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# **The effect of COVID-19 on students in Sweden and Norway**

Selma A Dahl & Trolle Levin  
Department of Psychology, Lund University  
Kandidatuppsats PSYK11, VT21  
Mats Dahl  
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## Sammanfattning

Studien undersöker effekter av social distansering och distansundervisning under COVID-19-pandemin bland universitetsstudenter och gymnasieelever i Sverige och Norge. Studier som genomförts under det senaste året visar att studenter har påverkats negativt av pandemin men det finns ingen jämförande forskning mellan de två till synes liknande länderna. Syftet med studien var att undersöka om det fanns skillnader i hur Svenska och Norska studenter har upplevt pandemin till följd av olika regler och restriktioner länderna emellan. Totalt deltog 115 universitetsstudenter och 54 gymnasieelever. Undersökningarna var kvantitativa och utfördes genom digitala enkäter med 74 frågor riktade till universitetsstudenter och 79 frågor riktade till gymnasieelever. Deltagarna fick svara på frågor gällande sju faktorer: regler och restriktioner, social påverkan, fysisk aktivitet, psykiskt välmående, stress, motivation och prestationer i skolan. Två signifikanta skillnader upptäcktes. 1. Svenska studenter oroade sig mer för hur pandemin hade hanterats av landets regering och folkhälsomyndighet, medan man i Norge var nöjd med hur pandemin hade hanterats. 2. Norska studenter rapporterade sämre studieresultat än svenska studenter under pandemin. Sett till ålder upptäcktes två signifikanta resultat. 1. Studenter över 26 år upplevde en större påverkan på det sociala livet till följd av pandemin än vad 19-22-åringar gjorde. 2. 16-18-åringar var signifikant mindre motiverade under pandemin än vad individer i åldrarna 23-25 var. En korrelationsmatrix konstruerades vari faktorn fysisk aktivitet stack ut. Respondenter som rapporterade höga nivåer av fysisk aktivitet var mindre oroade för hanteringen av pandemin, mindre stressade, mer motiverade, bättre presterande och mer välmående. Motsatsen var sann för respondenter som rapporterade låga nivåer av fysisk aktivitet.

Studien visade att särskilda skillnader finns mellan de två länderna gällande hur respondenterna upplevt pandemin, samt att den genomsnittliga respondenten påverkats negativt av pandemin. Fysisk aktivitet pekas ut som en medierande faktor som är värd att investeras i kring för att underlätta vid framtida pandemier.

*Nyckelord:* COVID-19, Social distansering, Välmående, Stress, Motivation, Prestation, Studenter, Gymnasieelever, Sverige, Norge.

### **Abstract**

The study investigates the effects of social distancing and online education during the COVID-19 pandemic on university students and high school students in Sweden and Norway. Through studies conducted in the last year it appears that students have been negatively affected by the pandemic but there is no comparative research between the two nations. The purpose of the study was to discern if there are differences in experiences of the pandemic between Swedish and Norwegian students as a result of the two countries having differing rules and restrictions to battle the pandemic. A total of 115 university students and 54 high school students took part in the study. The study was quantitative in nature and was carried out by means of online surveys. These consisted of 74 items aimed at university students and 79 items aimed at high school students. Seven factors were investigated through the surveys: opinions regarding rules and restrictions, impact on social life, physical activity, psychological well being, stress, motivation and academic performance. Two significant differences were found between the countries. 1. Swedish students worried more regarding how the pandemic had been handled by the government, while Norwegians were content with how things had been handled. 2. Norwegian students reported lower academic performances compared to Swedes during the pandemic. When looking at age groups two significant results were found. 1. Students aged 26 and above reported the pandemic having a higher impact on their social life than did 19-22 year olds. 2. 16-18 year olds were significantly less motivated during the pandemic than students aged 23-25 years old. A correlation matrix was calculated in which the physical activity factor stood out. Respondents who reported high levels of physical activity were less worried regarding the handling of the pandemic, less stressed, more motivated, had better academic performances and reported higher psychological well being. The opposite was true for respondents who reported low levels of physical activity.

The study showed that there are certain differences between the countries when it comes to the experience of the pandemic, and that the average respondent had been negatively affected by the pandemic. Physical activity is pointed out as being a mediating factor which is worth investing in for the occurrence of future pandemics.

*Keywords:* COVID-19, Social distancing, Well-being, Stress, Motivation, Performance, University students, High school students, Sweden, Norway.

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## Introduction

In March 2020 the COVID-19 virus was characterized as a pandemic (Adhanom Ghebreyesus, 2020) a virus that spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes (WHO, n.d.). Scientists, such as Dr. Syra Madad, believes that the COVID-19 pandemic will not be an isolated incident and that there will likely be similar pandemics in the future. Madad commented on the tracking of the COVID-19 pandemic and warned that more viruses, like the SARS-COV-2 coronavirus, may be coming (Madad, 2020). If scientists such as Madad are proven right in the future, there are reasons to believe that this present study will contribute with valuable information regarding the consequences of societal restrictions on students.

The strongest defence against more pandemics is a sturdy global healthcare system, where each country has sufficient resources and capacity to control a new outbreak of an infectious disease (Madad, 2020). Countries introduced varying measures to try and control the spread (Appel et al., n.d.). The pandemic has consequently prompted several statistical surveys (Sivertsen, 2021; Giannopoulou et al., 2021; BRIS, 2021; Bakken et al., 2020) which have focused on how students have been affected by the COVID-19 pandemic regarding different variables such as social impact, physical and psychological well-being, stress, motivation and academic performances. However, little attention has been put on how these factors have differed between countries with similar cultures but different approaches regarding societal restrictions following the outbreak of the pandemic.

Gajendran & Harrison (2007) found that telecommuting, i.e. working from home, was positively correlated with higher perceived autonomy and negatively correlated with conflicts (Gajendran & Harrison, 2007), one could argue that online education might have had positive effects on students. Though other researchers, through sampling of previous peer-reviewed studies, have found that the pandemic has had a big, and mostly negative, impact on young adults (Bakken et al., 2020; Sivertsen, 2021), which is no surprise looking at studies of social isolation and the impact it has on individuals (Chen et al., 2019).

There are few comparative studies between countries and the different experiences of restrictions put in place for the purpose of infection control, the purpose of this study is to help fill this knowledge gap by examining the differences between Swedish and Norwegian university students physical and psychological well-being, stress, motivation and academic performances

linked to restrictions and social distancing. Against this background, the study intends to examine the experiences that students have had during the pandemic, how they feel about the national restrictions of infection control and how this has affected their level of physical and psychological well-being, stress, motivation, and their academic performance, through the means of an online distributed survey. This study therefore contributes to a wider understanding of how students in Sweden compared to Norway have been affected by the pandemic. Comparative research is especially relevant for debates on what risks are worth taking in the fight against future viruses. The essay reflects important parts of current issues and dilemmas and we as authors have connections to both Sweden and Norway and student life, have a genuine interest in the effects of the pandemic but also in social psychological phenomena. Therefore the relevance for the chosen subject is deemed to be high. By examining factors such as gender, age, and household size, the results from the survey can hopefully provide a wider range of knowledge about effects of the pandemic on students in Sweden and Norway. Finally, our hope is that this study can shed light on problems that should or could be redeemed by the time of the next pandemic.

The first hypothesis of this study stated that due to differences in severity of national restrictions, Norwegian and Swedish students were expected to differ significantly on six of the seven scales examining anxiety regarding the handling of the pandemic, impact on social life, physical well-being, academic performance, stress, motivation and psychological well-being than Swedish students. In other words, Swedish students were expected to report a greater level of anxiety regarding the handling of the pandemic than Norwegian students since the spread of infection has been more drastic in Sweden compared to Norway, due in part to differences in societal restrictions between the countries. For the same reason Norwegian students were expected to report a greater impact on their social life than Swedish students. Norwegian students and Swedish students were expected to be equally physically active during the pandemic as the recommendations regarding sporting associations were similar in the two countries. Norwegian students were expected to report lowered academic performances compared to Swedish students since it was found that Swedish schools were better prepared for transitioning to online schooling in times of need. For the same reason Norwegian students were expected to be less motivated than Swedish students as well as due to harsher rules regarding social distancing and limits on public and private social gatherings in Norway than in Sweden.

And because of the previously mentioned reasons Norwegians students were expected to be more stressed than Swedish students, and Norwegian students were expected to report a lower level of psychological well-being than Swedish students.

### **National differences between Sweden and Norway**

The authors of this study have a personal connection to both Sweden and Norway and student life, which makes it easier to gather information in native languages as well as finding fitting respondents. Before COVID-19 there were already some differences between Sweden and Norway. The trust in politicians and authorities was high in both countries but slightly higher in Norway (Ortiz-Ospina & Roser, n.d.; Eurostat, 2015). Norway has the oil found (Norges bank, n.d.), enabling them to make choices with less economic caution. When in crisis the Norwegian government is authorized to implement new laws, like “Koronaloven” (Holmøyvik, 2020), enabling the government to act and implement new laws quickly. Sweden implemented a similar law in January of 2021 (Socialdepartementet, 2021) 10 months after Norway (Holmøyvik, 2020).

Between March 2020 and March 2021, more people had been registered infected with the COVID-19 virus and/or been hospitalized due to illness from the virus in Sweden than in Norway. Significantly more people had also died due to illness from the virus in Sweden than in Norway. These figures were higher in Sweden both by number of people and per 100k capita (Appel et al., n.d.; ECDC, 2021; Folkhälsomyndigheten, 2021; United Nations, 2019). Norway has however lost more money to the pandemic, around 60000 NOK per capita, but the economic differences are not significant according to professor Steinar Holden (Holden, 2021). Due to the differences in numbers between the two countries they have been discussing each other's strategies through the pandemic (Forland & Elgh, 2021; Forland, 2020; Tegnell, 2020; Giesecke, 2020). Because of this disagreement of handling the infection it would be valuable to see if there are any differences between the students in each country.

