

# Reopening of schools after Covid-19 closures

## A student perspective

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# Data report – students grade 0-2

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# 01 Introduction

In order to hinder contagion of Covid-19 in 2020 and 2021 schools, teachers and students as well as parents have been put under an immense pressure. Following March 11<sup>th</sup> 2020, schools were closed down, and shortly hereafter a New Law and Act on Emergency Teaching (BEK no 242) was enacted. In the first phase, all school activities had to be conducted at distance and away from the school premises, in the setting of the children's homes. After five weeks of closure, Danish schools were ordered to undertake a careful reopening for the youngest pupils (zero to fifth grade), followed by older pupils (sixth to tenth grade) four weeks later, under settings that met specific criteria for physical and social restrictions, in line with official health and hygiene recommendations. The new settings in this second phase of transformation forced teachers to muster creativity – for instance, to facilitate outdoor learning with small groups of pupils.

This two-phase transformation of the school setting has disrupted the traditional ways of organizing activities in schools and, probably too, the roles of teachers and students as well as the conditions for – and impact of – learning through play. Furthermore, the two-phase transformation of school settings may have had a number of consequences for the social-emotional conditions of the children. A survey of parents' and children' experiences during the lockdown (Nødundervisning under corona-krisen – et elev- og forældreperspektiv) that was completed in the middle of the first phase, shows that on the one hand parents and children both express a feeling of being well taken care of. On the other hand, children were severely challenged in terms of wellbeing, mental health, self-efficacy, etc. These challenges seemed to be related to a number of conditions, like fear of illness, stress due to the closure, academic stress, and lack of perceived coping, etc. However, differences across the participating municipalities and schools also indicated that the different strategies applied to ensure safe and playful learning environments were of great importance.

This report describes the results of a second quantitative data collection among students in grade 3-9 of the Danish elementary school in the project “A window of change: transformations of playful learning environments in kindergarten and primary school during Covid-19”. We thank the LEGO Foundation for the research grant that made the data collection possible.

## 01.01 The project's purpose and research question

The purpose of the project “A window of change: transformations of playful learning environments in kindergarten and primary school during Covid-19” is to document the complex processes of rethinking the playful learning environments in kindergartens and schools in order to learn from the Covid-19 experiences based on the idea of ‘building back better’.

The research question is:

What are the conditions for playful learning in kindergarten and primary school after the global outbreak of Covid19?

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This research question has been divided into three sub-questions:

- 1) What characterizes the learning environments and pedagogical approaches in kindergarten and primary school, and how are they redefined over time as a respond to the two-phase disruption during Covid-19?
- 2) How are these environments and pedagogical approaches affecting children's socio-emotional conditions, positively or negatively?
- 3) Which early experiences from Covid-19 guide iterations and re-definitions of playful learning environments at later stages, and which resources and strategies are used to negotiate and establish both learning environments and pedagogical approaches?

Methodologically, the project is based on a mixed method study with:

- 1) Interviews in August and December with the following actors in each of five participating municipalities:
  - a. 2 school leaders
  - b. 2 kindergarten leaders
  - c. 4 school teachers
  - d. 4 kindergarten teachers
  - e. 4 parents of children in school
  - f. 4 parents of children in kindergarten
- 2) Observations in early September, end of October and early December (two days each time) in each of five participating municipalities:
  - a. 1 kindergarten
  - b. 1 grade 0 class
  - c. 1 grade 1 class
  - d. 1 grade 5 class
  - e. 1 grade 8 class
- 3) Go along interviews with 4 children in kindergarten in early September, end of October and early December in each of the five municipalities
- 4) Go along interviews with 4 children in grade 0 in early September, end of October and early December in each of the five municipalities
- 5) Go along interviews with 4 children in grade 1 in early September, end of October and early December in each of the five municipalities
- 6) Survey to children from 3rd to 9th grade of schools (November 2020)
- 7) Survey to children and parents of children in kindergarten (November 2020)
- 8) Survey to school and kindergarten teachers (November 2020)

This report conveys the data from the school children from grade 0-2. Later analyses will help elucidate more complex relationships and contexts. Altogether, this provides a solid basis for understanding the situation in schools.

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University of Southern Denmark is responsible for all data processing. With regard to data storage and data management, agreements have been made with the university's legal department, which ensures the anonymity and integrity of the informants. For the sake of participants' privacy, results from units with fewer than 10 responses are not disseminated.

