implemented. DBT is a psychosocial treatment and aims to teach the individuals skills to effectively manage their own behaviour and emotions. This intervention included web-based coaching between the school-refusing student, the parents and their primary therapist in the morning before school started. It also included multi-family skills groups, where the school refusing student and their parents were taught skills to manage behaviour and emotions, and individual youth and family sessions. Phone-based coaching outside of sessions were also available if needed. The participants in this study were teenagers aged 12-16 years old who showed anxiety-based school refusal. In total, seven families were invited to participate. Only two participants were reported at the end of the intervention. Out of these two, the first participant appreciated the skills he had learned and to a degree increased his school attendance. The parents of the other participant reported that having web-based coaching in the mornings greatly helped the adolescent getting out of bed and getting started on his morning routine. At follow-up, neither of the two participants met any of the criteria for school refusal. This type of intervention may therefore succeed in getting the students back to school. However, it should be noted how many participants left the study, which could indicate that this type of intervention is not so appealing. Motivation to engage in therapy early in the mornings may be low for students already struggling with this problem.

Strand and Lovrich (2014) evaluated the effect of a truancy reduction intervention based on a programme known as the West Valley Community Truancy Board (WVCTB). This programme integrated a "school based CC case management approach with a framework for integrating community, school, family, and judicial court resources" (Strand & Lovrich, 2014, p. 139). CC stands for Check and Connect and is a programme that seeks to meet the needs of truant adolescents and connects them to a mentor. In the intervention, the mentors were court-employed probation counsellors employed by the school. The community truancy

board consisted of school, community and court personnel that met with the family and adolescents who exceeded a certain number of illegitimate absence in order to overcome the reasons for absence. In total, 132 students participated in the study. A total of 66 were in the experimental group, and the remaining 66 served as a control group. The results showed that in the experimental group, 47 of the students graduated or attained a graduate equivalent degree and 10 students dropped out. In the control group, 33 of the students graduated or attained a graduate equivalent degree and 18 dropped out. The remaining students either left the intervention or transferred school. The students in the experimental group had more positive outcomes in form of a higher rate of graduation and lower rate of dropout compared to the control group.

An intervention study by Marvul (2012) combined three different measures. The first measure was daily phone calls to the participants' home before school. This was done by a staff member at school that had been appointed to be the contact person to a family. The second measure was participation in a moral issues class, which focused on respect, responsibility, trustworthiness, care, citizenship and fairness. The last measure was sponsoring of club football and basketball teams. This was to get truant adolescence to participate in sports. According to the study, boys who participated in sports were hypothesised to have a better attendance and a better chance of making it through school. The intervention was conducted at a school for at-risk students. The participants were 40 male students selected based on their severe truancy. The sample was divided into an experimental group and a control group. The results showed that the intervention increased school attendance, and that the students improved their attitudes and expectations toward school.

Enea and Dafinoiu (2009) conducted a pilot study in Romania where the focus was on intrinsic and extrinsic motivation. The techniques used were motivational interviewing, behaviour contracts and solution-focused counselling. The participants were high school students who willingly participated in exchange for an increase in their "class behaviour" points. Some of the students agreeing to participate assumed their absence from school would be excused after participation. They then chose to leave the intervention when it became clear that they had to put in effort and that the goal was to reduce truancy. The remaining 38 participants were equally divided into an experimental and a control group. The results of the study showed a significant decrease in truancy among the students in the experimental group compared to the control group. However, parents were not involved and teachers had limited involvement. The intervention did nevertheless lead to reduced absence for the students who were willing to make an effort. Using group interventions, motivation and rewards as a

measure to get students to come to school is an interesting approach and should be studied further.

Mazerolle, Antrobus, Bennett, and Eggins (2017) carried out an intervention study that tested the impact of a collaborative police-school partnership with the goal of reducing truancy in Australian schools. The programme was called the Ability School Engagement Program (ASEP). The programme was developed due to concerns over high levels of truancy in an Australian police district. The primary technique of the intervention was a family group conferencing approach. As a part of this approach, they identified the psychosocial reasons behind the students' truancy, informed the family of truancy laws and created an action plan to help the student and their family to re-engage in school. The participants in the study were 102 students identified as truant. 51 were assigned to the experimental group and the other 51 in the control group. The results showed that the intervention reduced official truancy, facilitated the student's willingness to go to school and improved school attendance perception and behaviour. However, the participants in the experimental group did not differ significantly from the control group, despite that the students in the experimental group reported less illegitimate absence. This type of intervention depends on the willingness and commitment of schools, police and other agencies to work together over an extended period of time. However, such studies may obtain results if they are carried out properly.

Elsherbiny (2017) implemented a preventive social work programme in order to prevent school refusal. The participants were selected from a school with a high number of students with school refusing behaviour in Egypt. 48 children aged four to six years old were randomly selected out of 58 school refusing children, where 28 were boys and 20 were girls. The participants were then divided equally in an experimental group and a control group. The prevention programme lasted for one year. The programme included three phases. The first phase aimed to respect the children's feelings and help them return to school. The second phase was about working with family members and convincing them of the importance of intervening in the school refusal problem. The third phase introduced work with school teams, where children were examined for physical wellness, were encouraged to speak with school personnel and were rewarded for going to school. In addition, teachers were trained to identify and implement action for early signs of school refusal and to help children get organized for school when they arrived in the morning. The result showed a decrease in absence from school among the experimental group, but not in the control group. The children in the experimental group had more positive feelings toward school after the programme and enjoyed being there. This was an intervention with young children who may have school

refusal for other reasons than older children and adolescents. The study nevertheless shows the potential value of early intervention.

The studies presented above showed that the interventions implemented were more or less effective in reducing absence from school. Some of the interventions mentioned targeted truancy, while some targeted school refusal. The reasons behind these two types of school absence are usually different, and therefore requires different approaches. Increasing the motivation of truant students may contribute to an increased attendance, but have no effect on school refusing students who are motivated for school, but too anxious to attend. Therefore, it may be necessary to uncover the reasons behind absence from school before implementing countermeasures. To examine the potential reasons behind the absenteeism should be of importance and should be prioritised in future research.

The current study aim to assess factors contributing to long-term absence from school among adolescents, and examines the effects of an intervention study carried out among adolescents and young people in the northern part of the Norwegian county of Trøndelag ("Ungdomsprosjektet i Nord-Trøndelag"). A selection of five psychological factors is hypothesised to be improved due to the intervention programme. These factors are social support (from friends), self-efficacy, empowerment, social anxiety, and judgement of present and future prospects. Few studies have focused on these psychological factors in relation to school absenteeism.

1.2 Nord-Trøndelag intervention study

The current study is based on data from an intervention programme carried out in the northern part of Trøndelag county. The intervention occurred as a result of a political initiative in 2012. The target group were adolescents and young people aged 15-21 who had either not applied to high school, refused the offer, or had dropped out of high school and did not engage in other forms of education or work. The project aimed to offer work-oriented and/or health promoting activities to the programme recipient. Customized services and close individual follow-up were parts of the programme. The primary goal of the project was that adolescence participating in the project would attend high school at a regular basis within a period of one year. The programme also aimed to getting the participants of the programme to start engaging in other leisure activities. The programme conceived early intervention, i.e. countermeasures at an early stage, to be important. When too much time passes between when problems arise and implementation of countermeasures, the probability of successful results may be reduced. Therefore, intervention at an early stage was considered to be important.

The intervention was carried out by two local providers; Friskgården and Attføringsbedriften Fides og Reko, who had experience in working with adolescent who were absent from school. The project lasted from the beginning of 2016 until the end of 2018. When the adolescents entered the project, they had been assessed to determine what they needed in terms of help and support. The needs were further assessed after entering the project to determine what they needed in terms of services and follow-up. Based on this information, a plan was developed jointly with each of the participants, because it was believed to give the adolescent a sense of ownership and increase the motivation. The plan would include work-oriented and health-promoting activities. The work-oriented activities in the project included work-practice and job-shadowing and switching between different companies and work types. Before entering the intervention and after completing it, the adolescents were asked to fill out a questionnaire. The questionnaire served as a basis for the current study.

1.3 Terminology related to the current study

The five psychological variables in focus in the current study are social support (from friends), self-efficacy, empowerment, social anxiety and judgement of present and future prospects. These terms will now be presented and defined.

Social support highlights the importance of relationships. Social support includes emotional support, guidance, instrumental support and socialization. Emotional support refers to the act of being there for someone, through listening to them, giving them moral support and showing them empathy (Cohen & Wills, 1985). Guidance, also called informational support, is helping others define and cope with problematic events (Cohen & Wills, 1985). Instrumental support refers to the providing of resources, like sharing notes with another student, or lending money to someone, or otherwise helping someone (Prilleltensky & Nelson, 2010). Socialization includes spending leisure time with another person. This could reduce stress and promote health through fulfilling the need for contact with other people (Cohen & Wills, 1985). It is likely that a person who receives one type of support also have access to other types of support. Perceived support and actual (enacted) support must also be distinguished. Perceived support is the belief that someone will help when help is needed, while actual, or enacted, support is the actual helping behaviours performed by others (Rhodes & Lakey, 1999). Interestingly, research has shown that perceived social support are more important than actual support (McDowell & Serovich, 2007). Social support helps increase personal well-being through bonding, affirmation, and contributions to one's self-

esteem. In addition, social support can act as a buffer against stressors (Prilleltensky & Nelson, 2010; Rhodes & Lakey, 1999). It can give a person benefits through positive experiences and stable, rewarding roles in the community (Cohen & Wills, 1985). Studies have shown that social support can protect against a number of risks, including both physical and mental health problems (Kaplan, Cassel, & Gore, 1977). In the current study, the focus is especially on social support from friends. This includes the degree of support the participants feel they receive from their friends, if they can talk to their friends and their friends' ability to listen, and if their friends help them with solving problems.

A person's perceived self-efficacy is concerned with "judgements of how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122). Self-efficacy can alter thought patterns and behaviour, and influence how someone make decisions. Whether one chooses to pursue an activity and how much effort is put into it depends on their self-efficacy. If someone believe they do not have the necessary resources to complete an action, they will often avoid the action or put minimal effort into it. If someone does believe they have the means necessary to complete an action, they will usually put more effort into the action (Bandura, 1982). Planned behaviours are most often shaped by thought. Those who have higher levels of self-efficacy often visualize scenarios where they are successful, which will serve as practice for actually performing those behaviours. This increases the chance of being successful. Those who have low self-efficacy usually visualize scenarios in which they fail. This will undermine performance and increase the risk of actually failing (Bandura, 1992). However, self-efficacy is not the same as skills. Rather, it entails what someone believes they can do with the skills they possess (Maddux, 2002). It is also distinct from self-esteem. Self-esteem is what one think of oneself, and how these thoughts relate to feelings. Self-efficacy can, however, contribute to self-esteem. Self-efficacy develops over time through experience. Positive experiences leads to stronger self-efficacy (Maddux, 2002).