In Sweden most decisions regarding infection control were made by the public health authority (Folkhälsomyndigheten) and in Norway most decisions were made by the government (Forland & Elgh, 2021). Appel et al. (n.d.) found that the COVID-19: Stringency Index (This is a composite measure based on nine response indicators including school closures, workplace closures, and travel bans) and Containment and Health Index (composite measure based on

thirteen policy response indicators including school closures, workplace closures, travel bans, testing policy, contact tracing, face coverings, and vaccine policy) showed that Sweden had a slightly higher numbers on the response than Norway when comparing the first day of every month (March 1st 2020 - May 1st 2021). Norway did however have a stricter response than Sweden in the four months prior to this study (Appel et al., n.d.). The index also showed that Norway had at times very high scores and very low scores compared to Sweden with more stable scores on the response index (Appel et al., n.d.). It should be noted that Norway had very low infection rate the summer of 2020 and therefore had fewer restrictions (FHI, 2021). The same trends were shown in the cancellation of public events during COVID-19. It should however be noted that this index simply recorded the strictness of government policies and did not measure or imply the appropriateness or effectiveness of a country's response. A higher score did not necessarily mean that a country's response was 'better' than others lower on the index (Appel et al., n.d.). Camilla Stoltenberg (2020) said Sweden and Norway did not have completely different policies, although the way of communicating and applying the law differed. The actions were not so different, except for the ones regarding schools and kindergartens, especially not when Norway reopened society again. At that time the measures in Norway were similar to those that had been in Sweden since the start of the pandemic (Stoltenberg, 2020).

The school closures during the COVID-19 pandemic were similar between the two countries with variations between recommended and required (only at some levels) school closures (Appel et al., n.d.). In Norway the work closures were more rapid than in Sweden, and Norway at times required closure for all but key workers during the last months before this study. When it comes to restrictions on public gatherings Norway had somewhat more frequent maximum 10 people restrictions compared to maximum 100 than Sweden but the countries were quite similar in this regard (Appel et al., n.d.). Regarding private gatherings, Norway had at times a recommendation of maximum five guests (Statsministerens kontor, 2020), and at times people were recommended to have a visit or visit only one or two regular friends or one household (Helse- og omsorgsdepartementet, 2021) but Sweden had no demand for private gatherings before late November 2020 when a recommendation of a maximum of eight people per household was introduced (Justitiedepartementet, 2020). From September 2020 face coverings were recommended in Norway, and from November 2020 it was required at some public places (Appel et al., n.d.). Not before February 2021 was this recommended

(Folkhälsomyndigheten, 2021) and then a month later required at some public places in Sweden (Appel et al., n.d.; Region Norrbotten, 2021; Region Stockholm, n.d.). Regarding restrictions on internal movement Sweden has more frequently had no restrictions compared to Norway. International travel controls, bans on high-risk regions, have been mostly stable in Sweden (Appel et al., n.d.). Norway has shifted more between total border closure, ban on high-risk regions and quarantines at quarantine hotels, or in special cases at home, as well as requiring negative COVID-19-tests when traveling from high-risk regions (Helsedirektoratet, 2021). Sweden only required negative COVID-19-tests (Folkhälsomyndigheten, 2021). The two countries have had similar COVID-19 testing policies which meant testing of anyone showing COVID-19 symptoms (Appel et al., n.d.). Though according to the Worldometers statistics Norway has tested significantly more people with no infection of COVID-19 compared to Sweden. Norway has also tested almost 63000 more people per 1M capita than Sweden (Worldometer, 2021). Throughout the pandemic Sweden has also had limited tracing (only some cases) and Norway has had comprehensive tracing (all cases) on the infection in the country (Appel et al., n.d.).

Through the COVID-19 pandemic the two countries have had somewhat different approaches regarding restrictions. Even though they have had similar responses when measuring the Stringency Index and Containment and Health Index, Sweden has had milder but more stable responses and Norway has had more of a shift between stricter and milder to no responses (Appel et al., n.d.). One could argue that Sweden and Norway are quite similar countries in many ways, even in the handling of the pandemic. But some things have been crucially different through the pandemic because even with two countries as similar as Sweden and Norway one could not neglect the fact that one country has lost, in writing time (May 2021), close to 19 times as many lives as the other (Worldometer, 2021). As this fact is stated, the question remains, how has this influenced students, and what impact has this had on the students physical and psychological well-being, stress, motivation and academic performances in each country?

### **Loneliness**

Extensive evidence supports the need to belong in animals and humans alike. A recent synthesis, developed from Harry F. Harlow's monkey experiment, by Holt-Lunstad, Smith and Layton (2010), found that the increase in odds of survival associated with having strong social

relationships was comparable, if not greater, to the increase in the odds of survival associated with various factors directly linked to survival, such as signs of good physical health (Chen et al., 2019).

As mentioned, social distancing and isolation was highly present during the COVID-19 pandemic (FHI, 2021; Folkhälsomyndigheten, 2021; Sivertsen, 2021; Bakken, 2020). Leaving the ones who live alone even more isolated. In Norway there was a clear predominance of the oldest students (26-28 and 29-35 years) living alone (22% and 28%), while most younger students (18-20 and 21-22 years) lived in shared households (81% and 84% respectively) (Sivertsen, 2021). When someone experiences less social contact than they want, or if the contact is not of sufficient quality, people can experience the subjective feeling of loneliness. People with a small social network or who are often alone are more likely to feel lonely (Bakken et al., 2020). Bakken found that loneliness was a bit more frequent among high school students in Oslo during the pandemic than in an equivalent national study from 2018 (Bakken et al., 2020; Bakken, 2018). Approximately one in four was troubled with loneliness during the COVID-19-pandemic (Bakken et al., 2020). Sivertsen (2021) showed that 44% of students often missed someone to be with, 24% often felt left out, while 37% often felt isolated during the pandemic (Sivertsen, 2021).

The present study aims to investigate whether there are differences between the feeling of loneliness and social isolation among Swedish versus Norwegian students, and if this can provide an indicator of whether the restrictions in the countries or whether someone shares households or not have led to a stronger feeling of loneliness.

### **Well-being**

Well-being is the state of feeling healthy and happy. Every four years the World Health Organisation conducts a survey measuring the health and well-being, through reported ratios of headaches, stomach aches, back pain, dizziness, feeling low or irritable, bad moods, nervousness and trouble sleeping, of adolescents. The latest report (2017/2018) showed that Swedish children had more psychological and psychosomatic issues than children from the other nordic countries, including Norway (Inchley et al., 2020). 63% of 15 year old girls and 35% of boys in Sweden experienced at least two of the symptoms more than once a week during the six months prior to the survey taking place, and 42% for Norwegian girls, while only 24% of Norwegian boys stated

that was the case. Sivertsen (2021) found that 68% of Norwegian students stated that they have good health. This applies to more males than females, and the experience of having good health decreases with increasing age. This was a clear deterioration of self-assessed health compared to 2018. Many students report physical illnesses/ailments and 40% of the students had a lot of health problems during the prior week, and the proportion was significantly higher among females, than males. Feeling tired and low in energy was the most common health problem, closely followed by stress, but also sleep problems, neck pain and headaches were common. There was an increase in the proportion of students seeking help for physical ailments in the past year. While 42% of students reported having sought such help in 2021, the corresponding proportion was 38% in 2018, 35% in 2010 and 33% in 2014 (Sivertsen, 2021). By measuring psychosomatic symptoms, i.e headaches, stomach aches, back pain, dizziness, feeling low or irritable, part of the result of this present study could be compared to the report by Inchley et al. (2020), as well as Sivertsen's (2021) symptoms of interest of feeling tired and low in energy, stress, sleep problems, and headaches. The results could be compared between countries, and also between sexes and age.

A study from Spain (Romero-Blanco et al., 2020), showed that the time spent sitting still had increased among university students during the pandemic. This effect however had been noticed by students, and as such, the time spent doing moderate to intense physical activity had also increased during the pandemic. By including questions about exercise in the surveys this study could give comparable results to Romero-Blanco et al. (2020).

Regarding social distancing, a literature review (Imran et al., 2020) indicates that social distancing, restrictions and changed schooling habits could have had a negative impact on the development for adolescents who would normally have spent their high school years on socializing with friends and exploring the world around them. The authors suggest that the effects of restrictions and social distancing could make adolescents feel disconnected, frustrated, bored and more nervous by not being able to spend time with their friends. Bakken et al. (2020) came to a similar conclusion through their survey: less high school students than before the pandemic were happy and satisfied with their life (Bakken et al., 2020). Sivertsen (2021) found that about 40% of Norwegian students reported good quality of life from 2010 to 2018, this proportion decreased to 34% in 2021 (Sivertsen, 2021). A Swedish in-school study (Hestner, 2021), not peer-reviewed, found that 37% of highschool students had felt bad during

home-schooling. On the other end of the spectrum, 6% indicated that they felt better during home-schooling, most of them were women. 69% of first graders indicated feeling bad during home-schooling. Giannopoulou (Giannopoulou et al., 2021) found that the amount of senior high school students in Greece suffering from depression has increased during the pandemic. The results further suggest that the amount of senior students suffering from grave depression, and students suffering with heavy anxiety had increased as a result of restrictions confining students to the home environment. With these results there is reason to believe that the mental health of students suffer in Europe but are there differences between Norwegian and Swedish students?