Our primary target group is children, teachers and leaders in the participating schools. This report and other publications should also be seen as a way of thanking participants for taking the time to engage in interviews, to distribute and answer the survey and for providing access to collections of observational data.

Our secondary target group is the entire sector and all school and kindergarten stakeholders who get a solid picture of the situation. The sector deserves the most robust feedback possible considering the immense task they have undertaken during the two phases of closure and reopening.

On behalf of the project team at University of Southern Denmark and Aarhus University,

Professor and project leader,



Ane Qvortrup

## 02 Data

### 02.01 Participating municipalities

Municipality	Frequency (N)	Percent (%)	Cumulative (%)
Toender	53	15.10	15.10
Jammerbugten	36	10.26	25.36
Odense	14	3.99	29.34
Kolding	247	70.37	99.72
Other	1	0.28	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

### 02.02 Response rate

Municipality	Students in sample	Students in municipality	Response rate (%)
Toender	53	1122	4.72
Jammerbugten	36	1225	2.94
Odense	14	5936	0.24
Kolding	247	3068	8.05
Other	1	-	-
<b>Total:</b>	<b>351</b>	<b>11351</b>	<b>3.09</b>

Noter. Antal elever fra 0-2 klassetrin i grundskolen i de deltagende kommuner for skoleåret 2019/2020.  
Kilde: Børne og undervisningsministeriet; <https://uddannelsesstatistik.dk>

The total response rate (when subtracting one response from “Other municipality”) is 3.09% or 351 students out of 11,351 possible from grade zero to two in the participating municipalities.

### 02.03 Respondents

312 students (89%) completed the questionnaire, while 39 students (11%) answered parts of it. The average response time was 20 minutes. 50% of the students completed the questionnaire within 19 minutes. Students from 18 different schools answered the questionnaire.

175 students (50%) were boys and 173 (50%) were girls. 89 students (25%) went grade 0, 122 students (35%) went to grade 1 and 140 students (40%) went to grade 2.

## 03 Descriptive statistics

### 03.01 The students' experiences of the situation

Initially, we ask students how they experience the situation with coronavirus. We are interested in knowing how it affects their everyday lives and whether they fear getting sick. In addition, we ask if they think the situation with coronavirus is being taken seriously enough and/or takes up too much time.

#### 03.01.01 *How much is the coronavirus affecting your school days right now?*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all 1	21	5.98	5.98
2	35	9.97	15.95
3	30	8.55	24.50
4	32	9.12	33.62
5	73	20.80	54.42
6	36	10.26	64.67
7	23	6.55	71.23
8	16	4.56	75.78
9	25	7.12	82.91
A lot 10	60	17.09	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### Summarized statistics

Observations	351
Average	5.71
Std. deviation	2.82759816

#### 03.01.02 *I am afraid of getting sick*

	Frequency (N)	Percent (%)	Cumulative (%)
No	181	51.57	51.57
Yes	170	48.43	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### 03.01.03 *I am afraid that my family/friends will get sick*

	Frequency (N)	Percent (%)	Cumulative (%)
No	88	25.07	25.07
Yes	263	74.93	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	



03.01.04 *I am not very concerned by all of this*

	Frequency (N)	Percent (%)	Cumulative (%)
No	61	17.38	17.38
Yes	290	82.62	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.01.05 *I do not care about corona virus*

	Frequency (N)	Percent (%)	Cumulative (%)
No	302	86.04	86.04
Yes	49	13.96	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As shown in section 04.01, 30% of the students gravitate towards the mean values on a scale from not at all to a lot when it comes to the question of how much the coronavirus affects their everyday lives at school. The rest of the students are evenly distributed on the scale, however it is remarkable that 17% of the students state that it affects their everyday lives at school a lot. A similar proportion choose 'No' when asked to relate to the statement "I am not very concerned by all of this", while the remaining part, 83% of the students, choose 'Yes'. Half of the students are afraid of getting sick, and more of them, 75%, are afraid that family/friends might get sick. There are not many of the 6-8 year old's who indicate that they do not care about coronavirus.

### 03.01 Sent home due to coronavirus infection

In section 04.02, we ask the students if they have been sent home in the period between summer holidays and the time of data collection. We are interested in knowing whether they have been affected by the local closures that have taken place at specific schools and specific municipalities.