Empowerment is the notion that people should be given the possibility to control their own lives. It implies that people possess competencies, or has the capacity to take control over their lives when given opportunities to do so (Rappaport, 1981). It is strengthened through the enhancement of competencies. This process is best set in a real-life context where the person can feel empowered in their own life, rather in an artificial lab situation where they know that it is not really them who are in control (Rappaport, 1981). Empowerment can happen on three different levels; individual, organizational and on a community level (Perkins & Zimmerman, 1995). On an organizational level, empowerment can be about empowering people at a workplace. On a community level, it can be about strengthening a community, like

a neighbourhood, through empowering the residents. It is the individual level of empowerment that is of relevance to the current thesis. Individual empowerment can be referred to as psychological empowerment (Zimmerman, 2000). The empowerment approach set out to work *with* disadvantaged people, instead of doing things for them. It was about giving people an opportunity for self-determination and to take control over their life (Prilleltensky & Nelson, 2010). Empowerment can both be a value orientation and a theory. As a value orientation, it is a distinct approach to interventions. Empowerment does not seek to fix problems, categorizing risk factors and blaming victims, but rather is about enhancing wellness, focusing on strengths and searching for environmental influences (Zimmerman, 2000). Empowerment theory includes empowerment both as a process and as an outcome. Structures, action and activities can potentially be empowering, and the outcome of such processes can increase the level of empowerment. A process is the attempt of obtaining resources, gaining control over them and understanding the social environment that one is a part of. The outcome are the individuals perceived control, skills and proactive behaviours in a specific situation (Zimmerman, 2000). Empowerment is individual, and different processes empower different people. What is means to be empowered also means different things to different people. Therefore, the context and population is important to keep in mind when working to increase empowerment (Zimmerman, 2000).

People with social anxiety generally have a negative perception of their own social competence, and therefore is biased to believe that other people have a negative reaction to social interactions with them. They tend to be self-focused and they will usually miss social cues in other people's behaviour. Therefore, the biased thinking will not be corrected (Blote & Westenberg, 2007). The expectations for own social interactions may be unrealistic. The focus is on the negative aspects of social interactions. These worries become so integrated in their lives that they will spend a lot of time and effort avoiding situations where their social anxiety might be triggered. If so, the anxiety has become a disorder (Nolen-Hoeksema, 2014). Symptoms of social anxiety disorder includes a fear of situations where the person might get scrutinised by others, a fear of showing signs of anxiety, a fear of social situations, and that the fear is out of proportion to the situation (American Psychiatric Association, 2013).

Judgment of present situation is simply how the adolescent judges their situation at the moment, and how much they feel like they are in control over what happens. Judgement of future prospects, or future orientation, is thoughts, plans, hopes, motivation and feelings an individual have about their future (Nurmi, 1989). Judgements of future prospects may affect goals and plans (Stoddard, Zimmerman, & Bauermeister, 2011). Adolescents' present situation can contribute to whether they will have a positive or negative view on their own

future prospects. Adolescents and young people living in an unstable environment with little social support are more likely to have a negative outlook on their own future, and consequently, they are more likely to engage in risk taking behaviour and setting low goals for themselves. Conversely, adolescents and young people in a stable and supportive environment are more likely to have a positive outlook on their future and engage in behaviour to reach their vision of the future (Stoddard et al., 2011). Several studies have found that students with a positive image of their future selves are more motivated for academic achievement and make more plans for their future than students with negative future images of themselves (Anderman, Anderman, & Griesinger, 1999; Nurmi, Poole, & Kalakoski, 1994). According to problem behaviour theory (Jessor, 1987), students with low expectations to own achievements and a pessimistic view of their future will have a greater risk for involvement in problem behaviours.

It is these five concepts and how they may affect long-term absence from school that will be the focus of the current study. The focus will especially be on determinants of social anxiety and judgement of future prospects. Studies carried out previously have shown that social anxiety and judgement of future prospects have an effect on long-term absence from school (Brown & Jones, 2004; Gresham, Vance, Chenier, & Hunter, 2013; Ingul & Nordahl, 2013). The thesis aims to examine the following; (1) differences in social support, self-efficacy, empowerment, social anxiety and judgement of present and future prospects in relation to sex and age; (2) effects of the intervention (comparing data from pre- and post-sample); and (3) factors that are of importance to judgement of present situation, social anxiety and judgement of future prospects.

Figure 1 illustrates a heuristic working model for the study. Based on previous research, it is hypothesised that judgment of present situation, social anxiety and future prospects can be of importance to absence from school.
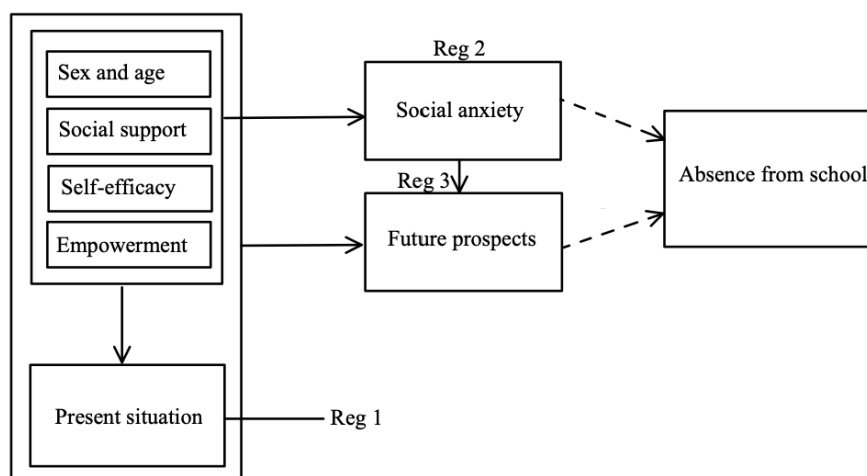

Figure 1: A heuristic working model for the study.

2 Methods

2.1 Sample

The sample consisted of 79 adolescents aged 16 to 24 who were participating in Ungdomsprosjektet i Nord-Trøndelag. The sample consisted of 37 females and 42 males. 73 of the participants had two Norwegian parents, and six participants had either one or two immigrant parents. 18 of the participants were born between 2000 and 2002, 50 of the participants were born between 1997 and 1999 and 9 of the participants were born between 1994 and 1996. Two participants did not provide their birth-year. The demographics are summarised in appendix A.

The current study is based on a questionnaire filled out by the participants twice; once before the intervention, and then again after the intervention was completed. 58 of the total sample of 79 participants answered the questionnaire before the intervention. The remaining 21 are the participants that filled out the questionnaire for the second time. The number of participants filling out the questionnaire for the second time is lower due to the fact that the intervention was not yet complete at the time of writing this thesis.

2.2 Selection criteria

The adolescents selected for participation in the intervention programme were adolescents that were already clients of the Norwegian follow-up service (oppfølgingstjenesten, OT). The target group for OT is adolescents aged 15 to 21 who did not attend high school, had dropped out of school or were not involved in any form of training or work. The main criterion for entering the programme was that the adolescent was in risk of not completing high school. This included adolescents who struggled with substance abuse, had psychological health challenges, had a difficult upbringing, etc. In addition, it included adolescents who needed a closer follow-up than what was provided through the ordinary services. OT was responsible for selecting the participants to the programme. The youngest in the target group had the highest priority.

2.3 Quasi-experimental design

All participants were asked to fill out a questionnaire before they started the intervention, and after the completion of the intervention. All the participants in the programme were asked to participate in this study, and the pre-study response rate was 100%.

The participants were informed that participation in the questionnaire survey was voluntary, and that their answers would remain anonymous and be treated confidential. The participants filled out the questionnaire in the presence of a supervisor from the project, who could assist if something was unclear to the participant.

2.4 Questionnaire

To measure social support from friends, the measurement instrument by Procidano and Heller (1983) was applied. The measurement instrument includes social support from friends and family, with 10 questions each. Social support from friends was considered most relevant in the current study, and thus, only social support from friends was included. A five-point Likert scale, ranging from "fully disagree" to "fully agree" was used for the measurements. To measure self-efficacy, the Norwegian Version of the General Perceived Self-Efficacy Scale (Røysamb, Schwarzer, & Jerusalem, 1998) was utilized. This scale consists of ten items, and measures generalized self-efficacy. A four point Likert scale ranging from "completely incorrect" to "completely correct" was used for the measurements. To measure empowerment, the Personal Opinion Questionnaire (POQ) was used (Brookings & Bolton, 2000). 36 items perceived by expert judges to be especially relevant for the target group were included. A five-point Likert scale ranging from "fully disagree" to "fully agree" was used for the measurements. To measure social anxiety, a 6-item measurement scale was constructed as part of the study. A five-point Likert scale ranging from "fully disagree" to "fully agree" was also used for this measurement. A five-point Likert style 10-item measurement scale was also constructed for this study to measure judgement of present and future prospects. The questionnaire also contained demographic variables, which were the participants gender, birth-year, first language and whether their parents are immigrants or not. Considering the participants in the study were Norwegian adolescents, the entire questionnaire is in Norwegian (see appendix B for the complete questionnaire).

2.5 Statistical analysis

A total of five exploratory factor analyses was conducted to identify the dimensional structure of social support (from friends), self-efficacy and social anxiety, empowerment and judgement of future and present prospects (see appendix C). Reliability analyses was carried out to test reliability and intern consistency of the indices. Cronbach's alpha and average corrected item total correlation coefficients were used to examine the reliability and internal consistency of the indices. Pearson's r correlation coefficients were used to examine the

associations between the indices. A MANOVA aimed to examine differences in the psychological variables due to age and sex was conducted. Two analyses were carried out, the first for the total number of responses, and the second using only the pre-sample responses. Another MANOVA analysis was conducted to examine differences in the psychological variables in the pre- and post-intervention. Cohen's d was also calculated to test the strength of the differences.

Thereafter, a total of six multiple linear regression analyses were conducted. The first analysis aimed to predict and examine predictor variables of judgement of present situation. The analysis consisted of four blocks, where sex and age made up block 1, social support (from friends) made up block 2, self-efficacy made up block 3 and empowerment made up block 4. The same analysis was conducted twice, the first time based on all responses and the second time on pre-test responses. The third regression analysis aimed to examine social anxiety. The same four blocks as the previous analyses was entered into the model. In addition of judgement of present situation were added. The same analysis was thereafter carried out solely on the pre-sample. The fifth regression analysis aimed to predict judgement of future prospects. The same blocks as the previous analysis were entered, and social anxiety was added as a predictor variable. Then the same analysis was carried out only based on the pre-sample.

3 Results

Five exploratory factor analyses identified the dimensional structures of social support (from friends), self-efficacy, empowerment, social anxiety and judgement of present and future prospects (see appendix C), which served as the basis for further analyses.

3.1 Dimensionality and reliability in the measurement instruments

Table 1: Reliability and intern consistency in the measurement indices

		Cronbach's alpha	Average corrected item total	Range	N
Social support (from friends)		0.912	0.69	0.55-0.83	10
Self-efficacy		0.900	0.65	0.55-0.73	10
Empowerment	Group orientation	0.865	0.58	0.49-0.79	10
	Motivation	0.765	0.46	0.23-0.56	8
	Control	0.735	0.44	0.26-0.61	8
	Involvement with others	0.673	0.41	0.29-0.59	6
	Personal competence	0.431	0.26	0.22-0.23	3
Social anxiety		0.860	0.65	0.58-0.73	6
Judgement of present and future prospects	Present situation	0.607	0.40	0.29-0.51	4
	Future prospects	0.835	0.62	0.30-0.76	6

Table 1 shows reliability and intern consistency in the indices. As can be seen, the Cronbach's alphas and the internal consistency were found to be satisfactory. Seven of the variables have a Cronbach's alpha score higher than the .70 criterion. Involvement with others and judgement of present situation had a score less than .70 and the score of personal competence was fairly low with an alpha of .431. It should be taken into consideration that involvement with others, judgement of present situation and personal competence were measured by very few items (see appendix C).

Table 2 shows Pearson's r correlation-coefficients aimed to examine the associations between the indices. As expected, the empowerment measurements were significantly correlated with each other. The exception was involvement with others. As can be seen, judgement of future prospects was significantly correlated with social support (from friends) (r=0.44, P<.01), self-efficacy (r=0.47, P<.01), group orientation (r=0.45, P<.01), motivation (r=0.59, P<.01), control (r=0.45, P<.01), social anxiety (r=-0.42, P<.01), and judgement of present situation (r=0.57, P<.01). Involvement with others (r=-0.03) and personal competence (r=0.12) were not significantly correlated with judgement of future prospects.