Sivertsen (2021) found that 19% of Norwegian university students had sought help for mental illness and female students were more than twice as likely as males to have sought help. The extent of self-harm and suicidal thoughts was high among students and significantly higher among females than among male students. Suicide attempts were also reported somewhat more frequently among the female students (Sivertsen, 2021). Because of this data there are reasons to believe that there will be differences between the sexes in the results of this research. There was a steady increase in the proportion who reported suicidal thoughts and in reported mental illnesses from 2010 till 2021. While the average score on depression and anxiety increased steadily until 2018, there was a sharp increase in 2021. The proportion of students with high-level mental disorders had increased from 18% in 2010 to 45% in 2021. This increase was seen among both female and male students, but was more distinct among females. 18% of students stated that they had a mental illness, and the most common disorders were depression and anxiety (Sivertsen, 2021). BRIS, a Swedish children's rights organisation that offers helplines for children in need, showed in their annual report for 2020 an increase in the amount of calls that the organisation received compared to 2019, from 27.143 calls to 31.497. 17 year olds was the group with the biggest increase in calls made. Furthermore, the report stated that the most common reason for why children contacted BRIS in 2020 was to talk about mental health, these types of calls had a 30% increase from 2019 (BRIS, 2021). These reports could indicate that the COVID-19 pandemic has had a substantial impact on the lives and well-being of children and adolescents. Though mental illness is not specifically measured in this study, due to the ethical issue of bringing up high discomfort in some of the respondents and then not providing proper help, it is utterly important to shed light on how badly many students suffer mentally and will hopefully give an understanding of the importance of this and future research.

## **Stress**

Sivertsen's report showed that stress and sleeping problems were related to well-being (Sivertsen, 2021), and it would therefore be of importance to study stress as well as well-being to understand more of students' overall experiences of the pandemic. The experience of stress is based upon the appraisal of the individual in a given situation which the individual finds themselves in (Flin, O'Connor & Crichton, 2016). A stressor is something that causes stress, either in the moment or long term. Mediating factors contribute to how well the individual copes with his or her stressors, for example the amount of perceived social support, coping strategies and personality. Fundamentally, the experience of stress is grounded in how well the individual perceives his or her chances of dealing with the stress are.

Chronic stress is the result of how the individual reacts to stressors over a long period of time. The model that Flin, O'Connor and Crichton (2016) use to describe chronic stress was designed for workplaces but the stressors are equally relevant when applied to a high school or university setting. The model is divided into four parts.

1. Demands/Stressors. These are subdivided into possible sources:

Job demands: e.g, that the student perceives his or her work as being too demanding, boring and repetitive.

Control: e.g, that the student feels a lack of control over decisions being taken that affect the student.

Supervision: e.g, that the student experiences a lack of support from teachers and classmates.

Relationships: e.g, bullying, harassments or generally bad relations between the student and his or her peers.

Role: e.g, insecurity regarding specific goals or regarding the logic behind decisions that are taken for the student.

Change: e.g, insecurity regarding what is going on and general experiences of the school environment changing.

Home: e.g, family problems, crises, friend problems, etc.

2. Resources and mediating sources.

E.g, past experiences, personality, social support and coping strategies.

3. Symptoms. In regards to individual symptoms and organisational (the school) symptoms.

Individual: behavioural, emotional, somatic and cognitive.

Organisational: high absence, lacking quality control in regards to the work of the student.

4. Effects. These are divided into individual and organisational.

Individual: physical ailments, degrading mental health and exhaustion.

Organisational: apathy, chronically bad performances and lower quality in regards to school work.

The model establishes several sources for perceived stress and creates a picture of the wide scope of negative effects that students may have experienced due to changing restrictions and schooling environments.

Might sex be an important factor when it comes to the quality of the experience of working from home? A Swedish study (Melin et al., 1999) conducted on assembly line workers found that women experienced more stress than men when work was heavily controlled and repetitive. The study supported the notion laid forth by Gajendran and Harrison that, while both sexes benefit from a relaxed work environment, women benefit more as autonomy increases.

Stults-Kolehmainen & Sinha (2013) stated that the majority of the literature, regarding stress and physical activity, finds that the experience of stress impairs efforts to be physically active. They found that stress disrupts individuals' efforts to be more physically active, just as it negatively influences other health behaviors. A smaller number of studies suggest a positive association between stress and physical activity. These studies are however consistent with theories that predict changes in behavior in either direction with stress (Stults-Kolehmainen & Sinha, 2013). Another study, by Wunsch, Kasten, and Fuchs (Wunsch, Kasten, & Fuchs, 2017), suggested a positive effect of physical activity on sleep quality, well-being and affect in academic stress periods. The effect, however, depended on the total amount of activity within the stress period. Therefore, he stated that it should be students' goal to maintain their physical activity levels, or to start exercising, in times with high academic stress. SCB (2020) and Bakken (2018) found that almost half of high school students in Sweden and Norway engage in extracurricular activities or sport associations or clubs (SCB, 2020; Bakken, 2018). This could mean that these students have changed their behaviour and had less opportunities to be physically active, when the restrictions of the pandemic were introduced.

A study in Oslo found that high school students stated they had more work at school, but the stress connected to the workload remained the same as past years studies (Bakken et al., 2020). Inchley et al., (2020) found that Swedish and Norwegian 15 year olds felt similarly pressured, when it came to school workload and perceived school stress, 73% of Swedish girls and 66% of Norwegian girls felt pressured by school. For boys, that number was at 48% for Swedish boys and 46% of Norwegian boys. The Norwegians also enjoyed school to a higher degree than Swedes (Inchley et al., 2020). When studying Norwegian university students, Sivertsen (2021) found that the time spent on studies was almost unchanged from before the pandemic, though the most common health problems were low in energy, stress and sleep problems. More than 40% of students met the criteria for an insomnia diagnosis, female students had a higher incidence than males. There has however been a steady increase in sleep problems since 2010 (Sivertsen, 2021). Earlier research has shown an increase of stress and sleeping problems since the pandemic, as well as differences between sexes and countries. There is therefore reason to expect similar results from the surveys in this study.

Many high school students in Oslo experience stress by being anxious about COVID-19-infections and illness in their own family. But few were stressed or afraid of getting sick themselves (Bakken et al., 2020). Similar numbers were also found among university students (Sivertsen, 2021). Could these numbers differ from Swedish students?

### **Motivation**

Motivation are the factors in an individual that arouse, channel and maintain a certain behavior towards a given goal (Hein, 2012). The factors can be genetic and/or shaped in childhood. The motivation can depend on working conditions or instrumental factors. This can also be affected by positive and negative self-reinforcing processes. Values that prevail in a society can be incorporated by the individual and characterize what the person considers desirable or undesirable. Assuming this theory is true, could students' motivation change when their everyday life changes during the pandemic, and could this change in motivation differ between countries, sexes and age groups?

McClelland's motivation theory was based on three needs: the need for power, the need for community and the need for performance (Hein, 2012). People with a great need for power like to have influence. They are spurred on by competition and discussions and are drawn to

status and prestige, which means they seek positions of authority. People with a great need for community act primarily on a desire to be liked and accepted. They seek social interaction with and want to establish, maintain or re-establish positive, warm and close relationships, and are often sensitive to comments or actions that signal distancing or hostility. The people with a great need for performance naturally want to perform and be successful. They focus on how they can personally improve, and are results-oriented. These people are motivated by challenges and by taking personal responsibility. This theory was used to construct the items which made out the subscale for motivation.

Smith et al. (Smith et al., 2021) found that there was no difference between high school students' level of motivation before the COVID-19 pandemic with that of during the pandemic. This might, or might not have changed, the longer the pandemic has lasted. However, Rahiem (Rahiem, 2021) also showed that university students remained motivated throughout the pandemic by looking towards the consequences of their studies, i.e, by keeping in mind what use they had of their studies in the future. Students were not motivated by potential rewards or threats of punishment. Rahiem suggests that more effort be put into empowering students' mental fortitudes, as well as teaching students how to remain optimistic in the face of hardships, so that even times of abrupt change do not hamper their motivations. Results by Ferguson and Skatova (2014) demonstrate that individual differences in motivation (categorized by pro-social motivation, career, interest, and activeness to pursue goals) are associated with real life choices in the context of the choice of undergraduate degree (Ferguson & Skatova, 2014). These findings could suggest that students' motivation might not have changed too much if they have had support that empowered their mental fortitudes.

### **Academic performance**

The Swedish national tests in high school were cancelled in the spring of 2020 due to the pandemic (Skolverket, 2021) as was the Norwegian exams of 2020 (Utdanningsdirektoratet, 2020) and 2021 (Utdanningsdirektoratet, 2021). Due to this the figures are not comparable to previous years and therefore this study examines the students own perception of their academic performance, like Bakken et al. (2020), Sivertsen (2021) and Hestner (2020).

Bakkens' (2020) results pointed in a negative direction when high school students were asked if they learned more or less in school, from home, than before the schools closed. They

found that digital teaching was not a particular success. Almost half of the students in high school were worried about their grades due to the pandemic. There were however some of the students who answered that they learned more than before but this group was significantly smaller than the students who answered they learned less. The amount of social contact between the students in each class and how happy they were with the teaching had a significant correlation. This was also correlated to how much they learned at school compared to before (Bakken et al., 2020). Similar results were also found among Norwegian university students. 70% of students considered digital teaching to be worse compared with traditional teaching and 80% reported a lack of contact with fellow students and less engaging lectures as the main challenges of online schooling, and 57% of the students stated that they missed contact with their subject teacher. It was especially evident that the youngest students missed their fellow students and teachers. Despite this there was an increase in the proportion who followed normal study progression from the previous SHOT surveys (Sivertsen, 2021). These results were also found in a Swedish in-school study by Hestner (2021). Less female students than males reported that their performances had worsened during the pandemic. More males also indicated that their performances had worsened to a great extent compared to females. Second and third graders stated that their performances had worsened to a greater extent than the first graders stated.

