



Background

- Recent literature has highlighted the crucial role of schools in creating a psychologically healthy environment.

The aim of this study was to explore the changes in schoolchildren's positive future orientation (PFO) following their participation in the school-based Unplugged program (PU).

Unplugged (PU)

- Universal school-based program for preventing smoking, substance use and alcohol abuse among early adolescents (www.eudap.net)
- Based on the Comprehensive Social Influence model
- Consisted of twelve 45-minute lessons for pupils in primary schools
- Administered by teachers trained in Unplugged (in a 3-day course).

Method

- This study was carried out as a cluster randomized controlled trial
- 1292 participating schoolchildren, Mean age=11.52; 46.8% boys with data collection conducted immediately before PU implementation(T1), immediately after implementation(T2) and then 3 months(T3), 12 months(T4) and 18 months after the implementation(T5).
- The schools were randomly assigned to either an experimental (EG, n=639) or control group (CG, n=653).
- The EG was exposed to PU (<http://www.eudap.net/>)

Measures

- School Social Support was measured by 6 items from the Caring Relationship and High Expectation subscales (Furlong et al., 2009, Hanson & Kim 2007) on a 4-point scale, ranging from "Not at all true" to "Very much true", with a higher score indicating higher level of support ($\alpha = 0.93$).
- Positive future orientation (Oshio, 2003) was assessed by a measure consisting of 5 items rated on a 5-point scale (from Definitely no to Definitely yes) with a higher score indicating a higher level of PFO ($\alpha = 0.80$)^{T1}

The effect of: PU, gender, and school social support (SSS/T1) was explored through the changes in PFO

- GLM Repeated Measures were used for the data analyses.

References:

- Furlong, M. J., Ritchey, K. M., & O'Brennan, L. M. (2009). Developing norms for the California Resilience Youth Development Module: Internal assets and school resources subscales. *The California school psychologist, 14*(1), 35-46.
- Hanson, T. L., & Kim, J. O. (2007). Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey. *Issues & Answers Report, REL, 34*.
- Oshio, A., Kaneko, H., Nagamine, S., & Nakaya, M. (2003). Construct validity of the adolescent resilience scale. *Psychological reports, 93*(3_suppl), 1217-1222.

Results

- There was a significant main effect of time on PFO, $F(4, 968)=8.38, p<0.001$. Pairwise comparisons revealed that PFO was significantly lower at every follow-up when compared to PFO/T1 (Figure 1).
- There were significant interaction effects Time x Gender, $F(4, 968)=2.65, p<0.05$, Time x SSS/T1, $F(4, 968)=3.73, p<0.01$, Time x Gender x SSS/T1, $F(4, 968)=2.73, p<0.05$.
- This effect indicates that the level of PFO was higher among schoolchildren with a higher level of SSS/T1 across the five measurement points.
- However, the decrease of PFO was stronger among the boys than among the girls from T1 to T5.
- The contrast analysis revealed a higher level of PFO only among schoolchildren in the EG with a lower level of SSS/T1 at T5 when compared to CG, $F(1, 242)=3.93, p<0.05$ (Figure 2, Figure 3).

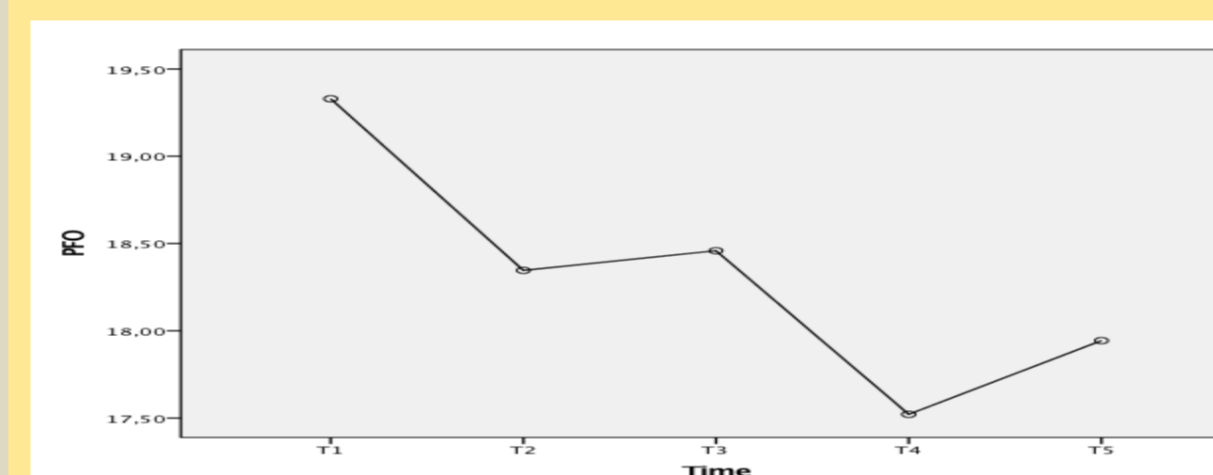


Figure 1 The changes in schoolchildren's positive future orientation (PFO) following their participation in the school-based Unplugged program
Notes: T1 = The baseline measure, T2 = immediately after the Unplugged program implementation, T3 = 3 months after the Unplugged program implementation, T4 = 12 months after the Unplugged program implementation, T5 = 18 months after the Unplugged program implementation