Table 2: Correlations between the psychological variables

		Social support (from friends)	Self-efficacy	Empowerment					Social anxiety	Present situation
				Group orien-tation	Moti-vation	Control	Involvement with others	Personal compe-tence		
Self-efficacy		0.33**								
Empowerment	Group orientation	0.28*	0.36**							
	Motivation	0.40**	0.56**	0.38**						
	Control	0.33**	0.49**	0.42**	0.39**					
	Involvement with others	0.02	-0.04	-0.11	-0.6	-0.17				
	Personal competence	0.42**	0.35**	0.31**	0.12	0.22*	0.02			
Social anxiety		-0.35**	-0.46**	-0.71**	-0.58**	-0.45**	0.19	-0.26*		
Judgement of present and future prospects	Present situation	0.26*	0.17	0.45**	0.12	0.22*	0.48	0.13	-0.23*	
	Future prospects	0.44**	0.47**	0.45**	0.59**	0.45**	-0.03	0.12	-0.42**	0.57**
N		78	79	79	79	79	79	79	78	79

* = P<.05, ** = P<.01, *** = P<.001

3.2 Differences in psychological variables due to sex and age

Table 3 shows the result of two MANOVAs aimed to examine differences in the psychological variables due to sex and age. As can be seen in the table, the overall differences were not significant, neither due to sex nor age. There were no significant interaction effects for sex (Wilks' $\lambda = 0.86$) nor age (Wilks' $\lambda = 0.75$). However, it should be taken into consideration that the number of respondents in the study was low. Social anxiety (F= 4.35, P<.05) and group orientation (F= 4.88) differed due to the respondents' gender. Concerning social anxiety, females clearly scored higher than males (female = 3.52, male = 3.05). Females also scored slightly higher on control (female = 3.40, male = 3.38) and judgement of present situation (female = 3.66, male = 3.54).

When it comes to age groups, the youngest age group scored higher compared to the other two groups on self-efficacy, motivation, involvement with others, social anxiety and judgement of present situation and future prospects. On social support (from friends), control and personal competence the oldest age group scored higher compared to the other two groups. This may indicate that perceived social support, control and personal competence increases with age. The middle age group scored higher on group orientation compared to the other two age groups.

Table 3: Differences in the psychological variables due to sex and age

		Sex mean (Sd)			Age groups mean (Sd)			
		Female	Male	F-value	1 (2000-2002)	2 (1997-1999)	3 (1994-1996)	F-value
Social support (from friends)		3.87 (.75)	3.96 (.67)	0.05	3.77 (.82)	3.90 (.69)	4.28 (.47)	1.41
Self-efficacy		2.79 (.51)	2.97 (.58)	0.43	2.97 (.50)	2.85 (.57)	2.94 (.53)	0.86
Empowerment	Group orientation	2.81 (.73)	3.20 (.75)	4.88	2.95 (.94)	3.07 (.72)	2.84 (.69)	0.49
	Motivation	3.20 (.56)	3.36 (.65)	0.04	3.44 (.53)	3.22 (.63)	3.33 (.66)	1.70
	Control	3.40 (.54)	3.38 (.57)	0.04	3.45 (.65)	3.35 (.57)	3.46 (.20)	0.50
	Involvement with others	3.32 (.56)	3.32 (.58)	0.10	3.36 (.50)	3.31 (.62)	3.30 (.39)	0.3
	Personal competence	3.30 (.61)	3.54 (.84)	1.26	3.25 (.58)	3.43 (.77)	3.74 (.83)	0.65
Social anxiety		3.52 (.82)	3.05 (.92)	4.35*	3.36 (1.00)	3.23 (.91)	3.33 (.74)	0.17
Judgement of present and future prospects	Present situation	3.66 (.63)	3.54 (.70)	0.11	3.76 (.44)	3.58 (.71)	3.39 (.76)	1.12
	Future prospects	3.64 (.63)	3.66 (.66)	0.11	3.69 (.64)	3.67 (.64)	3.52 (.69)	0.05
Wilks' λ = 0.86					**Wilks' λ = 0.75**			
* = P<.05, ** = P<.01, *** = P<.001								

Table 4: Cohen's d for differences in the psychological variables due to sex and age groups

		Cohen's d			
		Sex	Age groups		
			1-2	1-3	2-3
Social support (from friends)		-0.13	-0.17	-0.74	-0.62
Self-efficacy		-0.32	0.22	0.06	-0.16
Empowerment	Group orientation	-0.53	-0.14	0.13	0.32
	Motivation	-0.26	0.38	0.18	-0.17
	Control	0.04	0.16	-0.02	-0.26
	Involvement with others	0.00	0.09	0.13	0.02
	Personal competence	-0.33	-0.26	-0.68	-0.39
Social anxiety		0.54	0.14	0.03	-0.12
Judgement of future and present prospects	Present situation	0.18	0.30	0.60	0.26
	Future prospects	-0.03	0.03	0.26	0.23

Due to the low number of responses, effect sizes (Cohen's d) were also calculated (see table 4). Sex differences were small to moderate. Group orientation (Cohen's d = -.53) and social anxiety (Cohen's d = .54) were moderately different. Self-efficacy (Cohen's d = -.32), motivation (Cohen's d = -.26) and personal competence (Cohen's d = -.33) showed a small effect. There were small insignificant differences in the remaining variables due to sex. The differences due to age groups were also small to moderate. There were large differences in

social support between age groups. Comparison of the youngest and oldest age group shows a large effect size (Cohen's d = -.74), and the comparison of the middle and oldest age group is also quite large (Cohen's d = -.62). However, the comparison of the youngest and middle age group shows a small Cohen's d value (Cohen's d = -.17). The comparison for the youngest and oldest age groups for the variable personal competence also show a large effect (Cohen's d = -.68), and so do comparison of the youngest and oldest age groups for judgement of present situation (Cohen's d = .60). The rest of the comparisons show a small to medium Cohen's ds.

Table 5: Differences in the psychological variables due to sex and age with only participants from the pre-sample

		Sex mean (Sd)			Age groups mean (Sd)			
		Female	Male	F-value	1 (2000-2002)	2 (1997-1999)	3 (1994-1996)	F-value
Social support (from friends)		3.74 (.80)	3.98 (.73)	2.12	3.73 (.86)	3.86 (.74)	4.30 (.54)	0.48
Self-efficacy		2.72 (.56)	2.97 (.62)	3.16	3.05 (.50)	2.77 (.62)	3.00 (.66)	1.16
Empowerment	Group orientation	2.77 (.71)	3.18 (.77)	7.73**	3.03 (.84)	2.98 (.77)	3.02 (.70)	0.35
	Motivation	3.11 (.54)	3.32 (.71)	3.34	3.49 (.52)	3.13 (.67)	3.20 (.68)	1.96
	Control	3.32 (.56)	3.31 (.60)	0.20	3.46 (.66)	3.25 (.58)	3.38 (.15)	0.68
	Involvement with others	3.41 (.57)	3.31 (.56)	1.16	3.42 (.48)	3.33 (.60)	3.37 (.48)	0.20
	Personal competence	3.23 (.53)	3.66 (.76)	4.13*	3.38 (.52)	3.43 (.70)	4.00 (1.00)	0.64
Social anxiety		3.55 (.88)	3.03 (1.00)	5.71*	3.29 (1.01)	3.27 (1.00)	3.10 (.82)	0.07
Judgement of present and future prospects	Present situation	3.58 (.67)	3.49 (.73)	0.46	3.77 (.47)	3.49 (.74)	3.20 (.86)	1.67
	Future prospects	3.54 (.64)	3.58 (.68)	1.26	3.65 (.70)	3.56 (.62)	3.33 (.84)	0.75
Wilks' λ = 0.79					**Wilks' λ = 0.67**			
* = P<.05, ** = P<.01, *** = P<.001								

Table 5 shows the result of two MANOVAs aimed to measure differences in the psychological variables due to sex and age, only including the responses from the pre-sample. As shown, the overall difference is not statistically significant, neither due to sex (Wilks' λ = 0.79), nor due to age (Wilks' λ = 0.67). For differences due to sex, two of the variables under empowerment and social anxiety showed a larger, significant difference. There were significant sex differences in group orientation (F = 7.73, P<.01), personal competence (F=4.13, P<.05), and social anxiety (F=5.71, P<.05). Male respondents scored higher on group orientation (female = 2.77, male = 3.18) and personal competence (female = 3.23, male

= 3.66) and lower on social anxiety (female = 3.55, male = 3.03) compared to females, i.e. perceived their empowerment to be better and social anxiety to be less. Females scored higher on control (female = 3.32, male = 3.31), involvement with others (female = 3.41, male 3.31), judgement of present situation (female = 3.58, male = 3.49), and social anxiety (female = 3.55, male = 3.03). The youngest age group scored higher compared to the other two groups with only a few exceptions. For social support (from friends) and personal competence, the oldest age group scored highest (4.30 and 4.00 respectively). For self-efficacy (3.05), group orientation (3.03), motivation (3.49), control (3.46), involvement with others (3.42), social anxiety (3.29) and judgement of present (3.77) and future prospects (3.65) the youngest group scored highest.

Table 6: Cohen's d for differences in the psychological variables due to sex and age groups with only participants from the pre-sample

		Cohen's d			
		Sex	Age groups		
			1-2	1-3	2-3
Social support (from friends)		-0.31	-0.16	-0.80	-0.68
Self-efficacy		-0.42	0.50	0.09	-0.36
Empowerment	Group orientation	-0.55	0.07	0.01	-0.05
	Motivation	-0.33	0.60	0.48	-0.10
	Control	0.02	0.34	0.17	-0.31
	Involvement with others	0.18	0.17	0.10	-0.07
	Personal competence	-0.66	-0.08	-0.78	-0.66
Social anxiety		0.55	0.02	0.21	0.19
Judgement of future and present prospects	Present situation	0.13	0.45	0.82	0.36
	Future prospects	-0.06	0.14	0.41	0.31

As shown in table 6, the majority of the sex differences were small to moderate. The largest effect size was shown by personal competence (Cohen's d = -.66). Self-efficacy (Cohen's d = -.42), group orientation (Cohen's d = -.55), and social anxiety (Cohen's d =.55) had a moderate Cohen's d. Social support (from friends) (Cohen's d = -.31) and motivation (Cohen's d = -.33) showed a small effect size. The remaining variables, which were control (Cohen's d =.02), involvement with others (Cohen's d =.18) and judgement of present (Cohen's d =.13) and future prospects (Cohen's d = -.06) had Cohen's d values below .20.

Most of the age differences were also small to moderate, with judgement of present situation in the comparison of the youngest and oldest age group (Cohen's d =.82) and social support (from friends) in the comparison of the youngest and oldest age group (Cohen's d = -.80) showing a large Cohen's d. Some of the variables had a high moderate score. This includes social support (from friends) for the middle and oldest age groups (Cohen's d = -

.68), and personal competence for the youngest and oldest age groups (Cohen's d = -.78) and middle and oldest age groups (Cohen's d = -.66). The rest of the Cohen's ds were small to moderate.