Hamdan et al. (Hamdan et al., 2021) found, through a questionnaire measuring university students' opinions of studying during the pandemic, that the score for students' satisfaction was low. Satisfaction was especially low regarding the transition between regular schooling and online-schooling, however, students were pleased by the visible efforts of their professors. Students were also satisfied by the increased interaction between students, which was a result of students looking out for each other so that no student fell too far behind the rest. The researchers suggested that the transition to online schooling has been especially troubling in developing countries, as they saw that the transition was easier for students who were used to being online before the pandemic. Thus, student dissatisfaction regarding online schooling was a function of previous online experience and should not be as tangible in Scandinavia.

These studies could suggest that there are similarities between the Scandinavian countries Sweden and Norway but a difference regarding sex and ages of the students when re researching academic performance. Due to cancelations of exams the surveys contain questions of self valuation of performance of oneself and oneself compared to classmates.

### **Purpose and research questions**

The purpose of this study was to examine the differences regarding students in Sweden compared to students in Norway regarding what effect restrictions, most importantly home-schooling and social distancing, had on the mental and physical well-being of students as well as school performances, and if the experience differed if the students identified as male or female. The effects of interest were researched and portrayed through areas such as - loneliness, the physical and psychological state of well-being, stress, motivation, and academic performance.

People are social creatures (Chen et al., 2019) and restrictions following the COVID-19 outbreak limited the social interactions between people which used to be part of daily life. Thus, students, it was fair to believe, had been affected to a high degree as a large part of their social interactions took place in school and during extra-curricular activities. As the world was in the middle of the pandemic, research was necessary to understand how people, and in this case adolescents and university students, were affected by abruptly changing realities.

Through studies conducted in the last year it appears that students in Sweden and Norway have been negatively affected by the pandemic. As there is no previous research comparing students in Sweden to those in Norway regarding social impact, physical and psychological well-being, stress, motivation and academic performances during the pandemic, this study intends to investigate just that.

The following research question was investigated in the study:

How has the situation, due to the COVID-19 virus and the restrictions that followed the pandemic, affected the feeling of loneliness, physical and psychological well-being, stress, motivation, and performance of students in Sweden compared to students in Norway?

Four hypotheses were formed to answer the research question of how Swedish and Norwegian students have been affected by differing national restrictions. Swedes were believed to be aware of their comparatively loose restriction levels and therefore indicate that they were unhappy with how the pandemic had been handled. Physical activity levels were believed to be similar due to

the countries having similar restrictions when it came to limiting organised sporting activities (Appel et al., n.d.). The other scales were believed to be negatively tilted towards Norwegians due to their governments' intemplation of harsher restrictions in the months prior to this study.

1. Do Swedish and Norwegian students' responses differ regarding the seven factors of interest?
2. Is there a difference between male and female students' responses regarding the seven factors of interest?
3. Do students' responses regarding the seven factors of interest vary depending on age?
4. Do students' responses vary depending on if they live in single households or shared households?

## Method

### Participants

A total of 169 students answered one of four surveys. Of those, 64 were Swedish university students, 33 women and 31 men, age 19-40,  $M = 24.2$ ,  $SD = 3.99$ . 51 were Norwegian university students, 37 women and 14 men, age 20-30,  $M = 23.5$ ,  $SD = 1.96$ . 52 were Swedish high school students (36 women, 15 men, 1 person did not identify as male or female, age 16-20,  $M = 17.5$ ,  $SD = 0.917$ ). 2 participants were Norwegian high school students, both were men and 18 years of age,  $M = 18.0$ ,  $SD = 0.00$ .

The university students were selected through convenience sampling as the surveys were spread through social media. Participation was voluntary and the students were in no way enticed to participate. The high school students were selected through contact with principals and teachers, in total three Swedish high schools participated, all situated in Malmö, Sweden. The Norwegian high school students came from a high school in Viken, Norway.

### Instrument

The surveys were in part inspired by a survey done in Norway at the start of the pandemic, *Oslo-ungdom i koronatiden*, (Bakken et al., 2020) due to the interesting results regarding the same areas of interest as this study and the potential to construct surveys in two languages without linguistic misunderstanding. Eleven items, 30, 32, 34, 37.1, 37.2, 45, 56.3, 56.4, 57, 59, and 70, which mainly concerned performance, motivation and stress, were sampled from Bakken's study. The reason for sampling items from an established survey was to ensure the validity of the sampled items. Ten items, 62, 63, 64, 65, 66.2, 67.1, 67.2, 67.3, 67.4, and 67.5 were sampled from the WHO's questionnaire regarding health and well being among adolescents (Inchley et al., 2020). Two surveys were developed using the Artologik Survey&Report ([suset.artologik.net/lu](http://suset.artologik.net/lu)). One was developed for university students (see Appendix 1 and 2), and one for highschool students (see Appendix 3). The surveys were constructed in pairs, one in Swedish and one in Norwegian. The surveys were nearly identical, both were nine pages long, with the university survey consisting of 74 items, while the highschool survey consisted of 79 items. A majority of the items were to be answered on a scale ranging from one to seven, with four being a neutral alternative. The directions of the scales varied depending on the nature of the

question. This meant that when analysing the results all mean scores were on scales ranging from -3 to 3. Furthermore, the language used for the surveys was checked to ensure that the translations of items were identical. The surveys were found to take around fifteen minutes to complete.

The university survey had an initial four grouping questions, used to identify the respondents' sex, age, year at university and program type. The surveys measured seven factors. The first factor, measured through items on page two of the surveys (see appendix 1 or 2), was anxiety regarding the handling of the pandemic. The items, eight in total, were compiled to create a subscale that measured the mean score of anxiety regarding the handling of the pandemic. Reliability analyses were run for each subscale to establish convergent construct validity, i.e that the items making up the subscales measure the same thing. A cut off point for a good Cronbach's alpha level is usually around  $\alpha < .70$  (Navarro & Foxcraft, 2019). The cronbach's alpha for the measure of anxiety regarding the handling of the pandemic was  $\alpha = 0.709$ . Page three of the surveys regarded social interactions during the pandemic. There were ten items total measuring social interactions, nine on page 2, and one on page nine ("has your relationship to your family changed during the pandemic?"). However, items 15.1 - 15.4 were excluded from the subscale measuring social interactions since the scale used for those items was found to be incompatible with the scale used for the other six items. The Cronbach's alpha for the subscale measuring social interactions was  $\alpha = 0.604$ . Page four of the surveys regarded physical activity during the pandemic. The subscale measuring physical activity consisted of the four quantitative items on page four, and the Cronbach's alpha for the physical activity subscale was  $\alpha = 0.805$ . Page five of the survey included items meant to measure academic performance during the pandemic. The subscale measuring academic performance consisted of 15 items, the Cronbach's alpha for the subscale was  $\alpha = 0.769$ . Page six of the surveys consisted of items measuring stress during the pandemic. There were a total of 13 items on the page, however, when creating the subscale measuring stress a further eight items were added from other pages believed to have an impact on the experience of stress, these were items: 32, 34, 35, 36, 63, 66.2, 67.5, 70. The Cronbach's alpha for the subscale measuring stress was  $\alpha = 0.857$ . Page seven of the surveys consisted of fourteen items measuring motivation, these items were used to establish the subscale measuring motivation and it had a Cronbach's alpha of  $\alpha = 0.754$ . Page eight of the surveys consisted of 15 items measuring psychological well being. The subscale for

psychological well being consisted of 16 items as item 70 on page nine (“have you experienced a changed quality of life during the pandemic compared to before the pandemic?”) was included in the subscale. The Cronbach’s alpha for the psychological well being measure was  $\alpha = 0.872$ . Page nine consisted of four quantitative items of which two were used in the subscales described above. Item 72 and 73 were not used in any of the subscales.

The highschool survey had different grouping items, these regarded sex, age, year at highschool as well as the type of program the student attended. The high school survey included five additional questions, compared to the university survey, inquiring about how the students’ relationship with his or her family had changed during the pandemic, how affected the student had been by switching between online- and in-school education as well as how affected the student felt by not being able to take part in extracurricular activities. When comparing university students and high school students the extra items in the high school survey were disregarded as they contributed negatively to the cronbach's  $\alpha$  level. Instead high school students were compared on the variables they had in common with university students.

For each subscale the option was given to the respondent to expand on their thoughts and ratings by the means of a text box. The purpose of the text boxes was to collect qualitative data which could shed nuance on the quantitative data. However, after thorough consideration it was decided that the qualitative data was to be disregarded for the sake of maintaining a clear quantitative purpose throughout the study.

## **Procedure**

The surveys were constructed using the Artologik Survey&Report. After construction, the university surveys were spread through social media and the high school survey was spread through contact with principals and teachers at schools in Sweden and Norway. All surveys were conducted and answered online.

## **Ethics**

Participants had to share their sex, age and education type. No names, places of residence, e-mail addresses, ip-addresses or otherwise personal data were gathered. The surveys were completely anonymous and the data could in no way be connected to any individual participant. By

administering the survey to university and highschool students, and not younger students, the probability of getting valid informed consent from the participants increased. Before students began the survey they accepted and gave consent to use their data in this research. The students gave their informed consent to take part in the surveys. (See Appendix). To decrease the future impact of the research on the students, they also got the contact information of the researchers if they had further questions or concerns upon completing the survey. By including this in the survey the student received an opportunity to reach out for help if the pandemic had had a strong negative impact on their lives.

## Results

Four hypotheses were formed to answer the research question of how Swedish and Norwegian students have been affected by differing national restrictions.

**Hypothesis 1** - Do Swedish and Norwegian students' responses differ regarding the seven factors of interest?

Independent samples Student's t-test were used for all scales as the assumptions of normality and homogeneity were fulfilled. The tests were done in order to examine the relationship between Swedish (n=64) and Norwegian (n=51) university students. These found significant results regarding the scales measuring anxiety regarding the handling of the pandemic and academic performance. Swedes were found to be more anxious regarding the handling of the pandemic and Norwegians were found to report worsened academic performance to a larger extent than Swedes. Looking at the non significant results it is clear that students in both countries felt a negative social impact caused by the pandemic, worsened physical well-being, feelings of stress during the pandemic, lowered motivation and equally lowered sense of psychological well-being. See table 1 for in depth results.