03.01.06 *I have been sent home once*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	294	83.76	83.76
Chosen	57	16.24	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.01.07 *I have been sent home more than one time*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	346	98.58	98.58
Chosen	5	1.42	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.01.08 *The whole class has been sent home once*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	314	89.46	89.46
Chosen	37	10.54	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.01.09 *The whole class has been sent home more than one time*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	346	98.58	98.58
Chosen	5	1.42	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.01.10 *No, I have not been sent home due to corona virus*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	89	25.36	25.36
Chosen	262	74.64	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As can be seen from the tables 04.02.05-04.02.09, 16% of the students have experienced being sent home in the period between the summer holidays and the time of data collection, while 11% have experienced that the whole class has been sent home.

### 03.02 Feelings about being sent home

The students who have experienced being sent home are asked about their experience of receiving instructions while they were sent home, and their perceptions of relationships with teachers and classmates.

03.02.11 *Were you happy to be home?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	53	59.55	59.55
Yes	36	40.45	100
<b>Total:</b>	<b>89</b>	<b>100</b>	

03.02.12 *Were you able to follow classes whilst being sent home?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	40	44.94	44.94
Yes	49	55.06	100
<b>Total:</b>	<b>89</b>	<b>100</b>	

03.02.13 *Were you able to talk to your teacher whilst being sent home?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	71	79.78	79.78
Yes	18	20.22	100.00
<b>Total:</b>	<b>89</b>	<b>100</b>	

03.02.14 *Were you able to talk to your classmates whilst being sent home?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	66	74.16	74.16
Yes	23	25.84	100
<b>Total:</b>	<b>89</b>	<b>100</b>	

As shown in the tables in section 04.03, half of the students who have been sent home between the summer holidays and the time of collection have positive experiences and half have negative experiences of being sent home. Most of the students found it difficult to talk with their teachers and classmates.

### 03.03 Rules and restrictions because of coronavirus

In section 04.04, we examine students' experiences of rules and restrictions at school. We ask if there have been rules about hand washing, hand alcohol, distance, etc.

03.03.15 *Are you asked to wash your hands more than usual?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	23	6.55	6.55
Yes	328	93.45	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.03.16 *Are you asked to use hand sanitizer?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	165	47.01	47.01
Yes	186	52.99	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.03.17 *Are you asked not to be too close to your friends or your teacher?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	114	32.48	32.48
Yes	236	67.24	99.72
Not answered	1	0.28	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.03.18 *I find it difficult to follow the corona rules*

	Frequency (N)	Percent (%)	Cumulative (%)
No	168	47.86	47.86
Yes	180	51.28	99.15
Not answered	3	0.85	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.03.19 *I think a lot about what I can/cannot do*

	Frequency (N)	Percent (%)	Cumulative (%)
No	140	39.89	39.89
Yes	208	59.26	99.15
Not answered	3	0.85	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.03.20 *I find the corona rules important*

	Frequency (N)	Percent (%)	Cumulative (%)
No	37	10.54	10.54
Yes	311	88.60	99.15
Not answered	3	0.85	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As can be seen from the tables 04.04.14-04.04.19, according to the majority of the students there have been rules about extra hand washing. A large part also indicates that there have been physical restrictions and rules about use of hand sanitizer. Half of the students think it is difficult to follow the new rules, and 60% also state that they think a lot about what they may/may not do. However, a large part, almost 90%, also indicate that they think the rules are important.

### 03.04 Relationships with other students

In this section, we examine how students have experienced their relationship with friends, while in the next section, we examine students' experience of the relationship with their teachers.

03.04.21 *I like going to school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	19	5.41	5.41
Yes	326	92.88	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.04.22 *I have a good friend in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	9	2.56	2.56
Yes	336	95.73	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.04.23 *I like the other kids in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	14	3.99	3.99
Yes	331	94.30	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.04.24 *I want to play with the other kids in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	28	7.98	7.98
Yes	317	90.31	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As shown in the tables in section 04.05, 93% of the students state that they like going to school, while 96% experience having a good friend, and 94% more generally state that they like the other kids in school. 90% indicate that they want to play with the other kids in school.

### 03.05 Relationships with adults

The following five tables show the students' experience of their relationship with teachers.