3.3 Effects of the intervention

Table 7: Differences in the psychological variables before and after the intervention

		Pre-sample mean (Sd)	Post-sample mean (Sd)	F-value	Cohen's d
Social support from friends		3.85 (.78)	4.04 (.50)	0.98	-0.29
Self-efficacy		2.86 (.59)	2.99 (.35)	0.77	-0.27
Empowerment	Group orientation	3.00 (.76)	3.18 (.66)	0.83	-0.25
	Motivation	3.22 (.64)	3.47 (.48)	2.38	-0.44
	Control	3.31 (.57)	3.63 (.43)	4.65*	-0.63
	Involvement with others	3.34 (.59)	3.19 (.59)	0.96	0.25
	Personal competence	3.46 (.70)	3.37 (.87)	0.20	0.11
Social anxiety		3.26 (.97)	3.22 (.59)	0.02	-0.05
Judgement of present and future prospects	Present situation	3.52 (.70)	3.81 (.51)	2.53	-0.47
	Future prospects	3.55 (.65)	3.92 (.53)	4.62*	-0.62
Wilks' λ = 0.85					
* = P<.05, ** = P<.01, *** = P<.001					

Table 7 shows the results of a MANOVA comparing pre- and post-sample differences in social support (from friends), self-efficacy, empowerment, social anxiety and judgement of present and future prospects. There was no significant overall difference (Wilks' λ = .85). However, the pre- and post-sample differences in control (F=4.65, P<.05) and judgement of future prospects (F=4.62, P<.05) were statistically significant. It should be taken into consideration that the data material included few responses, and therefore, small differences could be expected. It is very interesting to note that the majority of the variables have a higher score after the intervention compared to before, except for involvement with others (before = 3.34, after = 3.19), personal competence (before=3.46, after = 3.37) and social anxiety (before = 3.26, after = 3.22). This indicates that the intervention did have an effect, but the differences were not significant, possibly due to the sample size.

Cohen's ds were also calculated. As can be seen in the table, these were small to moderate for most of the variables. The strongest differences were for control (Cohen's d = -.63) and judgement of present (Cohen's d = -.47) and future prospects (Cohen's d = -.62), who showed moderate differences. Social support (from friends) (Cohen's d = -.29), self-efficacy (Cohen's d = -.27), group orientation (Cohen's d = -.25), motivation (Cohen's d = -.44), and involvement with others (Cohen's d = .25) showed small differences. There were no

pre- and post-sample differences in personal competence (Cohen's d = .11) and social anxiety (Cohen's d = -.05).

Table 8: Percentage of answers to social anxiety with pre-sample responses (%)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I find it uncomfortable to speak in public or with other people present	7	17	24	31	21
2. I find it uncomfortable to talk to people in a position of authority	14	21	33	15	17
3. I find it uncomfortable to talk with strangers	12	28	28	17	15
4. I find it uncomfortable to be embarrassed or humiliated	7	14	19	34	26
5. I find it uncomfortable to be a part of social gatherings	9	24	33	29	5
6. I find it uncomfortable when others are watching what I am doing	5	12	22	33	28
Mean	9.0	19.3	26.5	26.5	18.7

Table 8 shows the pre-samples answers to social anxiety items in percentage. "Strongly agree" mean higher levels of social anxiety, and "strongly disagree" mean lower levels. In three of the six statements concerning social anxiety, more than 50% of the sample agreed or strongly agreed to the statement, which indicates a presence of social anxiety. This is true for the statements "I find it uncomfortable to speak in public or with other people present" (31% agree and 21% strongly agree), "I find it uncomfortable to be embarrassed or humiliated" (34% agree and 26% strongly agree), and "I find it uncomfortable when others are watching what I am doing" (33% agree and 28% strongly agree). As can be seen in the table, there are a bigger mean percentage of "strongly agree" answers (18.7%) compared to "strongly disagree" (9.0%). In addition, there are also more answers for "agree" (26.5%) than for "disagree" (19.3%). Based on this, it would be reasonable to conclude that there is generally a good amount of social anxiety in the data material.

Table 8 also shows that the participants find it especially uncomfortable to speak in public or with other people present, as can be seen in statement 1, where 52% of the participants agrees or strongly agrees. They also agree or strongly agree to finding it especially uncomfortable to be embarrassed or humiliated (60%) as stated in statement 4, and when people are watching what they are doing (61%) as stated in statement 6.

Table 9: Percentage of answers to future prospects with pre-sample responses (%)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I will succeed in achieving a happy family life	2	8	28	40	22
2. I will succeed in obtaining good living conditions	0	2	28	55	15
3. I will succeed in my career	2	7	35	41	15
4. I have full control over the contents of my daily activities	0	5	31	54	10
5. I have control over what will happen to me from this point on	3	14	38	38	7
6. I am happy with my future prospects and opportunities	5	16	38	29	12
Mean	2.0	8.7	33.0	42.8	13.5

Table 9 shows the percentage of answers to the items considering judgement of future prospects. Here, "strongly agree" would mean the participant have a more positive outlook on their future, while "strongly disagree" would mean a negative outlook on their future. The majority of the respondents had a positive outlook on their future prospects. The great majority "agreed" (42.8%) and "strongly agreed" (13.5%) on all of the statements.

Table 10: Percentage of answers to present situation with pre-sample responses (%)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I will succeed in getting more education than what I have now	2	12	36	35	15
2. To succeed in school, I must put in a considerable effort	2	5	21	38	34
3. In five years my work life will definitively be better than today	0	3	21	40	36
4. Up until now I have been pleased with my schooling	19	31	33	10	7
Mean	5.8	12.8	27.8	30.8	38.0

Table 10 shows how the respondents judged their present situation. "Strongly agree" means the participants have a positive view of their present situation, and "strongly disagree" mean a negative view. The majority judged their present situation to be satisfying, by agreeing or strongly agreeing. However, a large percentage (19% strongly disagree and 31% disagree) was not satisfied with how their schooling has been until now.

3.4 Predictor of judgement of present situation

A hierarchical multiple linear regression analysis aimed to predict present situation based on the demographic variables sex and age and the psychological variables social support (from friends), self-efficacy and empowerment was conducted. The results can be seen in table 11. As expected, there was nearly no relationship between sex (-.05) and age (-.17) and present situation. Social support significantly enhanced the percentage of explained

variance (ΔR2=.07, F change = 5.41, P<.05), and were significantly related to judgement of present situation (-.26, P<.05). Self-efficacy (ΔR2=.01, F change = .48) was not significantly associated with judgement of present situation (.08), but empowerment did significantly enhance the percentage of explained variance (ΔR2=.20, F change = 3.90, P<.01). It was primarily group orientation which was important for the judgement of present situation (.52, P<.001).

Table 11: Multiple linear regression model to predict judgement of present situation

		Blocks			
		1	2	3	4
Block 1	Sex	-0.05	-0.06	-0.07	-0.16
	Age	-0.17	-0.21	-0.20	-0.19
Block 2	Social support (from friends)		-0.26*	0.24	0.22
Block 3	Self-efficacy			0.08	0.07
Block 4	Group orientation				0.52***
	Motivation				-0.20
	Control				-0.04
	Involvement with others				-0.06
	Personal competence				-0.07
R2		0.03	0.10	0.11	0.31
ΔR2			0.07	0.01	0.20
F Change		1.24	5.41*	0.48	3.90**
* = P<.05, ** = P<.01, *** = P<.001					

Table 12: Multiple linear regression model to predict judgement of present situation with only responses from the pre-sample

		Blocks			
		1	2	3	4
Block 1	Sex	-0.02	-0.06	-0.07	-0.18
	Age	-0.22	-0.27	-0.26	-0.26*
Block 2	Social support (from friends)		0.29*	0.27	0.19
Block 3	Self-efficacy			0.04	0.10
Block 4	Group orientation				0.64***
	Motivation				-0.26
	Control				-0.12
	Involvement with others				-0.10
	Personal competence				-0.09
R2		0.05	0.13	0.13	0.41
ΔR2			0.08	0.00	0.28
F Change		1.47	4.70*	0.00	4.39**
* = P<.05, ** = P<.01, *** = P<.001					

Table 12 shows the results of a hierarchical multiple linear regression analysis based on pre-sample data. Social support (from friends) significantly enhanced the percentage of explained variance (ΔR2=.08, F change = 4.70, P<.05), and is significantly related to judgement of present situation (-.29, P<.05). Self-efficacy did not contribute to explained

variance. Empowerment did enhance the percentage of explained variance ($\Delta R2$=.28, F change = 4.39, P<.01). This was caused solely by group orientation (0.64, P<.001).

3.5 Predictor of social anxiety

Table 13: Multiple linear regression model to predict social anxiety

		Blocks				
		1	2	3	4	5
Block 1	Sex	-0.26*	-0.25*	-0.20	-0.07	-0.06
	Age	0.03	0.09	0.04	-0.04	-0.02
Block 2	Social support (from friends)		-0.36**	-0.24*	-0.03	-0.05
Block 3	Self-efficacy			-0.35**	-0.03	-0.03
Block 4	Group orientation				-0.50***	-0.54***
	Motivation				-0.34**	-0.33**
	Control				-0.07	-0.07
	Involvement with others				0.07	0.07
	Personal competence				-0.02	-0.01
Block 5	Present situation					0.08
R2		0.07	0.19	0.30	0.65	0.65
$\Delta R2$			0.12	0.11	0.35	0.00
F Change		2.61	11.05**	10.70**	12.62***	0.83
* = P<.05, ** = P<.01, *** = P<.001						

A hierarchical multiple linear regression was calculated to predict social anxiety. Sex was significantly associated with social anxiety (-.26, P<.05). Because sex is a dichotomous variable, the association shown in table 13 may be underestimated. Social support (from friends) ($\Delta R2$ = .12, F change = 11.05, P<.01) and self-efficacy ($\Delta R2$ = .11, F change = 10.70, P<.01) significantly enhanced the percentage of explained variance. When empowerment was included into the model, this significantly increased explained variance, and was significantly associated with social anxiety ($\Delta R2$=.35, F change = 12.62, P<.001), i.e. group orientation (-.50, P<.001) and motivation (-.34, P<.01). Judgement of present situation was entered. This variable did not contribute significantly to explained variance ($\Delta R2$=0.00).

Table 14 shows the results of a hierarchical multiple linear regression aimed to explain social anxiety in the pre-sample. There was found an association between sex and social anxiety (-.27). Social support (from friends) ($\Delta R2$ = .15, F change = 9.95, P<.01) and self-efficacy ($\Delta R2$ = .11, F change = 8.22, P<.01) both significantly enhanced the percentage of explained variance. Empowerment led to a further improvement in explained variance, and was significantly associated with social anxiety ($\Delta R2$ = .34, F change = 9.41, P<.001), i.e. group orientation (-.46, P<.001), and motivation (-.35, P<.01). In the last block, judgement of present situation was included. This variable did not contribute any further improvement in explained variance.