Table 1

*T-test results of the scales measuring the seven factors of interest*

Variable	Sweden		Norway		<i>t</i> (113)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Anxiety regarding the handling of the pandemic	-0.545	1.003	0.135	0.768	-3.993	< .001	-0.751
Social impact	-0.159	0.532	-0.209	0.487	0.523	0.602	0.098
Physical activity	-0.379	1.118	-0.382	1.358	0.015	0.988	0.003
Academic performance	-0.024	0.639	-0.503	0.815	3.543	< .001	0.664
Stress	-0.382	0.688	-0.569	0.829	1.317	0.191	0.247

Motivation	-0.264	0.545	-0.211	0.647	-0.479	0.633	-0.090
Psychological well-being	-0.480	0.676	-0.480	0.764	0.007	0.995	0.001

The second hypothesis regarded differences in valuations on the seven scales based on sex and stated that there would be no differences between men (n=45) and women's (n=70) scores on the seven scales.

**Hypothesis 2** - Is there a difference between male and female students' responses regarding the seven factors of interest?

Independent samples Student's t-tests were done to examine the relationship between men and women's scores on the scales measuring the seven factors of interest. The tests produced no significant results. Looking at the seven non-significant results it is evident that both men and women have been more negatively than positively affected by the pandemic as all scales show negatively tilted results, especially large negative scores can be seen for the scales measuring stress and psychological well being. It is of interest to point out that the mean scores for men are larger for all scales measured though this might be because of unequal sample sizes of men and women, see table 2 for in depth results.

Table 2

*T-tests measuring differences between men and women*

Variable	Men		Women		<i>t</i> (113)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Anxiety regarding the handling of the pandemic	-0.403	1.035	-0.141	0.910	1.426	0.156	0.272
Social impact	-0.270	0.580	-0.124	0.456	1.510	0.134	0.289
Physical activity	-0.544	1,274	-0.275	1.189	1.153	0.251	0.220
Academic	-0.255	0.706	-0.225	0.793	0.207	0.837	0.040

performance							
Stress	-0.491	0.768	-0.448	0.753	0.295	0.769	0.056
Motivation	-0.352	0.617	-0.169	0.566	1.633	0.105	0.312
Psychological well being	-0.618	0.680	-0.391	0.724	1.680	0.096	0.321

*Note. There was no significant interaction effect between sex and nationality.*

The third hypothesis took into regard the participant’s age. Anovas were made for all scales. The hypothesis was that the results for 16-18 year olds (n=50) would differ from the age groups of 19-22 year olds (n=46), 23-25 year olds (n=54) and 26+ year olds (n=19). The age groups were devised in order to create similarly sized groups. The age group of 16-18 year olds was made up of high school students from Sweden (n=48) and Norway (n=2), however, some high school students were 19 or 20 years old (n=4) and thus they were included in the age group of 19-22 year olds. The hypothesis that 16-18 year olds would differ from the rest was motivated by the fact that their social environment had been altered substantially more than that of the other age groups by the closing of schools.

**Hypothesis 3** - Do students’ responses regarding the seven factors of interest vary depending on age?

An analysis of variance showed a tendency towards a significant effect on the variable measuring impact on social life,  $p = 0.074$ . A post-hoc using the Tukey test indicated that there was a significant difference between individuals aged 19-22 ( $M = -0.073$ ,  $SD = 0.530$ ) and individuals aged 26+ ( $M = -0.439$ ,  $SD = 0.494$ ),  $t(165) = -2.60$ ,  $p = 0.049$ , Cohen’s  $d = -0.709$ . What the test showed is that 26+ year old university students felt that the pandemic had had a more negative impact on their social life than students aged 19-22.

An analysis of variance on the variable measuring motivation during the pandemic showed a significant difference between the groups,  $p = 0.024$ . A post-hoc Tukey test indicated that there was a difference between 16-18 year olds ( $M = -0.574$ ,  $SD = 0.726$ ) and 23-25 year olds ( $M = -0.231$ ,  $SD = 0.644$ ),  $t(165) = 2.72$ ,  $p = 0.036$ , Cohen’s  $d = 0.534$ . There was also a tendency

towards a significant difference between 16 - 18 year olds and 19-22 year olds ( $M = -0.244$ ,  $SD = 0.581$ ),  $t(165) = 2.51$ ,  $p = 0.062$ , Cohen's  $d = 0.513$ . These results indicated that 16-18 year olds, i.e high school students, had been significantly less motivated during the pandemic than 23-25 year olds, and possibly less motivated than 19-22 year olds as well.

The anovas regarding anxiety regarding the handling of the pandemic, physical activity, academic performance, stress and psychological well being were not significant.

See table 3 for in depth results of all measures.

Table 3

*Analyses of variance measuring differences between age groups*

Measure	16-18		19-22		23-25		26+		$F(3, 165)$	$\eta^2$
	M	SD	M	SD	M	SD	M	SD		
Anxiety regarding pandemic	-0.52	0.79	-0.22	0.93	-0.23	0.97	-0.40	0.99	1.18	.02
Social impact	-0.15	0.56	-0.07	0.53	-0.20	0.46	-0.44	0.49	2.35*	.04
Physical activity	-0.42	1.00	-0.11	1.10	-0.47	1.26	-0.74	1.33	1.54	.03
Performance	-0.55	0.80	-0.24	0.70	-0.29	0.78	-0.11	0.79	2.21	.04
Stress	-0.79	0.77	-0.56	0.67	-0.44	0.80	-0.45	0.80	2.10	.04
Motivation	-0.57	0.73	-0.24	0.58	-0.23	0.64	-0.24	0.54	3.22*	.06
Psych well being	-0.65	0.74	-0.49	0.62	-0.57	0.82	-0.36	0.66	0.85	.02

\* $p < .05$ .

The fourth and final hypothesis revolved around single/shared households. The hypothesis was that there would be a significant difference between individuals living alone ( $n=43$ ) and

individuals sharing a home with someone (n=72) on the variable measuring social impact. These tests included university students in Sweden (n=64) and Norway (n=51).

**Hypothesis 4** - Do students' responses vary depending on if they live in single households or shared households?

The tests produced no significant results. There was a tendency towards significance ( $p = 0.075$ ) in terms of anxiety regarding the handling of the pandemic, the results trended towards individuals in single households being more worried regarding the handling of the pandemic.

Table 4

*T-test results measuring differences between single and shared households*

Variable	Single		Shared		$t(113)$	$p$	Cohen's $d$
	$M$	$SD$	$M$	$SD$			
Anxiety regarding the handling of the pandemic	-0.451	0.941	-0.120	0.964	-1.797	0.075	-0.346
Social impact	-0.116	0.495	-0.220	0.519	1.053	0.295	0.203
Physical activity	-0.174	1.224	-0.503	1.216	1.400	0.164	0.270
Academic performance	-0.121	0.677	-0.306	0.798	1.268	0.207	0.244
Stress	-0.502	0.800	-0.443	0.733	-0.400	0.690	-0.077
Motivation	-0.342	0.626	-0.181	0.564	-1.422	0.158	-0.274
Psychological well being	-0.547	0.809	-0.440	0.652	-0.773	0.441	-0.149

**Correlations between the seven subscales**

The seven factors measured in the survey were developed and included in the survey as they were believed to have an influence on each other. Thus, a correlation matrix was calculated to

determine how the measures correlate with each other. Four significant positive correlations were found for the scale measuring anxiety regarding the pandemic and the other subscales: a weak correlation ( $r = .21, p = < .01$ ) between physical activity and anxiety regarding the handling of the pandemic, and moderate correlations between stress ( $r = .40, p = < .001$ ), motivation ( $r = .36, p = < .001$ ), psychological well being ( $r = .41, p = < .001$ ) and anxiety regarding the handling of the pandemic respectively. These results indicate that the participants worried less regarding the handling of the pandemic the more physically active they were, participants who worried more regarding the pandemic were more stressed, less motivated for school and reported worse psychological well being than individuals who worried less regarding the pandemic, and vice versa.

No significant correlations were found regarding the subscale measuring social impact caused by the pandemic.

Physical activity correlated significantly with all measures except the scale for social impact. The weak correlation between physical activity and anxiety regarding the handling of the pandemic was mentioned above. In addition, weak correlations were found between physical activity and the measures for academic performance ( $r = .29, p = < .001$ ) and motivation ( $r = .33, p = < .001$ ). Moderate correlations were found between physical activity and stress ( $r = .42, p = < .001$ ) and psychological well being ( $r = .38, p = < .001$ ). Interpretation of these results indicate that low levels of physical activity correlate with bad academic performance, low motivation, high levels of stress and lowered psychological well being.

Academic performance had a weak correlation with physical activity as mentioned above. Moderate correlations were found between performance and motivation ( $r = .57, p = < .001$ ) and psychological well being ( $r = .49, p = < .001$ ). A strong correlation was found between performance and stress ( $r = .73, p = < .001$ ). In other words, good performance correlated with low stress, high motivation and good levels of psychological well being, and vice versa.

Stress correlated, as mentioned above, with anxiety regarding the pandemic, physical activity and academic performance. What's more, strong correlations were found between stress and motivation ( $r = .72, p = < .001$ ) and psychological well being ( $r = .79, p = < .001$ ). High levels of stress were correlated with low levels of motivation and lowered levels of psychological well being, and vice versa).

Motivation, as have been described earlier, was correlated with anxiety regarding the pandemic, physical activity, academic performances, and stress. A further strong correlation was found between motivation and psychological well being ( $r = .71, p = < .001$ ). Low levels of motivation correlate with low levels of psychological well being and vice versa.