03.05.25 *The adults in school are good at listening to me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	22	6.27	6.27
Yes	323	92.02	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.05.26 *The adults in school often scold me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	290	82.62	82.62
Yes	55	15.67	98.29
Not answered	6	1.71	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.05.27 *If I get teased in school, I want to tell the adults*

	Frequency (N)	Percent (%)	Cumulative (%)
No	42	11.97	11.97
Yes	300	85.47	97.44
Not answered	9	2.56	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.05.28 *If I get upset at school, an adult will come and comfort/help me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	35	9.97	9.97
Yes	307	87.46	97.44
Not answered	9	2.56	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.05.29 *If I get upset in school I like to be comforted/helped by an adult*

	Frequency (N)	Percent (%)	Cumulative (%)
No	39	11.11	11.11
Yes	303	86.32	97.44
Not answered	9	2.56	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As shown in table 04.06.24, 92% of the students think that the adults in the school are good at listening to them. 16% often experience being scolded, and 83% experience the opposite. 85% want to tell an adult if they are teased, and 87% experience that they are comforted/helped if it happens.

### 03.06 Outdoor activities

In section 04.07, we examine the learning environment in the period after the reopening of the schools. We ask the students about the use of areas outside school.

03.06.30 *We often go for a walk in the woods, by the lake, to another playground or something like that*

	Frequency (N)	Percent (%)	Cumulative (%)
No	195	55.56	55.56
Yes	126	35.90	91.45
Not answered	30	8.55	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.06.31 *We often go for walks in the city, to the library, to the swimming pool, or something like that*

	Frequency (N)	Percent (%)	Cumulative (%)
No	234	66.67	66.67
Yes	87	24.79	91.45
Not answered	30	8.55	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.06.32 *Do you sometimes spend time with students who are not in your group?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	190	54.13	54.13
Yes	133	37.89	92.02
Not answered	28	7.98	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

36% of the students indicate that they often go for a walk in the woods, by the lake, to a playground, etc., while 25% indicate that they go for a walk in the city, to the library, to the swimming pool etc. 43% stick to the group their own group.

### 03.07 Learning and classroom environment

In addition to focusing on the outdoor activities, we examine students' experience of the learning and classroom environment.



03.07.33 *I like to be outdoor in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	29	8.26	8.26
Yes	293	83.48	91.74
Not answered	29	8.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.07.34 *I like to be indoor in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	42	11.97	11.97
Yes	279	79.49	91.45
Not answered	30	8.55	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.07.35 *There is too much noise in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	120	34.19	34.19
Yes	199	56.70	90.88
Not answered	32	9.12	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.07.36 *The adults tell me that there are places at school where I am not allowed to be*

	Frequency (N)	Percent (%)	Cumulative (%)
No	30	8.55	8.55
Yes	289	82.34	90.88
Not answered	32	9.12	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.07.37 *There are kids that I am not allowed to play with*

	Frequency (N)	Percent (%)	Cumulative (%)
No	96	27.35	27.35
Yes	223	63.53	90.88
Not answered	32	9.12	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

83% of the students indicate that they like to be outdoors in school, and 79% like to be indoors. 57% think there is too much noise. With regard to restrictions, the table 04.07.36 show that 82% of the students have physical restrictions, while 64% indicate to have social restrictions on who they are allowed to play with/be with.

### 03.08 Well-being

Finally, we examine the students' well-being. In the first section 04.09, we focus on the students' emotional well-being, while in the subsequent section 04.10 we examine the students' learning engagement and commitment.

03.08.38 *How often do you feel sad?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	0	0	0
Not so often	15	4.27	4.27
Often	110	31.34	35.61
Much of or all the time	192	54.70	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### Summarized statistics

Observations	317
Average	3.56
Std. deviation	.585073692

03.08.39 *How often do you feel happy?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	3	0.85	0.85
Not so often	21	5.98	6.84
Often	107	30.48	37.32
Much of or all the time	186	52.99	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

**Summarized statistics**

Observations	317
Average	3.50
Std. deviation	.663823818

03.08.40 *How often do you laugh?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	8	2.28	2.28
Not so often	48	13.68	15.95
Often	139	39.60	55.56
Much of or all the time	122	34.76	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

**Summarized statistics**

Observations	317
Average	3.18
Std. deviation	.778240495

03.08.41 *How often do you feel upset?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	98	27.92	27.92
Not so often	150	42.74	70.66
Often	46	13.11	83.76
Much of or all the time	23	6.55	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