Table 14: Multiple linear regression model to predict social anxiety with only responses from the pre-sample

		Blocks				
		1	2	3	4	5
Block 1	Sex	-0.27	-0.22	-0.14	-0.04	-0.03
	Age	0.01	0.07	0.00	-0.11	-0.09
Block 2	Social support (from friends)		-0.40**	-0.28*	-0.06	-0.08
Block 3	Self-efficacy			-0.36**	-0.08	-0.09
Block 4	Group orientation				-0.46***	-0.52***
	Motivation				-0.35**	-0.33*
	Control				-0.05	-0.04
	Involvement with others				-0.10	0.11
	Personal competence				0.06	0.07
Block 5	Present situation					0.09
R2		0.07	0.22	0.33	0.67	0.67
ΔR2			0.15	0.11	0.34	0.00
F Change		2.00	9.95**	8.22**	9.41***	0.67
* = P<.05, ** = P<.01, *** = P<.001						

3.6 What explains judgement of future prospects

Table 15: Multiple linear regression model to predict judgement of future prospects

		Blocks					
		1	2	3	4	5	6
Block 1	Sex	0.03	0.02	-0.04	-0.10	-0.02	-0.02
	Age	-0.07	-0.15	-0.10	-0.02	0.06	0.06
Block 2	Social support (from friends)		0.44***	0.32**	0.20	0.11	0.11
Block 3	Self-efficacy			0.36**	0.12	0.09	0.10
Block 4	Group orientation				0.30**	0.06	0.08
	Motivation				0.31*	0.39***	0.41***
	Control				0.12	0.14	0.15
	Involvement with others				0.05	0.07	0.07
	Personal competence				-0.16	-0.13	-0.13
Block 5	Present situation					0.45***	0.45***
Block 6	Social anxiety						0.05
R2		0.01	0.19	0.30	0.50	0.64	0.64
ΔR2			0.18	0.11	0.20	0.14	0.00
F Change		0.18	16.41***	10.88**	5.25***	25.03***	0.15
* = P<.05, ** = P<.01, *** = P<.001							

Another hierarchical multiple linear regression was carried out to predict future prospects. Social support (from friends) was a significantly associated with future prospects (.44, P<.001), and enhanced the percentage of explained variance (ΔR2 = .18, F change = 16.41, P<.001). Self-efficacy also had a significant association (.36, P<.01) and contributed to an enhancement of the percentage of explained variance (ΔR2 = .11, F change = 10.88,

P<.01). Empowerment also contributes to an enhanced percentage of explained variance (ΔR2 = .20, F change = 5.25, P<.001), i.e. group orientation (.30, P<.01) and motivation (.31, P<.05). Present situation were found to be related to judgement of future prospects (.45, P<.001), and significantly enhanced the percentage of explained variance (ΔR2=0.14, F change = 25.03, P<.001). Social anxiety was barely related to future prospects.

Table 16: Multiple linear regression model to predict judgement of future prospects with only responses from the pre-sample

		Blocks					
		1	2	3	4	5	6
Block 1	Sex	0.06	-0.00	-0.07	-0.14	-0.06	-0.6
	Age	-0.13	-0.20	-0.12	-0.03	0.09	0.09
Block 2	Social support (from friends)		0.45**	0.33*	0.17	0.08	0.08
Block 3	Self-efficacy			0.37**	0.13	0.08	0.09
Block 4	Group orientation				0.37**	0.08	0.11
	Motivation				0.24	0.36**	0.38**
	Control				0.12	0.17	0.17
	Involvement with others				-0.05	-0.01	-0.01
	Personal competence				-0.08	-0.04	-0.04
Block 5	Present situation					0.46***	0.45***
Block 6	Social anxiety						0.07
R2		0.02	0.21	0.32	0.54	0.67	0.67
ΔR2			0.19	0.11	0.22	0.13	0.00
F Change		0.547	12.68**	8.42**	4.42**	16.48***	0.18
* = P<.05, ** = P<.01, *** = P<.001							

A hierarchical multiple linear regression was also carried out solely based on pre-sample data. The results presented in table 16 are very much in line with the results presented in table 15, with social support, self-efficacy and judgement of present situation enhancing the percentage of explained variance. Based on the results presented in table 16, it can be concluded that psychological variables explained an acceptable percentage of variance in future prospects.

Table 17: Pearson's correlation of the items used to measure social anxiety

	I find it uncomfortable to speak in public or with other people present	I find it uncomfortable to speak to authorities	I find it uncomfortable to speak to strangers	I find it uncomfortable to be embarrassed or humiliated	I find it uncomfortable to be at social gatherings
I find it uncomfortable to speak to authorities	0.62***				
I find it uncomfortable to speak to strangers	0.67***	0.52***			
I find it uncomfortable to be embarrassed or humiliated	0.65***	0.43**	0.47**		
I find it uncomfortable to be at social gatherings	0.56***	0.44**	0.57***	0.54***	
I find it uncomfortable when others are paying attention to what I am doing	0.57***	0.57***	0.46***	0.65***	0.61***
N	58	57	58	58	58
* = P<.05, ** = P<.01, *** = P<.001					

A Pearson correlation was run to examine the correlation between all the items used to measure social anxiety. As expected, these were all significantly moderately correlated with each other.

4 Discussion

This thesis aimed to examine factors important for long-term absence from school. The participants in the current study were adolescents and young people who were absent from school. The aim of the study was to uncover possible reasons behind the absence.

The intervention did seem to have an effect on the measured variables among the participating adolescents. The results showed that there were differences in social support (from friends), self-efficacy, empowerment, social anxiety and judgement of present and future prospects when comparing pre- and post-sample data. Social support (from friends), self-efficacy, group orientation, motivation, control and judgement of present and future prospects had a higher score in the post-sample. This indicates that these variables has increased over the course of the intervention. Involvement with others, personal competence and social anxiety had a slightly lower score in the post-sample. This indicates that these variables have slightly decreased over the course of the intervention. For social anxiety, this was expected. However, the difference in social anxiety from pre- to post-sample was not statistically significant. It is possible that small effect sizes is due to the small sample size, and a larger study could show more definite positive results for this variable.

The other two variables that decreased over the course of the intervention, involvement with others and personal competence, were two of a total of five empowerment categories. It is interesting to note that these two variables decreased while the other empowerment categories increased from pre- to post-sample. Still, overall these results indicates that the intervention did have the desired effect. The psychological variables used in this study seemed to be of importance to long-term absence from school. These results were, as already mentioned, based on a study with a relatively small sample. Therefore, studies with larger number of participants should be conducted before any definite conclusions are made.

As mentioned in the method section, this thesis was written at a point where the youth project was not yet completed, and therefore did not include all of the data from the project. An analysis based on the complete data material would further indicate the effectiveness of the intervention. It is nevertheless interesting to see that a study with a small sample size show promising results. Since this thesis is based on data from an ongoing project, it is too early to say whether the participating adolescents reduce their absence and go back to school after participating in the project. However, through the questionnaire the adolescents filled out before and after the intervention, the results seem promising.

As expected, the results did not show any significant overall differences among sex nor age. This could in part be due to the low number of responses. In addition, the age

differences between the age groups were relatively small. The difference between the oldest and youngest participant was only eight years. A greater diversification in age could have resulted in a greater difference in the results. Although it was not expected to find any age differences, it was expected to find sex differences. There was not any significant differences in social anxiety due to sex in the first MANOVA analysis that included both pre- and post-sample responses. The second MANOVA analysis conducted used only responses from the pre-sample also did not show any overall significant differences, but did show that there was a significant sex difference for the variables group orientation, personal competence and social anxiety. The male participants scored higher on group orientation and personal competence, while females scored higher on social anxiety. The fact that females scored higher on social anxiety compared to males, falls in line with earlier research showing similar results (Coelho & Romao, 2018; Nolen-Hoeksema, 2014; Rapee & Spence, 2004).

Social anxiety is the only variable that is statistically significant when it comes to sex differences in both of these aforementioned MANOVA analyses. This is in accordance with several other studies that indicate that men and women in general experience social anxiety to different degrees, and that women tend to experience more social anxiety compared to men. It was hypothesised in the current study that social anxiety and judgement of present and future prospects is of importance to absence from school. The link between social anxiety and school absenteeism is the clearest one. As is presented in the introduction, there is a separate category of school absenteeism concerning anxiety, namely school refusal. It is interesting to note that the results of the current study showed that social anxiety was the only statistically significant variable in both of these analyses.

Male respondents scored higher on group orientation. This is consistent with the fact that they scored lower on social anxiety. A person who struggles with social anxiety is more likely to avoid group settings and having to work with others. Male respondents also scored higher on personal competence. In the context of this study, personal competence included feeling competent to help others and confident enough to share their own opinions. Social anxiety, however, includes insecurity and doubt in own abilities. Therefore, it makes sense that males scored higher on personal competence compared to females, considering females scored higher on social anxiety.

The other variables included in the analysis were not statistically significant. However, it is still interesting to note that males consistently scored higher than females on almost all of the variables. This is true for social support (from friends), self-efficacy, motivation, and judgement of future prospects, in addition to group orientation and personal competence, as already mentioned. The fact that females scored lower on social support (from friends) could

be related to the results of the social anxiety variable. Females scored higher on social anxiety, which could explain why they scored lower on social support. It could be that social anxiety leads to a smaller network of friends, or that the socially anxious person do not feel like they receive adequate support from the friends that they have. These results are still a bit unexpected, considering females in general report higher levels of social support from friends, compared to males in earlier research (Canty-Mitchell & Zimet, 2000; Cheng & Chan, 2004). In addition, the rate of male students being long-term absent and dropping out of school are higher compared to female students (Almås, Cappelen, Salvanes, Sørensen, & Tungodden, 2016). It is possible that male students who are long-term absent from school have friends who are also absent from school and receive social support from them. This could possibly add to the explanation of why male absent students report more social support than female absent students.

Research carried out previously have shown that students who are considered to be at a high risk of dropping out of school generally report lower levels of social support compared to the rest of the student population (Lagana, 2004). The results from the current study showed that social support increased after the intervention. This is a further indication of the effectiveness of the intervention, considering that lack of social support is known to increase the risk of school drop-out.

Three regression analyses were conducted with the goal of examining how the psychological factors could be of importance to judgement of present situation, social anxiety and judgement of future prospects. The first regression analysis examined the factors of importance to judgement of present situation. This analysis showed that social support (from friends) and group orientation were especially related to judgement of present situation. This indicates that social support and being oriented towards other people are important for judging one's present situation as positive. This underlines the importance of social relationships. Humans are oriented towards meaningful relationships with others. How we relate to other people affect how we see ourselves and our situation. This could contribute to the explanation of why social support and group orientation were found to be related to present situation. Humans, maybe especially adolescents, have a need to belong and fit in with their peers. Those who fulfil this need may then judge their present situation more positively than those who do not experience as many meaningful relationships.

The second regression analysis examined how the psychological variables could be of importance to social anxiety. Sex was significantly related to social anxiety, as was expected, considering sex is relevant in regards to social anxiety. Social support (from friends) was negatively related to social anxiety, just as it was related to judgement of present situation.

This was no surprise, considering that social support, or friendships, could work as a buffer against social anxiety. People with social anxiety often have a smaller social network, and may not feel comfortable reaching out to others for support. Self-efficacy was also related to social anxiety, and so were the empowerment under categories group orientation and motivation. The results show that a higher level of social anxiety was negatively correlated with lower levels of social support, self-efficacy, group orientation, and motivation. It is not difficult to imagine why this may be the case. Social anxiety could lead to fewer social relationships, which in turn could lead to a lower level of social support. Self-efficacy concerns an individual's belief in their ability to reach goals, and can partly reflect how other people evaluate you. People with social anxiety have a belief and a fear of being negatively evaluated by others, which could impact their self-efficacy. This could explain why self-efficacy and social anxiety was related. It was expected to see that group orientation and social anxiety were negatively related. An individual with social anxiety would not be the first person to reach out to a group of people or necessarily enjoy working with several other people. The analysis also showed a negative relation between social anxiety and motivation, indicating that people with higher levels of social anxiety feel lower levels of motivation. In the context of the current study, motivation concerns how motivated a person is to make an effort to get things done, take control over one's life and make decisions concerning one's life. It could be that a general insecurity that comes with social anxiety impairs a person's ability to do this, and thus weakens the individuals motivation.

The third regression analysis aimed to examine how the psychological variables could be of importance to judgement of future prospects. Judgement of present situation was particularly important for judgement of future prospects. It was expected that how someone judges their present situation is related to how they judge their future. Also in this analysis, social support (from friends) seemed to be important. Again, this underlines the importance of having a group of supportive friends that one can depend on. Self-efficacy was also positively related to judgement of future prospects. This could be due to the fact that people with higher levels of self-efficacy have a stronger belief of their own abilities to achieve their goals, which could explain why these individuals would have a more positive outlook on their future. Group orientation and motivation were the only empowerment variables that seemed to be of importance for judgement of future prospects. There is not an obvious link between group orientation and judgement of future prospects, but it could be speculated that this has to do with social relationships again. Being group oriented entails enjoying working and participating in activities with other people, and seeking out contact with others. This will often mean that a group oriented person have a bigger social network and find it easier to

reach out to people for support. As mentioned above, having meaningful relationships with others might contribute to a more positive outlook on one's present situation, and as seen in this analysis, judgement of present situation and future prospects are closely related. Motivation may have a clearer link to judgement of future prospects. It is reasonable that being motivated to make an effort and get things done are positively related to future prospects. Having a positive outlook one one's future can act as a motivator to work towards said future. In addition, being motivated to work towards the future could also impact how one looks at the future. More motivation could potentially lead to a more positive future outlook.