Psychological well being correlated with all measures, except social impact caused by the pandemic, as has been described above. See table 5 for descriptive statistics and correlations regarding the seven subscales used to analyse the surveys.

Table 5

*Descriptive statistics and correlations for the subscales*

Scale	<i>n</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Anxiety regarding pandemic	169	-0.33	0.91	-						
2. Social impact	169	-0.18	0.52	-.08	-					
3. Physical activity	169	-0.39	1.16	.21**	.02	-				
4. Performance	169	-0.33	0.77	.08	.01	.29***	-			
5. Stress	169	-0.58	0.77	.40***	-.08	.42***	.73***	-		
6. Motivation	169	-0.34	0.66	.36***	-.14	.33***	.57***	.72***	-	
7. Psychological well being	169	-0.55	0.73	.41***	-.09	.38***	.49***	.79***	.71***	-

Note. \*\*  $p < .01$ , \*\*\*  $p < .001$

## Discussion

By including a substantial number of items (74 for university students and 79 for high school students) in the surveys, we were able to study seven factors, anxiety regarding the handling of the pandemic, social impact, physical activity, academic performance, stress, motivation, and psychological well being, believed to have been affected by the pandemic by the means of seven subscales which showed satisfactory levels of convergent construct validity ( $< 0.7 \alpha < 0.87$ ) with the exception of the subscale measuring social impact ( $\alpha = .60$ ). The subscales were used to compare the seven factors across countries, sexes, ages and if the students shared a household or not. By doing so we could be more certain that potential significant findings resulted from differences between countries and not due to sex, age and household status.

The surveys produced results which indicated that there are significant differences between how Swedish and Norwegian students have experienced the pandemic through two of the seven factors of interest for this study - namely anxiety regarding the handling of the pandemic and academic performance. Significant results could also be found between different age groups indicating that individuals of different ages have been affected to varying degrees. Meanwhile, no significant results were found regarding sex affiliation or between single and shared households.

The first hypothesis stated that there would be differences between how Swedish and Norwegian university students have been affected by the pandemic regarding the seven factors of interest in the study. Surprisingly, the test only produced two significant results out of the hypothesised six, since physical activity was believed to be on similar levels in the two countries, which they were:  $M = -0.379$  for Swedes and  $M = -0.382$  for Norwegians. The results for the measure of anxiety regarding the handling of the pandemic confirmed the hypothesis that Swedish university students have been more dissatisfied with how the pandemic has been handled ( $M = -0.545$ ) compared to Norwegian students ( $M = 0.135$ ). Academic performance was also shown, as hypothesised, to be tilted towards Norwegian students having significantly worse performances in school ( $M = -0.503$ ) compared to Swedish students ( $M = -0.024$ ). Though we were surprised by the lack of significant differences between Swedes and Norwegians we are satisfied that we measured what we set out to measure seeing as all but one measure showed more than satisfactory cronbach's  $\alpha$  levels. We were also pleased by the fact that the two significant results showed very strong probability levels as both were  $p = < .001$ .

### **Swedish and Norwegian students differ**

The results showed that Swedish students differed significantly from the Norwegian students regarding the scales measuring anxiety in relation to the handling of the pandemic. These differences in results between the countries indicate that there is a more general discontent in Sweden regarding how the pandemic has been handled. The reason for such a difference might stem from the fact that Sweden mostly had stable and unchanged recommendations, even though the cases and death rate shifted, through the pandemic, in contrast to Norway who's government put in place more encompassing restrictions and changed them when the situation changed in each part of the country. By working through recommendations, the Swedish government and the centre for diseases control, laid a great deal of responsibility on the individual. One set of recommendations could be interpreted differently by several people and undoubtedly a lot of stress and confusion could have been avoided if more concrete rules and restrictions were established early on. How many of the Swedes who answered that they would have wanted harder restrictions could admit to wanting harder restrictions, or even lockdown, at the start of the pandemic? While Swedes had to practice freedom under responsibility, the restrictions in Norway were detrimental for some. The difference in results could very well be down to the drawn out pandemic in which people have found themselves. A pandemic, which has claimed more lives in Sweden than in Norway, possibly because of the freedom under responsibility approach of Sweden's government. A freedom which might not have been felt. Compared to Norway, Sweden had more infections among the population, more people hospitalized due to illness from COVID-19 and a higher number of people who died from the disease. These factors will have affected the Swedish students' trust in the authorities' handling of the pandemic.

The two countries also differed in aspects regarding school and academic performances. Norwegians were less satisfied with the education received, their academic performances had been more negatively affected, they felt more stressed and less motivated than the Swedish students. These results are in line with what Sivertsen (2021) found at the start of the pandemic. However, Gajendran and Harrison's (2007) results would have us expect that online schooling would have had a positive effect on performance, motivation and stress. That is, if one believes that telecommuting for work and studying from a distance are comparable measures. It might be that the sense of autonomy one experiences while working from afar is not merely the same as

studying from home. The experience of studying at university might be saturated by the social aspect of attending university, at least to a degree that it can not be compared to regular work. Another factor which distorts the comparability between our results and Gajendran and Harrison's (2007) is that workers in their study telecommuted at the request of their employers, however, they were not forced to telecommute as students have been forced to study away from university grounds. Seeing these results in the light of the study by Rahiem (2021), one could consider the possibility that the Norwegian students lack the foresight regarding why they study, and what purpose they will use their education towards. The Norwegian school system might trail behind the Swedish counterpart when it comes to empowering students' mental fortitudes, as well as teaching them how to remain optimistic in the face of hardships, so that even times of abrupt change do not hamper their motivations. One can speculate whether Swedish schools had come further in their digitalisation efforts compared to Norway and thus the transition to online schooling was smoother in Sweden than in Norway. Whatever the case, the stress model put forth by Flin et al. (2016) would suggest that the unpreparedness of schools, combined with the drastic change in teaching, have contributed to students experiencing higher demands to keep up, a lack of supervision at the same time as they have experienced a lack of control over decisions affecting them. Hamdan et al. (2021) suggested that the transition to online teaching would be smoother in countries where students were more experienced internet users. Our results indicate that this might not always be the case, as Swedes and Norwegians are similarly experienced, but rather that the quality of education is maintained through a smooth transition enabled by institutional preparedness. Furthermore, since the rate of infection was relatively low throughout the pandemic, Norwegian students might have found the online schooling pointless and boring, compared to Swedish students living in a society where the virus was more ever present and thus the purpose of homeschooling was clearer.

One could argue back and forth regarding the reason behind the different results in Sweden and Norway but the most significant finding in this part of the study is that there are certain differences between students in the two countries. And the exact reasons for the differences could be investigated by researchers with more resources and time on their hands. It is worth mentioning that all mean averages are tilted negatively, except for Norwegians level of anxiety regarding the handling of the pandemic. There is no doubt that students have been negatively affected by the pandemic.

### **Male and female students' experiences differ**

Independent samples Student's t-tests were used to examine the relationship between men and women's scores on the scales measuring the seven factors of interest produced no significant results. Looking at the seven non-significant results it is evident that both men and women have been more negatively than positively affected by the pandemic as all scales show negatively tilted results, especially large negative scores can be seen for the scales measuring stress and psychological well being. It is of interest to point out that the mean scores for men are larger for all scales measured though this might be because of unequal sample sizes of men and women.

These results show that male and female students have had similar experiences of the factors this study has measured regarding the pandemic. The non-significant results also show that the difference in sexes answering the survey have in a small degree or not at all affected the significant results regarding differences between Sweden and Norway.

### **Students' experiences differ depending on age**

Anovas were made for all scales. The hypothesis was that the results for 16-18 year olds would differ from the age groups of 19-22 year olds, 23-25 year olds and 26+ year olds. The hypothesis that 16-18 year olds would differ from the rest was motivated by the fact that their social environment had been altered substantially more than that of the other age groups by the closing of schools.

26+ year old university students felt that the pandemic had had a more negative impact on their social life than students aged 19-22. There was also a tendency towards a significant difference between 16-18 year olds and 19-22 year olds. These results indicated that 16-18 year olds, i.e high school students, had been significantly less motivated during the pandemic than 23-25 year olds, and possibly less motivated than 19-22 year olds as well.

An analysis of variance showed a significant effect of age group on the variable measuring impact on social life. According to Sivertsen (2021), more of the older students live alone compared to the younger students. Therefore younger students could maintain their social life within their household and still follow the restrictions and recommendations on infection control to a higher extent than older students could. Another explanation could, however, be that the older students were more likely to follow the restrictions and recommendations compared to

younger students and would therefore feel that their social life changed to a higher extent. Another explanation for the differences between ages could be that the younger students might be newer to the student life, and may have had arrangements, like mentors and such, to introduce them to student life and new courses, and therefore they have had more focus on, and support around, their social life compared to older students. Furthermore, Bakken et al. (2021) stated that when someone experiences less social contact than they want, or if the contact is not of sufficient quality, people can experience the subjective feeling of loneliness. One could argue that younger students value social contact through social media at a higher level than older students, and therefore feel less lonely when connecting with others online in comparison to older students.

### **Students' experiences differ if they live alone or share households**

The tests regarding this hypothesis produced no significant results. There was a tendency towards significance in terms of anxiety regarding the handling of the pandemic, the results trended towards individuals in single households being more worried regarding the handling of the pandemic. The reason for no significant results when comparing these two groups could show that the studied effects of the pandemic were not influenced by people living by themselves or with others.