**Summarized statistics**

Observations	317
Average	1.98
Std. deviation	.863988461

03.08.42 *How often do you feel tired?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	75	21.37	21.37
Not so often	143	40.74	62.11
Often	71	20.23	82.34
Much of or all the time	28	7.98	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

**Summarized statistics**

Observations	317
Average	2.16
Std. deviation	.888516812

03.08.43 *How often do you feel angry?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	118	33.62	33.62
Not so often	144	41.03	74.64
Often	36	10.26	84.90
Much of or all the time	19	5.41	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

**Summarized statistics**

Observations	317
Average	1.86
Std. deviation	.841737099

The students' emotional well-being is good. Most of them are often happy and in a good mood, and 75% also indicate that they often laugh. However, there are also 15% who state that they do not laugh so often, and a similar proportion state that they often or much of the time feel angry. 20% often feel tired, and 8% are tired much of or all the time.

**03.09 Desire to learn**

Besides looking at the students' well-being, we look at students' desire to learn. The answers related to this can be found in Table 04.10.43-04.10.46.

03.09.44 *I find it funny to learn new things in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	17	4.84	4.84
Yes	300	85.47	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.09.45 *I want to do well in classes*

	Frequency (N)	Percent (%)	Cumulative (%)
No	3	0.85	0.85
Yes	314	89.46	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.09.46 *I like the classes in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	22	6.27	6.27
Yes	295	84.05	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.09.47 *What we do in school is boring*

	Frequency (N)	Percent (%)	Cumulative (%)
No	268	76.35	76.35
Yes	49	13.96	90.31
Not answered	34	9.69	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

85% of the students find it funny to learn new things in school, while only 5% think the opposite. 89% want to be good in school, and less than 1% state the opposite. 84% against 6% like the classes in school and 76% do not find the activities in school boring, with 14% stating the opposite

### 03.10 Self-image

In the final part of the report, we will look at how the students' experience themselves in school.

#### 03.10.48 *The others understand me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	25	7.12	7.12
Yes	290	82.62	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### 03.10.49 *I fit in well in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	14	3.99	3.99
Yes	301	85.75	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### 03.10.50 *I have good friends*

	Frequency (N)	Percent (%)	Cumulative (%)
No	10	2.85	2.85
Yes	305	86.89	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

#### 03.10.51 *I am happy about my primary teacher*

	Frequency (N)	Percent (%)	Cumulative (%)
No	3	0.85	0.85
Yes	311	88.60	89.46
Not answered	37	10.54	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.52 *I am being kept out*

	Frequency (N)	Percent (%)	Cumulative (%)
No	273	77.78	77.78
Yes	42	11.97	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.53 *I feel alone*

	Frequency (N)	Percent (%)	Cumulative (%)
No	279	79.49	79.49
Yes	36	10.26	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.54 *I am often teased*

	Frequency (N)	Percent (%)	Cumulative (%)
No	262	74.64	74.64
Yes	53	15.10	89.74
Not answered	36	10.26	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.55 *I am a good student*

	Frequency (N)	Percent (%)	Cumulative (%)
No	7	1.99	1.99
Yes	305	86.89	88.89
Not answered	39	11.11	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.56 *My teachers like me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	11	3.13	3.13
Yes	301	85.75	88.89
Not answered	39	11.11	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.57 *School is not for me*

	Frequency (N)	Percent (%)	Cumulative (%)
No	271	77.21	77.21
Yes	41	11.68	88.89
Not answered	39	11.11	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

03.10.58 *I do well in school*

	Frequency (N)	Percent (%)	Cumulative (%)
No	12	3.42	3.42
Yes	300	85.47	88.89
Not answered	39	11.11	100.00
<b>Total:</b>	<b>351</b>	<b>100</b>	

As shown in the tables 04.11-47-04.11.57, 83% of the students experience that someone understands them, compared to 7% who state the opposite. 86% experience that they fit well into school, and only 4% do not experience this. 87% vs. 3% state that they have good friends and 89% vs. less than 1% are happy with their primary teacher. However, 12% indicate that they are being teased. 86% state that they experience themselves as a good student and that the teacher likes them. Only 2-3% state the opposite. 85% against 3% think that they do well in school.





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