The focus in this thesis was put on the variables social anxiety and judgement of present and future prospects on the account of earlier research on the subject. Social anxiety is a common and well-known cause of long-term absence from school. In the results section of the current study, the percentage of answers on the social anxiety measurement scale is presented. It can be seen that the sample experience a fair amount of social anxiety, as is evident by the relatively large amount of "agree" and "strongly agree" answers. Although the score of social anxiety did slightly decrease from pre- to post-sample, the difference was small. As mentioned, this could be due to several reasons, including the sample size. However, increasing the focus on social anxiety, or anxiety in general, could potentially be valuable in future interventions.

Focusing on future prospects also seem to be effective in terms of interventions. We go to school to prepare for the future, but if we do not see a bright future, we might not see the point of going there. The score of judgement of future prospects did increase quite a bit from pre- to post-sample. In addition, this was one out of the two statistically significant variables in the analysis. This indicates that the intervention was successful in increasing the participants positive outlook on their future.

The current study focuses on the psychological variables that could be of importance to long-term absence from school. This is a perspective that has not gotten so much attention in earlier research. In the introduction of the current thesis, six intervention studies were presented. None of these studies have the same perspective as the current study, and are not directly comparable. Still, there are some similarities and differences, that will be discussed below.

Five out of the six presented studies used an experimental- and a control group, and compared the two groups to determine the effectiveness of the intervention. Chu et al. (2015) were the only exception, and had no control group. This was also the smallest study, where

only two participants completed the intervention. The current study also did not include a control group. This is a potential weakness that will be discussed shortly.

All of the presented studies, including this study, sought out participants who were absent from school. Two of the six presented intervention studies focused on the anxiety based school refusal, while the remaining four focused on truancy. The current study did not make any claims of the reasons behind the absence beforehand, but rather sought to uncover these said reasons. The focus was on psychological variables, and thus the study have a different basis than the other studies. Although all the studies measured effectiveness based on frequencies of absence from school, some of them compared to a control group, most of the studies also measured some additional variables. Chu et al. (2015), who focused on school refusal, had participants with a depression and/or anxiety diagnosis, and instruments to assess these diagnoses was also used. In the study by Elsherbiny (2017), who also focused on school refusal, the children and their parents filled out a school refusal assessment scale. In addition, the children and parents were interviewed before, during and after the intervention. In the study by Marvul (2012), behavioural, cognitive and emotional engagement was also measured in addition to absence. Enea and Dafinoiu (2009) used focus groups to discover the students reasoning behind their absence, and what they were doing instead of being in class. Mazerolle et al. (2017) examined the students own perceptions of their behaviour and their willingness to attend school.

The current study have not examined the effect of the intervention on actual absence from school. Although that certainly would be interesting, it was not the aim of the study, partly due to the fact that the project was not finished at the time of writing this. Instead, the current study have found that the intervention programme did have an effect on the measured psychological variables. In addition, the research have shown which of the psychological variables are of importance to social anxiety. We already know based on earlier research that social anxiety can lead to long-term absence from school. This knowledge can potentially contribute to design future interventions, especially where anxiety is in focus.

4.1 Factors of importance

Previous research have found that the variables judgement of present situation, social anxiety and judgement of future prospects could be of importance to long-term absence from school. In the current study, one of the aims was to examine factors that are of importance to these three variables. The results showed that social support (from friends) and group orientation were important predictors of all three variables. These two predictor variables

were statistically significant in all three of the multiple linear regression analysis, and significantly enhanced the percentage of explained variance. Based on this, it is reasonable to assume that social support and group orientation are especially important for judgement of present and future prospects, and social anxiety, and thereby also may be important for long-term absence from school. It is discussed above why these two variables may be significantly associated with judgement of present and future prospects, and social anxiety. In conclusion, social support and group orientation both entails relations to other humans. It seems that social relationships may be associated with long-term absence. In addition to social support and group orientation, self-efficacy and motivation was found to be of importance to both social anxiety and judgement of future prospects. Judgement of present situation was found to be associated with judgement of future prospects.

Another aim of the current study was to examine the effect of the intervention based on pre- and post-sample data. A MANOVA were used to compare data from pre- and post-sample. The results showed that the variables control and judgement of future prospects were the only two variables that had a statistically significant difference. Social support, self-efficacy, group orientation, motivation, control, and judgement of present and future prospects increased from pre- to post-test, as were desired. Social anxiety decreased from pre- to post-test as desired. In addition, involvement with others and personal competence also decreased. This shows that the intervention did have the desired effect on most of the variables.

4.2 Strengths and limitations of the current study

The current study used previously validated scales for most of the measurements. Social support (from friends) were measured by using the scale by Procidano and Heller (1983), self-efficacy was measured with the Norwegian Version of the General Perceived Self-efficacy Scale (Røysamb et al., 1998), and empowerment was measured by using Brookings and Bolton's (2000) Personal Opinion Questionnaire. All these scales are widely recognised as good scales. The scales measuring social anxiety and judgement of present and future prospects were developed especially for this study in order to ensure that the right aspects were caught.

The internal consistency of the constructs used was estimated with Cronbach's alpha and average corrected item total correlation. Seven out of the ten constructs showed a good internal consistency, indicating that the items did in fact measure the same construct. Two of the constructs, involvement with others and judgement of present situation, had a Cronbach's

alpha of .673 and .607, respectively. This is a little lower than what is desirable, and it can be questioned whether these constructs actually measure what they are supposed to. However, they both consist of few items, which could potentially be the reason behind the low score. The construct personal competence had a low Cronbach's alpha of only .431. This is a low score, but this construct also consist of very few items, which could explain this. The low Cronbach's alpha scores of these three constructs are nevertheless a weakness of the current study.

As mentioned above in the study, there was no control group. Comparing an experiment group to a control group provides the opportunity to see if there is a different outcome for the participants who received the intervention versus the participants who did not receive the intervention. This makes it easier to conclude whether the intervention did have the desired effect. The sample size was relatively small, which further limits the ability to make a firm conclusion about the effect of the intervention programme. There was only included 21 responses from participants that had completed the intervention. The results from this study was positive and indicated that the intervention programme did have some effect, but a bigger study including all available data after the intervention period is complete should be conducted to further strengthen these results.

Another potential weakness to the study is the reliance on self-report data. A few of the participants reported that some of the questions were difficult to answer, and some showed little motivation to complete the questionnaire. In an effort to make up for this, the adolescents answered the questionnaire in the presence of a supervisor from the project, who could assist the adolescent in clarifying the questionnaire and answer any potential questions. In addition, even if the questionnaire did not reflect reality, it would still reflect the adolescents perception of reality, which is valuable on its own.

4.3 Implications

This study might have implications on an individual level, but also on an organizational level and a societal level. On an individual level, the study have implications for adolescents that are long-term absent from school. The current study identified psychological variables that seem to be of importance to absence, and this knowledge can potentially be used to design future interventions. In addition, it has a direct impact on the participating adolescents. On an organizational level, this thesis may have implications for schools and people working with absent students. The findings of the study could be used to better understand and help at-risk students to stay at or come back to school.

Long-term absence from school are, in addition to being a problem for the student, also a problem on a societal level. The absent student are at a higher risk for criminal and antisocial behaviour, have a harder time getting employed and keeping their jobs, are more at risk for needing welfare benefits, and are more likely to have physical and psychological issues. The results from this study could, as mentioned, help design interventions aimed to reduce long-term absence. This could potentially help reduce long-term absence on a national level, and thus have implications on a societal level. In addition, the study adds to the international collection of research on long-term absence from school, and might offer some useful information. Of course, the results are based on a small sample, and only relatively small effects were found. This thesis may not be revolutionary, but it definitively has some interesting results that can be valuable for further testing.

4.4 Conclusion

The three main aims of the study was to examine differences in the psychological variables in relation to sex and age, effects of the intervention, and factors that are of importance to judgement of present situation, social anxiety and judgement of future prospects. The results showed little to no differences relating to age, but did find some sex differences. The results also showed that the intervention did have an effect. Social support (from friends) and group orientation were found to be especially associated with judgement of present and future prospects, and social anxiety.

In general, the results of the current study are optimistic. They point to the fact that the intervention did have the desired effect, to a certain degree. Of course, the sample was small which limits the statistical power of the results, but it is interesting that the variables seem to point in the same direction. It would be interesting to conduct a similar study with a bigger sample size and a control group to really get a better understanding of long-term absence from school and the influencing factors.

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Appendix A: Descriptive statistics

Descriptive statistics for participants in total

		Frequency	Valid percent
Sex	Female	37	46.8
	Male	42	53.2
	Total	79	100.0
Age	2000-2002	18	23.4
	1997-1999	50	64.9
	1994-1996	9	11.7
	Total	77	100.00
Immigrant parents	None	73	92.4
	One/both	6	7.6
	Total	79	100.0

Descriptive statistics for participants before intervention

		Frequency	Valid percent
Sex	Female	26	44.8
	Male	32	55.2
	Total	58	100.0
Age	2000-2002	14	24.6
	1997-1999	38	66.7
	1994-1996	5	8.8
	Total	57	100.0
Immigrant parents	None	52	89.7
	One/both	6	10.3
	Total	58	100.0

Appendix B: Questionnaire

●   ●

EVALUERING AV UNGDOMS-PROSJEKTET

ID [| | | | | | |]

Formålet med denne spørreundersøkelsen er å undersøke hvordan du som deltaker i Ungdoms-prosjektet vurderer tilbudet du får. Prosjektet gjennomføres av Nord-Trøndelag fylkeskommune og følgeforskning utføres ved Norges teknisk-naturvitenskapelige universitet NTNU.

Det er frivillig å delta i undersøkelsen, og alle svar vil bli behandlet konfidensielt. Datamaterialet vil bli anonymisert ved prosjektslutt, senest ved utgangen av 2018.

Besvar spørsmålene i den rekkefølgen de er stilt. Det er ingen «rette» eller «gale» svar på spørs-målene i dette skjemaet. Bruk ikke for lang tid på hvert spørsmål, det er din umiddelbare vurdering vi er interessert i. For at kvaliteten til undersøkelsen skal bli best mulig, er det viktig at så mange som mulig svarer, og at alle spørsmålene blir besvart. Du kan bli bedt om å besvare dette spørre-skjemaet flere ganger.

Når du er ferdig med skjemaet, leverer du det i lukket konvolutt til veilederen/jobbkonsulenten din.

Takk for at du er villig til å delta!

Lise Eriksen, prosjektleder, Avdeling for videregående opplæring

Torbjørn Rundmo, professor, NTNU

◙NTNU
Kunnskap for en bedre verden

LES DETTE FØR DU STARTER!	Skjemaet skal leses maskinelt. Følg derfor disse reglene: • *Bruk svart/blå kulepenn. Skriv tydelig, og ikke utenfor feltene.* **Kryss av slik:** ⊠. • *Feilkryssinger kan strykes ved å fylle hele feltet. Sett så kryss så i rett felt.* • *Sett bare ett kryss på hvert spørsmål om ikke annet er oppgitt.*

Vennligst skriv datoen i dag i feltene til høyre: ⇨   Dato for skjema-utfylling: ⇨   [|]   [|]   [|]
                                                                                    Dag   Måned   År

Er dette *første* eller *andre* gang du besvarer dette skjemaet?   Første gang... ☐₁   Andre gang ... ☐₂

A. FORVENTNINGER

NB: *Dette avsnittet fylles bare ut første gangen du besvarer dette spørreskjemaet.*
Har du besvart dette skjemaet tidligere, hopper du til del B (Tilfredshet).