### **Correlations between the studied factors**

Though correlations do not show causal relationships they do provide a hint regarding how different factors are tied together. In our study, physical activity was found to correlate with five of the other six subscales used in the survey, the uncorrelated being the subscale for social impact which did not correlate with any of the six subscales. Students who scored high on the subscale measuring physical activity were less anxious regarding the handling of the pandemic, performed better academically, were more motivated, experienced less stress and reported better psychological well being. This result is supported by previous findings by Wunsch, Kasten, and Fuchs (2017), who suggested that students feeling overcome with stress would do well by implementing more physical activity in their lives as it improves well being, sleep quality and affect. However, it is not enough to merely encourage stressed students to exercise, Stults-Kolehmainen & Sinha (2013) found that long term stress impairs the individual's ability to commence exercising just as other factors are affected negatively by stress in the long term. If

more pandemics are to be expected in the future, as Madad (2020) suggests, governments and, arguably, universities would do well by providing more, and more accessible, facilities for physical activity. Investments in outdoor training facilities would be ideal if societal restrictions such as social distancing were to be called upon in the future.

The subscale measuring social impact was the only subscale which did not correlate with any of the other six subscales. This result is baffling as it could be expected to correlate with stress and psychological well being as suggested by Holt-Lunstad, Smith and Layton (2010). We expect that a clue as to why this subscale did not correlate with any other lies in the weak Cronbach's alpha value for the subscale  $\alpha = .60$ , which was the only alpha value below the desired alpha level of  $\alpha < .70$ . It is possible that we did not quite encapsulate the desired contents of a scale measuring social impact. With more time a more thorough pilot testing phase could have been conducted in order to ensure that all subscales measured what they were designed to measure.

### **Method discussion**

Due to the program in which the survey was made, we were not able to see what participants had answered before closing the surveys, and this resulted in the surveys receiving more answers from females than males in Norway, which could have had an impact on the results. We used Bakken et al.'s (2020) already published survey as inspiration. We took further inspiration from the WHO's surveys measuring well-being (Inchley, 2020), when designing items of our own, specifically regarding physical and psychological well being. Since we are both students with experience of online school during a pandemic, we had an impression on what students felt regarding the restrictions of the pandemic and used that as a guide in designing items from scratch. There was however one item, item 15.1-15.4, that was made redundant. The questions regarding social interactions during the past week could not be transformed in jamovi to fit the measurement scales used for the rest of the items, therefore it could not be used when calculating the mean of all variables measuring social implication. The original idea was to share a survey targeting Norwegian high school students and compare them to high school students in Sweden. But due to no respondent rate from Norwegian high schools, we changed the focus towards university students and used the results from the Swedish high school students to create another age group when investigating whether age affected the respondents' answers.

There was a risk regarding the amount of items (74 and 79) in our surveys, which could have led to respondents growing tired of answering and thus threatening the internal reliability of the surveys.

### **Future research**

Future research could be made to try and replicate the study to attempt to discern if there has been a development in how the COVID-19-pandemic affects university-, and high school students. Future research can expand and replicate the study to include other groups, as well. For example, widen the age groups and study the effects on children throughout all levels of education, or perhaps recent university graduates. The factors of interest in this study, social impact, physical and psychological well being, motivation, stress and academic performance could each be studied on its own, in order to gather more in-depth data. There are also opportunities to study interactions between different factors such as socio-economic status, cultural background or intelligence and how people experience the pandemic. The study could be executed in more countries, similar to Sweden and Norway, or in countries with more varying economic development. New quantitative studies on the matters discussed above would bring more depth and complex understanding of the effects of the pandemic on individuals. By broadening the scope of countries examined one would get more of an understanding regarding if, and why, people from different countries experience a pandemic, and the restrictions that follow, in different ways.

### **Conclusion**

The COVID-19 pandemic has affected the physical and psychological well-being, stress, motivation, academic performances as well as social life of students in Sweden and Norway, as well as across different levels of education. Differences in effects were found between Swedish and Norwegian students, male and female students, between faculties, between single and shared households, between age groups and between high school and university students. We hope that you as a reader finish this essay with a sense of the many different ways one could delve deeper into the studied psychological constructs and find that the human experience of a pandemic is affected by a broad range of factors.

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## Appendix 1



**LUNDS**  
UNIVERSITET

Vi är två studenter vid Lunds universitet som är i processen av att skriva vår kandidatuppsats som handlar om universitetsstudenters upplevelser av att studera under Covid-19-pandemin.

Undersökningen tar omkring tio minuter att göra och dina svar är helt anonyma och kan inte kopplas till dig som enskild individ. Det är frivilligt att delta och du kan avbryta ditt deltagande när du vill.

Alla svar är värdefulla och vi tackar dig för din tid.

Selma Dahl och Trolle Levin

### 1. Vilket kön identifierar du dig som?

Kvinna/Man/Annat

### 2. Hur gammal är du?

### 3. I hur många år har du studerat?

Under ett år / Ett år / Två år / Tre år / Fyra år / Fem år / Sex år / Mer än sex år

### 4. Vid vilken fakultet eller institution studerar du vid?

### 5. Bor du för dig själv?

Ja / Nej

### 6. I enkäten finns det olika typer av frågor och olika sätt att svara på. Som regel kommer svarsalternativen vara på en skala från 1-7 och för att kunna svara måste du aktivera skjutreglaget så att en siffra syns under skjutreglaget.

OK

### 7. Vad tycker du om de restriktioner och regler som införts för att bromsa smittspridningen av coronaviruset? (T.ex att stänga skolor, social distansering, begränsningar på hur många man får vara i grupp, etc). (Ange 4 om du tycker att reglerna har varit lagom).

Reglerna borde varit hårdare.

Reglerna har varit för hårda.

**8. Litar du på att folk följer de införda reglerna och rekommendationerna? (Välj 4 om du inte har en åsikt).**

I väldigt liten grad.

I väldigt hög grad.

**9. Upplever du dig mer osäker generellt under pandemin jämfört med innan? (Välj 4 om du inte upplever en skillnad).**

Väldigt mer

Väldigt mindre

**10. Hur orolig är du över att...**

	Inte alls orolig			Ingen åsikt				Väldigt orolig
...vänner eller någon i familjen ska bli sjuka av Coronaviruset?								
...du själv ska smitta andra med Coronaviruset?								
...du själv ska bli sjuk av Coronaviruset?								

**11. I hur stor grad litar du på att...**

	I väldigt låg grad			Ingen åsikt				I väldigt hög grad
... Sveriges regering gör ett bra jobb för att hantera corona-pandemin?								
... Sveriges folkhälsomyndighet gör ett bra jobb för att hantera corona-pandemin?								

**12. Har du kommentarer angående corona-restriktionerna? (Valfritt att svara)**

**13. Träffar du vänner och partner i samma utsträckning som innan pandemin? (Välj 4 om det är samma nivå som innan pandemin).**

Mycket mindre än innan.

Mycket mer än innan.

**14. Upplever du mer eller mindre frihet kring det sociala under pandemin? (Välj 4 om det är samma nivå som innan pandemin).**

Mycket mindre än innan.

Mycket mer än innan.

**15. Hur många av de senaste sju dagarna har du...**

	0 dagar	1-2 dagar	3-4 dagar	5-6 dagar	7 dagar
...haft kontakt via internet eller mobil med familjemedlemmar du inte bor tillsammans med?					
...varit fysiskt tillsammans med vänner eller partner?					
...varit fysiskt tillsammans med andra som du inte bor tillsammans med?					
...haft kontakt via internet eller mobil med vänner eller partner?					

**16. Spenderar du mer eller mindre tid nu än innan pandemin på att...**

	Mycket mindre tid än innan	Ungefär lika mycket tid som innan	Mycket mer tid än innan
...vara tillsammans med vänner på internet?			
...spela datorspel eller gamea?			
...vara på sociala medier?			

**17. Vad, i ditt sociala liv, har påverkats mest av corona-pandemin? (Valfritt att svara)**

**18. Har Corona-pandemin gjort att du spenderar mer eller mindre tid nu än innan på att träna? (Ange 4 om det är oförändrat).**

Mycket mindre tid.

Mycket mer tid.

**19. Hur ofta är du så fysiskt aktiv att du blir andfådd eller svettig?**

Aldrig

Sällan

1-2 gånger i månaden

1-2 gånger i veckan

3-4 gånger i veckan

5-6 gånger i veckan

Varje dag

**20. Har dina hälsovanor förändrats under pandemin? (Välj 4 om det inte har skett en förändring).**

Mycket sämre än innan pandemin.

Mycket bättre än innan pandemin.

**21. Hur skulle du skatta ditt fysiska välmående nu jämfört med innan pandemin? (Välj 4 om det inte har skett en förändring).**

Väldigt dåligt.

Väldigt bra.

**22. På vilket sätt corona-pandemin påverkat dina vanor kring fritids/idrottsaktiviteter? (Valfritt att svara)**

**23. Upplever du mer eller mindre frihet kring dina studier under pandemin? (Ange 4 om det är ungefär samma som innan pandemin).**

Mycket mindre frihet.

Mycket mer frihet.

**24. Hur nöjd har du varit med undervisningen under pandemin? (Välj 4 om du inte har en åsikt).**

Väldigt missnöjd.

Väldigt nöjd.

**25. Har du lärt dig mer eller mindre än vad du brukar under tiden du har haft online-föreläsningar? (Ange 4 om du har lärt dig lika mycket som innan pandemin).**

Mycket mindre.

Mycket mer.

**26. Hur nöjd är du med hjälpen du fått av dina föreläsare under pandemin? (Ange 4 om du varken är nöjd eller missnöjd).**

Väldigt missnöjd.

Väldigt nöjd.

**27. Hur väl stämmer följande påståenden för dig?**

	Stämmer inte alls			Varken eller				Stämmer mycket bra
Jag har ett ställe där jag kan sitta i fred och göra skolarbete.								
Dåligt internet hemma gör att jag har haft problem med att följa med i undervisningen.								
Jag har alltid tillgång till en dator eller padda när jag jobbar med skolarbete hemma.								