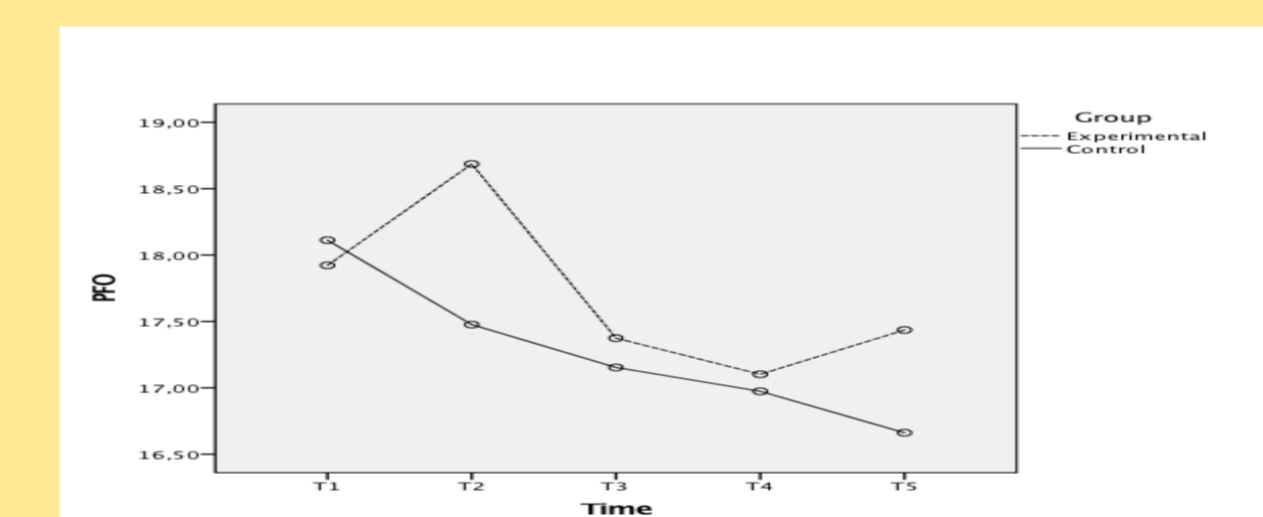


Figure 2 Positive future orientation (PFO) among schoolchildren in the experimental group and control group with a lower level of school social support ^{T1}

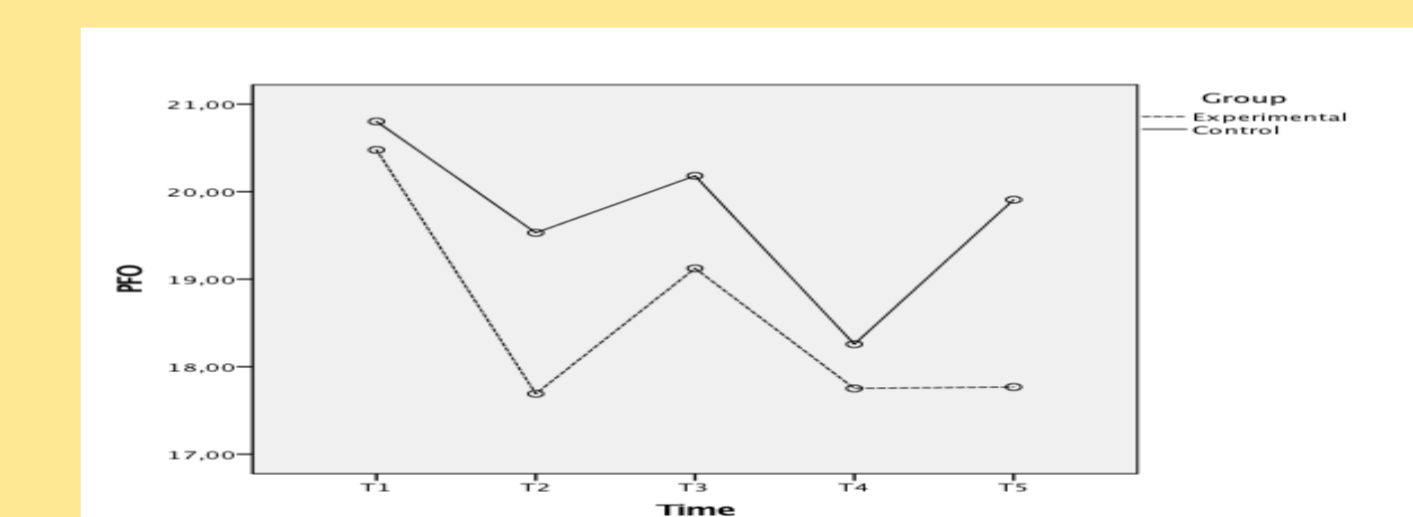


Figure 3 Positive future orientation (PFO) among schoolchildren in the experimental group and control group with a higher level of school social support ^{T1}

Conclusion:

- The findings suggest a main effect of time measures on PFO and a moderation effect of gender and SSS/T1.

Main messages:

- Schoolchildren's positive future orientation (PFO) was found to generally decrease over time during the 22-month period.
- However, participation in Unplugged empowered the schoolchildren who showed a lower level of SSS at T1 and helped them to increase their PFO within the 18 months following the implementation of the program.

Acknowledgment:

This work was supported by the Slovak Research and Development Agency under the contract No. APVV-15-0662 and VEGA 1/0371/20.

Address for correspondence:

prof. Olga Orosova, PhD., Department of Educational Psychology and Health Psychology, Faculty of Arts, PJ Safarik University, Moyzesova 9, 040 01 Kosice, Slovak Republic, olga.orosova@upjs.sk