Før du startet i Ungdomsprosjektet, hvor store forventninger …	Svært lave 1	Lave 2	Verken /eller 3	Høye 4	Svært høye 5
1. … hadde du til å være med i Ungdomsprosjektet?	☐	☐	☐	☐	☐
2. … hadde dine foresatte til at du skulle komme videre i utdanning eller jobb?	☐	☐	☐	☐	☐
3. … hadde lærerne dine til at du skulle komme videre i utdanning eller jobb?	☐	☐	☐	☐	☐

B. TILFREDSHET

1. Hvor fornøyd er du *nå* med hvert av disse forholdene?	Svært godt for-nøyd 1	For-nøyd 2	Verken /eller 3	Misfor-nøyd 4	Svært misfor-nøyd 5	Ikke aktuelt ⇩
1. Informasjonen du fikk da du ble med i Ungdomsprosjektet	☐	☐	☐	☐	☐	☐
2. Oppfølgingen du har fått fra Ungdomsprosjektet	☐	☐	☐	☐	☐	☐

● KS-16 32-7 [1]   Undersøkelsen gjennomføres ◙ med assistanse fra SVT-IT, NTNU   ● | *Før du fortsetter: Kontroller at du ikke har glemt noe på denne sida.* | ●

●   *Husk: Bare ett kryss på hvert spørsmål.*   ●

Hvor fornøyd er du *nå* med hvert av disse forholdene?

	Svært godt fornøyd 1	Fornøyd 2	Verken /eller 3	Misfornøyd 4	Svært misfornøyd 5	Ikke aktuelt ⇩
3. Forholdet ditt til veilederen din	☐	☐	☐	☐	☐	☐
4. Arbeidspraksisen din	☐	☐	☐	☐	☐	☐
5. Oppfølgingen du har fått fra OT	☐	☐	☐	☐	☐	☐
6. Alt i alt, hvor fornøyd er du med tilbudet du får fra Ungdomsprosjektet?	☐	☐	☐	☐	☐	☐

2. Hvor fornøyd er du *nå* med hvert av disse forholdene i livet ditt? ⇨

	Svært godt fornøyd 1	Fornøyd 2	Verken /eller 3	Misfornøyd 4	Svært misfornøyd 5
1. Fritiden din	☐	☐	☐	☐	☐
2. Omgangskretsen din	☐	☐	☐	☐	☐
3. De nærmeste vennene dine	☐	☐	☐	☐	☐
4. Den nærmeste familien din	☐	☐	☐	☐	☐
5. Livet ditt generelt	☐	☐	☐	☐	☐

C. DIN VURDERING AV UNGDOMSPROSJEKTET

I noen av utsagnene i dette avsnittet brukes ordet «selvfølelse». Med dette menes hvor positivt du vurderer deg selv.

1. Hvor enig eller uenig er du i hvert av disse utsagnene?

	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Jeg er glad for å være med i Ungdomsprosjektet	☐	☐	☐	☐	☐
2. Hvis jeg ble nødt til å slutte i Ungdomsprosjektet, ville jeg bli veldig skuffet	☐	☐	☐	☐	☐
3. Ungdomsprosjektet bidrar til min selvfølelse	☐	☐	☐	☐	☐
4. Jeg identifiserer meg med de andre ungdommene i Ungdomsprosjektet	☐	☐	☐	☐	☐
5. Jeg identifiserer meg med veilederne i Ungdomsprosjektet	☐	☐	☐	☐	☐
6. Jeg kan bli sett ned på av andre fordi jeg er med i Ungdomsprosjektet	☐	☐	☐	☐	☐
7. Veilederne har ungdommenes interesser som sin hovedoppgave	☐	☐	☐	☐	☐
8. Å fullføre videregående opplæring er viktig for meg	☐	☐	☐	☐	☐

2. Hvor viktige er hver av disse faktorene i livet ditt *nå*?

	Svært uviktig 1	Uviktig 2	Verken /eller 3	Viktig 4	Svært viktig 5
1. Skolegangen (teoretisk og praktisk opplæring)	☐	☐	☐	☐	☐
2. Sosial omgang (med venner, på skolen og i fritiden)	☐	☐	☐	☐	☐
3. Fritidsaktiviteter (sport/idrett, friluftsliv, hobbyer, rekreasjon, spill etc.)	☐	☐	☐	☐	☐
4. Kjæreste/partner	☐	☐	☐	☐	☐
5. Din nærmeste familie	☐	☐	☐	☐	☐

● *Husk: Bare ett kryss på hvert spørsmål.* ●

D. OM DEG SELV

1. Her en noen påstander om hjelp og støtte du får av vennene dine. Hvor enig eller uenig er du i hver av påstandene?

	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Venner gir meg den moralske støtten jeg føler jeg trenger	☐	☐	☐	☐	☐
2. Vennene mine liker å høre hva jeg mener	☐	☐	☐	☐	☐
3. Jeg stoler på at vennene mine gir med støtte når jeg har det vanskelig følelsesmessig	☐	☐	☐	☐	☐
4. Jeg kan snakke med noen av vennene mine når jeg har det vanskelig uten å føle meg dum eller flau etterpå	☐	☐	☐	☐	☐
5. Vennene mine tar hensyn til mine personlige behov	☐	☐	☐	☐	☐
6. Vennene mine kommer til meg for å få støtte når de har det vanskelig følelsesmessig	☐	☐	☐	☐	☐
7. Vennene mine hjelper meg til å løse mine problemer	☐	☐	☐	☐	☐
8. Jeg har et dypt fortrolig forhold til noen av vennene mine	☐	☐	☐	☐	☐
9. Jeg har ikke et forhold til noen av vennene mine som er så nært som andre har til noen av vennene sine	☐	☐	☐	☐	☐
10. Jeg skulle ønske vennene mine var annerledes	☐	☐	☐	☐	☐

2. I løpet av de to siste ukene, hvor mange ganger har du ...

	Ingen ganger 1	Én gang 2	To ganger 3	Tre ganger 4	Mer enn 3 ganger 5
1. ... vært sammen med venner/kjente, f.eks. vært på besøkt, på kino, på restaurant eller kafé, eller invitert noen hjem til deg selv?	☐	☐	☐	☐	☐
2. ... kranglet med noen?	☐	☐	☐	☐	☐
3. ... følt deg ukomfortabel når du har vært sammen med andre?	☐	☐	☐	☐	☐
4. ... følt deg ensom?	☐	☐	☐	☐	☐
5. ... kjedet deg i fritiden?	☐	☐	☐	☐	☐
6. ... følt glede?	☐	☐	☐	☐	☐

3. *På ukedagene*, hvor lang tid bruker du vanligvis daglig på følgende?

	Ikke i det hele tatt 1	½ - 1 time om dagen 2	2 - 3 timer om dagen 3	4 - 6 timer om dagen 4	ca. 7 timer el. mer om dagen 5
1. Dataspill på PC, spillkonsoll, nettbrett, telefon el. annen elektronisk gjenstand	☐	☐	☐	☐	☐
2. Sosiale medier el. surfing/chatting på internett (ikke for jobb/hjemmearbeid)	☐	☐	☐	☐	☐
3. Se TV el. annen skjermbasert underholdning (YouTube, streaming, NetFlix)	☐	☐	☐	☐	☐

4. *I helgene*, hvor lang tid bruker du vanligvis daglig på følgende?

	Ikke i det hele tatt 1	½ - 1 time om dagen 2	2 - 3 timer om dagen 3	4 - 6 timer om dagen 4	ca. 7 timer el. mer om dagen 5
1. Dataspill på PC, spillkonsoll, nettbrett, telefon el. annen elektronisk gjenstand	☐	☐	☐	☐	☐
2. Sosiale medier el. surfing/chatting på internett (ikke for jobb/hjemmearbeid)	☐	☐	☐	☐	☐
3. Se TV el. annen skjermbasert underholdning (YouTube, streaming, NetFlix)	☐	☐	☐	☐	☐

● KS-16 32-7 | 3 | Undersøkelsen gjennomføres med assistanse fra SVT-IT, NTNU ● | *Før du fortsetter: Kontroller at du ikke har glemt noe på denne sida.* ●

● *Husk: Bare ett kryss på hvert spørsmål.* ●

5. Hvor godt stemmer hver av disse påstandene for deg?

	Helt galt 1	Nokså galt 2	Nokså riktig 3	Helt riktig 4
1. Jeg klarer alltid å løse vanskelige problemer hvis jeg prøver hardt nok	☐	☐	☐	☐
2. Hvis noen motarbeider meg, så kan jeg finne måter og veier for å få det som jeg vil	☐	☐	☐	☐
3. Det er lett for meg å holde fast på planene mine og nå målene mine	☐	☐	☐	☐
4. Jeg føler meg trygg på at jeg ville kunne takle uventede hendelser på en effektiv måte	☐	☐	☐	☐
5. Takket være ressursene mine så vet jeg hvordan jeg skal takle uventede situasjoner	☐	☐	☐	☐
6. Jeg kan løse de fleste problemer hvis jeg går tilstrekkelig inn for det	☐	☐	☐	☐
7. Jeg beholder roen når jeg møter vanskeligheter fordi jeg stoler på mestringsevnen min	☐	☐	☐	☐
8. Når jeg møter et problem, så finner jeg vanligvis flere løsninger på det	☐	☐	☐	☐
9. Hvis jeg er i knipe, så finner jeg vanligvis en vei ut	☐	☐	☐	☐
10. Samme hva som hender er jeg vanligvis i stand til å takle det	☐	☐	☐	☐

6. Hvor enig eller uenig er du i hver av disse påstandene?

	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Jeg liker å arbeide sammen med andre når noe skal gjøres	☐	☐	☐	☐	☐
2. Det er enkelt for meg å snakke med fremmede	☐	☐	☐	☐	☐
3. Jeg vet at jeg får gjort de tingene jeg skal	☐	☐	☐	☐	☐
4. Jeg liker ikke å ta store avgjørelser	☐	☐	☐	☐	☐
5. Jeg vet aldri om jeg har gjort en god jobb eller ikke	☐	☐	☐	☐	☐
6. Jeg liker å delta i aktiviteter sammen med andre	☐	☐	☐	☐	☐
7. Jeg har problemer med å uttrykke følelsene mine når jeg er sammen med flere	☐	☐	☐	☐	☐
8. Jeg involverer meg ikke i andres problemer	☐	☐	☐	☐	☐
9. Andre spør meg ofte om hjelp	☐	☐	☐	☐	☐
10. Jeg liker å ønske nye naboer velkommen	☐	☐	☐	☐	☐
11. Jeg skygger unna forpliktelser som tar lang tid	☐	☐	☐	☐	☐
12. Jeg er redd for å kjempe for egne rettigheter	☐	☐	☐	☐	☐
13. Jeg liker ikke gruppearbeid	☐	☐	☐	☐	☐
14. Jeg klarer å motivere meg selv	☐	☐	☐	☐	☐
15. Jeg lever i nuet	☐	☐	☐	☐	☐
16. Å ordne opp i andre menneskers problemer er ikke min jobb	☐	☐	☐	☐	☐
17. Jeg er i stand til å nå de målene jeg setter meg fore	☐	☐	☐	☐	☐

● KS-16 32-7 | 4 | Undersøkelsen gjennomføres med assistanse fra SVT-IT, NTNU ● | *Før du fortsetter: Kontroller at du ikke har glemt noe på denne sida.* ●

⬤   *Husk: Bare ett kryss på hvert spørsmål.*   ⬤

7. Hvor enig eller uenig er du i hver av disse påstandene?	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Jeg er ofte enig med andre slik at jeg kommer godt overens med dem	☐	☐	☐	☐	☐
2. Jeg lager egne avtaler for å oppnå mål	☐	☐	☐	☐	☐
3. Jeg foretrekker å gjøre ting alene	☐	☐	☐	☐	☐
4. Jeg deltar ofte i aktiviteter som utfordrer meg	☐	☐	☐	☐	☐
5. Det lønner seg å ikke involvere seg i andre folks problemer	☐	☐	☐	☐	☐
6. Jeg setter meg mål og arbeider for å oppnå dem	☐	☐	☐	☐	☐
7. Jeg forstår ikke meg selv	☐	☐	☐	☐	☐
8. Når ett menneske i fellesskapet lider, lider de andre med	☐	☐	☐	☐	☐
9. Jeg har ikke kontroll over hva som skjer med meg	☐	☐	☐	☐	☐
10. Jeg sier gjerne egne meninger om kontroversielle tema	☐	☐	☐	☐	☐
11. Jeg deltar sjelden i fellesaktiviteter	☐	☐	☐	☐	☐
12. Jeg har virkelig ikke oppnådd mye her i livet	☐	☐	☐	☐	☐
13. Dersom jeg arbeider sammen med andre kan jeg oppnå mange av mine måle	☐	☐	☐	☐	☐
14. Jeg blir ofte utnyttet av andre	☐	☐	☐	☐	☐
15. Jeg liker å arbeide med prosjekter som er til nytte for fellesskapet	☐	☐	☐	☐	☐
16. Jeg er ikke disiplinert nok til å gjøre ting som virkelig krever en innsats	☐	☐	☐	☐	☐
17. Jeg vet nøyaktig hva jeg er i stand til å gjøre	☐	☐	☐	☐	☐
18. Når jeg skal gjøre noe nytt liker jeg å bli fortalt nøyaktig hvordan	☐	☐	☐	☐	☐
19. Jeg krever mye av meg selv	☐	☐	☐	☐	☐

8. Hvor enig eller uenig er du i disse utsagnene? *Hvis noen av situasjonene ikke passer for deg, prøv å tenke deg hvordan det ville vært.*	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Jeg synes det er ubehagelig å snakke offentlig eller med andre til stede	☐	☐	☐	☐	☐
2. Jeg synes det er ubehagelig å snakke til folk som er i en autoritetsposisjon	☐	☐	☐	☐	☐
3. Jeg synes det er ubehagelig å snakke til fremmede	☐	☐	☐	☐	☐
4. Jeg synes det er ubehagelig å bli satt i forlegenhet eller ydmyket	☐	☐	☐	☐	☐
5. Jeg synes det er ubehagelig å være med på sosiale sammenkomster	☐	☐	☐	☐	☐
6. Jeg synes det er ubehagelig når andre følger med på hva jeg gjør	☐	☐	☐	☐	☐

⬤   KS-16 32-7 | 5 | Undersøkelsen gjennomføres ▣ med assistanse fra SVT-IT, NTNU   ⬤ | *Før du fortsetter: Kontroller at du ikke har glemt noe på denne sida.* | ⬤

● *Husk: Bare ett kryss på hvert spørsmål.* ●

E. SITUASJONEN I DAG OG TRO PÅ FRAMTIDEN

1. Hvor enig eller uenig er du i hvert av disse utsagnene?

	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. Jeg har selv full kontroll over innholdet i mine egne daglige aktiviteter	☐	☐	☐	☐	☐
2. Jeg har kontroll over hva som skal skje med meg framover	☐	☐	☐	☐	☐
3. Hittil har jeg vært fornøyd med skolegangen min	☐	☐	☐	☐	☐
4. Jeg er fornøyd med mine framtidsutsikter og muligheter	☐	☐	☐	☐	☐
5. Om fem år vil yrkeslivet mitt definitivt være bedre enn det er i dag	☐	☐	☐	☐	☐
6. For å lykkes på skolen, må jeg gjøre en betydelig egeninnsats	☐	☐	☐	☐	☐
7. Jeg kommer til å lykkes i arbeidslivet	☐	☐	☐	☐	☐
8. Jeg kommer til å lykkes med å ta mer utdanning enn jeg har nå	☐	☐	☐	☐	☐
9. Jeg kommer til å lykkes med å få gode boforhold	☐	☐	☐	☐	☐
10. Jeg kommer til å lykkes med å oppnå et lykkelig familieliv	☐	☐	☐	☐	☐

2. Dine aktiviteter i løpet av det neste året (de neste 12 månedene):

I løpet av de neste 12 månedene kommer jeg til å …	Svært uenig 1	Uenig 2	Verken /eller 3	Enig 4	Svært enig 5
1. … være i ungdomsprosjektet	☐	☐	☐	☐	☐
2. … være i videregående opplæring	☐	☐	☐	☐	☐

F. BAKGRUNNSINFORMASJON

1. Kjønn: Kvinne... ☐₁ Mann..... ☐₂

2. Fødselsår:

3. Hva er ditt morsmål? Norsk........... ☐₁ Annet språk .. ☐₂

4. Er én av foreldrene dine, eller begge, innvandrere til Norge? Ingen av dem... ☐₁ Én av dem .... ☐₂ Begge.... ☐₃

Takk for at du ville svare på spørsmålene!

Appendix C: Factor analyses

Table 1: Factor analysis for the variable social support (from friends)

	Loadings
items	Factor 1: Social support (from friends)
I have a deep sharing relationship with a number of friends	0.87
My friends are sensitive to my personal needs	0.86
I can talk with some of my friends when I'm struggling without feeling dumb or embarrassed after	0.83
My friends give me the moral support I need	0.79
I can trust that my friends give me support when I'm struggling emotionally	0.77
My friends come to me for emotional support	0.75
My friends help me solve problems	0.74
My friends enjoy hearing about what I think	0.74
I wish my friends were different	0.61
Most other people are closer to their friends than I am	0.61
Eigenvalue	5.78
% of Total Variance	57.78

Table 2: Factor analysis for the variable self-efficacy

	Loadings
Items	Factor 1: Self-efficacy
Thanks to my resourcefulness, I know how to handle unforeseen situations	0.79
If someone opposes me, I can find the means and ways to get what I want	0.78
I can remain calm when facing difficulties because I can rely on my coping abilities	0.77
I can solve most problems if I invest the necessary effort	0.77
If I am in trouble, I can usually think of a solution	0.76
I am confident that I could deal efficiently with unexpected events	0.73
When I am confronted with a problem, I can usually find several solutions	0.73
I can always manage to solve difficult problems if I try hard enough	0.68
I can usually handle whatever comes my way	0.67
It is easy for me to stick to my aims and accomplish my goals	0.62
Eigenvalue	5.34
% of Total Variance	53.38

Table 3: Factor analysis for the variable empowerment

Items	Loadings				
	Factor 1: Group orientation	Factor 2: Motivation	Factor 3: Control	Factor 4: Involvement with others	Factor 5: Personal competence
I prefer to do things on my own	0.78	0.02	0.01	0.04	0.06
I like to participate in activities together with others	0.72	0.26	0.38	0.12	0.08
If I work with others, I can achieve several of my own goals	0.71	0.03	-0.02	-0.14	-0.16
I like working with others when something needs to be done	0.68	0.24	0.05	0.09	0.22
I don't like group work	0.64	0.28	0.05	0.15	0.01
I like to welcome new neighbours	0.60	-0.20	0.07	0.06	0.17
I like working on projects that are useful for the community	0.56	-0.12	0.25	0.04	-0.21
It is easy for me to talk to strangers	0.56	0.35	0.16	0.20	0.32
I rarely participate in group activities	0.60	0.23	0.30	-0.08	-0.28
I often participate in activities that challenge me	0.46	-0.04	0.38	0.07	0.33
I know exactly what I am capable of doing	-0.07	0.68	0.16	-0.04	0.02
I have no control over what happens to me	0.05	0.67	-0.24	0.04	-0.04
I am often taken advantage of by others	-0.02	0.64	-0.05	0.03	-0.05
I don't understand myself	0.16	0.59	0.09	-0.03	-0.47

I know I will do what I'm supposed to do	0.06	0.57	0.29	0.08	0.15
I really have not accomplished much in life	0.33	0.55	0.25	-0.07	-0.31
I am not disciplined enough to do things that require effort	0.16	0.47	0.31	0.11	0.21
I don't like making big decisions	0.17	0.34	0.02	0.09	0.10
I set goals and work towards achieving them	0.23	0.14	0.71	-0.17	-0.23
I demand a lot of myself	-0.06	-0.08	0.70	-0.10	0.02
I can motivate myself	0.07	0.42	0.63	0.20	-0.25
I am afraid to fight for my own rights	0.08	-0.05	0.59	0.03	0.08
I am capable to achieve the goals I set for myself	0.04	0.43	0.55	0.14	0.18
I make my own deals to achieve goals	0.29	0.24	0.49	-0.18	0.26
I avoid commitments that require a lot of time	0.11	0.19	0.44	0.29	-0.06
When an individual in the community suffers, suffers the others too	0.13	0.02	0.43	0.06	0.08
It pays off to not get involved with other people's problems	0.15	-0.06	0.00	0.81	0.01
To fix other people's problems is not my job	0.18	-0.03	-0.07	0.81	-0.21
I never know if I have done a good job or not	-0.01	0.35	0.21	0.47	-0.16
I don't get involved with other people's problems	0.27	-0.12	0.18	0.46	0.28
I often agree with other	-0.26	0.05	0.12	0.45	0.21

people to get along well				
When I am doing something new, I like to be told exactly how to do it	-0.03	0.23	-0.14	0.43	0.04
Others often ask me for help	0.15	0.15	0.04	0.13	0.61
I gladly say my own opinions on controversial themes	0.10	-0.19	0.29	-0.08	0.60
I live in the moment	0.12	0.28	0.05	-0.17	0.47
I have problems expressing feelings when I'm together with several other people	0.21	0.10	0.19	-0.01	0.38
Eigenvalue	7.10	3.11	2.53	2.41	1.99
% of Total Variance				

Table 4: Factor analysis for the variable social anxiety

	Loadings
Items	Factor 1: Social anxiety
I find it uncomfortable to talk in public or with other people present	0.83
I find it uncomfortable to speak to strangers	0.78
I find it uncomfortable to be at social gatherings	0.77
I find it uncomfortable to speak to authorities	0.76
I find it uncomfortable when others are paying attention to what I am doing	0.76
I find it uncomfortable to be embarrassed or humiliated	0.71
Eigenvalue	3.54
% of Total Variance	59.03

Table 5: Factor analysis for the variable judgement of present and future prospects

Items	Loadings	
	Factor 1: Present situation	Factor 2: Future prospects
I will succeed in achieving a happy family life	0.81	0.05
I will succeed in obtaining good living conditions	0.79	0.25
I will succeed in my career	0.77	0.38
I have control over what will happen to me from this point on	0.65	0.39
I am happy with my future prospects and opportunities	0.59	0.57
I have full control over the contents in my daily activities	0.46	-0.02
To succeed in school, I must put in a considerable effort	-0.06	0.85
In five years, my work life will definitively be better than today	0.30	0.61
Up until now I have been pleased with my schooling	0.09	0.61
I will succeed in getting more education than what I have now	0.40	0.50
Eigenvalue	4.31	1.211
% of Total Variance		