**28. Ungefär hur mycket tid spenderar du per dag på skolarbetet om du inkluderar föreläsningar och uppgifter?**

- Mindre än en timme
- 1-2 timmar
- 3-4 timmar
- 5-6 timmar
- 7-8 timmar
- 8-9 timmar
- Mer än 10 timmar

**29. Spenderar du mer eller mindre tid nu än innan pandemin på att studera? (Ange 4 om det är lika mycket som förr).**

- Mycket mindre tid.
- Mycket mer tid.

**30. Hur orolig har corona-pandemin gjort dig för hur det kommer gå med dina betyg och studieresultat? (Ange 4 om du är lika orolig som innan pandemin).**

- Mycket mindre orolig.
- Mycket mer orolig.

**31. Upplever du att det har blivit lättare eller svårare att påverka dina studieresultat under pandemin? (Ange 4 om det inte har skett någon förändring).**

Mycket svårare.

Mycket lättare.

**32. Hur ofta under pandemin har du haft mer skolarbete än vad du klarar av att göra?**

Aldrig.

Alltid.

**33. Upplever du att det ställs högre akademiska krav på dig som student nu än innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre.

Mycket högre.

**34. Hur nöjd har du varit med den sociala kontakten med de andra studenterna i klassen under pandemin jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Väldigt missnöjd.

Väldigt nöjd.

**35. Upplever du att dina vänner eller klasskamrater har haft lättare för att anpassa sig till situationen under pandemin än vad du har? (Ange 4 om det är ungefär lika).**

Mycket lättare än jag.

Mycket sämre än jag.

**36. Vad, angående corona-pandemin, har påverkat dina studier mest? (Valfritt att svara)**

**37. Hur ofta under pandemin har du...**

	Aldrig			Ibland				Alltid
...känt dig utmattad på grund av dina studier?								
...blivit stressad av dina studier?								
...känt att du hade varit mindre stressad om det inte var för corona?								

**38. Har pandemin i helhet påverkat din upplevda stressnivå? (Ange 4 om det inte har påverkat).**

Upplever mycket mer stress.

Upplever mycket mindre stress.

**39. Har online-föreläsningar under pandemin påverkat din upplevda stressnivå? (Ange 4 om det inte har påverkat).**

Upplever mycket mer stress.

Upplever mycket mindre stress.

**40. Upplever du att dina studier har blivit mer repetitiva eller mer varierade under pandemin? (Ange 4 om det är ungefär likadant som förr).**

Mycket mer repetitivt.

Mycket mer varierat.

**41. Känner du att du har kontroll över beslut som påverkar dig?**

I väldigt låg grad.

I väldigt hög grad.

**42. Har osäkerheten i samhället påverkat din upplevda stressnivå?**

I väldigt låg grad.

I väldigt hög grad.

**43. Upplever du att...**

	I mycket lägre utsträckning											I mycket högre utsträckning
...du kan få hjälp med din stress nu i samma utsträckning som jämfört med innan pandemin?												
...dina vänner finns där för dig om du behöver prata i lika stor utsträckning som innan pandemin?												

**44. Upplever du att du är mer eller mindre stressad jämfört med dina vänner eller dina klasskamrater? (Ange 4 om det är ungefär lika).**

Mycket mindre stressad.

Mycket mer stressad.

**45. Sover du mer eller mindre nu än innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre.

Mycket mer.

**46. Sover du lika bra nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre.

Mycket bättre.

**47. Är det något mer du vill berätta om din stress? (Valfritt att svara)**

**48. Hur motiverad har du varit för att närvara vid online-föreläsningar under pandemin?**

Väldigt omotiverad.

Väldigt motiverad.

**49. Är dina mål med dina studier/dina betyg lika tydliga nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket otydligare.

Mycket tydligare.

**50. Är vägen till att uppnå dina mål med dina studier lika tydlig nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket otydligare.

Mycket tydligare.

**51. Upplever du samma stöd från din familj idag jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre idag.

Mycket bättre idag.

**52. Upplever du samma stöd från dina vänner idag som du gjorde innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre idag.

Mycket bättre idag.

53.

	Mycket mindre än innan			Ungefär som innan				Mycket mer än innan
Är ett bra resultat på en tenta, eller en uppgift, lika belönande nu som innan pandemin?								
Är du lika motiverad att göra ditt bästa nu som innan pandemin?								
Är meningen med ett väl utfört arbete lika tydligt nu som innan pandemin?								

**54. Upplever du att du är mer eller mindre motiverad under pandemin jämfört med dina vänner eller klasskamrater? (Ange 4 om det är ungefär lika).**

Mycket mindre.

Mycket mer.

**55. Hur har corona-pandemin påverkat din motivation för dina studier? (Valfritt att svara)**

56.

	Inte alls				Ingen åsikt				I väldigt stor grad
Tror du att corona-pandemin kommer att påverka din framtid?									
Tror du att corona-pandemin kommer att ändra samhället?									
Tror du att du någon gång kommer bli arbetslös?									
Tror du att du kommer få ett bra och lyckligt liv?									

**57. Har Corona-pandemin gjort dig orolig för hur det kommer gå med ekonomin i Sverige? (Ange 4 om du inte har en åsikt).**

Inte alls orolig.

Väldigt orolig.

**58. På vilka sätt tror du att corona-pandemin kommer att påverka din framtid? (Valfritt att svara)**

**59. I hur stor grad har du känt dig ensam under pandemin jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mer.

Mycket mindre.

**60. Hur skulle du skatta ditt psykiska välmående innan pandemin?**

Väldigt dåligt.

Väldigt bra.

**61. Hur skulle du skatta ditt psykiska välmående nu? (Ange 4 om det inte skett en förändring).**

Väldigt dåligt.

Väldigt bra.

**62. Är du lika glad som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre glad.

Mycket mer glad.

**63. Hur ledsen är du nu jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre ledsen.

Mycket mer ledsen.

**64. Känner du dig nere i samma utsträckning som innan pandemin? (Ange 4 om det inte har skett en förändring).**

I mycket mindre utsträckning.

I mycket högre utsträckning.

**65. Är du arg lika ofta som innan pandemin? (Ange 4 om det inte har skett en förändring).**

I mycket mindre utsträckning.

I mycket högre utsträckning.

**66.**

	Mycket negativt			Ingen förändring				Mycket positivt
Har du upplevt personlighetsförändringar till följd av pandemin?								
Har ditt tålamod förändrats jämfört med innan pandemin?								

67.

	I mycket större grad	Ingen förändring	I mycket lägre grad
Har du huvudvärk i samma utsträckning som innan pandemin?			
Blir du yr i samma utsträckning som innan pandemin?			
Har du ont i magen i samma utsträckning som innan pandemin?			
Har du ont i ryggen i samma utsträckning som innan pandemin?			
Känner du att du kan få utlopp för känslor och frustrationer i lika hög grad nu som innan pandemin?			

**68. Upplever du att mår bättre eller sämre än dina vänner eller klasskamrater under pandemin? (Ange 4 om det är ungefär lika).**

Mycket sämre.

Mycket bättre.

**69. Hur mår du nu? (Valfritt att svara)**

**70. Upplever du en förändrad livskvalité nu jämfört med innan pandemin? (Ange 4 om det inte skett en förändring).**

Mycket sämre.

Mycket bättre.

**71. Har din relation till din familj förändrats under pandemin? (Ange 4 om det inte skett en förändring).**

Den har blivit mycket sämre.

Den har blivit mycket bättre.

**72. Hade du velat testa online-föreläsningar innan pandemin?**

Absolut inte.

Väldigt gärna.

**73. Vill du ha lika mycket online-undervisning i framtiden som du har idag? (Välj 4 om du vill ha lika mycket som idag).**

Mycket mindre.

Mycket mer.

**74. Har du något du vill lägga till angående dina upplevelser av pandemin? (Valfritt att svara)**

## Appendix 2



**LUNDS**  
UNIVERSITET

Vi er to studenter fra Lunds Universitet i Sverige som er i prosessen av å skrive vår Bachelor oppgave som handler om studenters opplevelse av hvordan det er å studere under COVID-19-pandemien.

Undersøkelsen tar rundt 15 minutter å gjennomføre og du vil være helt anonym og svarene kan ikke kobles til den enkelte individ. Denne undersøkelsen er helt frivillig og du kan selv avbryte når du vil.

Alle svar er verdifulle og vi takker for din tid.

Selma Dahl og Trolle Levin

### 1. Hvilket kjønn identifiserer du deg som?

Mann / Kvinne / Annet

### 2. Hvor gammel er du?

### 3. Hvor mange år har du studert?

Under et år / 1 år / 2 år / 3 år / 4 år / 5 år / 6 år / Mer enn 6 år

### 4. Hvilken fakultet/institutt tilhører du?

### 5. Bor du alene?

Ja / Nei

6. I denne spørreundersøkelsen finnes det ulike typer av spørsmål og ulike måter å svare. Som regel kommer svarsalternativene være 1-7, når det kommer en skala må du aktivere denne for å kunne svare, og når det kommer svarsalternativer er alternativene uten tittel graderinger mellom de alternativene med gitt verdi. Det finnes også noen blanke felt og her er det helt frivillig å svare.

OK

7. Hva synes du om alle reglene og anbefalingene som er innført for å hindre at koronaviruset sprer seg (for eksempel stengte skoler, to meters avstand, maksantall i hver gruppe)? (Velg 4 om reglene er akkurat så strenge som de burde være.)

Reglene burde vært enda strengere

Reglene har vært for strenge

8. Stoler du på at folk følger regler og anbefalinger som har blitt innført? (Velg 4 om du ikke har en formening.)

I veldig liten grad

I veldig stor grad

9. Opplever du mer generell usikkerhet i hverdagen? (Velg 4 om du ikke føler noen forskjell.)

Mye mer

Mye mindre

10. Hvor bekymret er du for at...

Absolutt  
ikke  
bekymret

Verken  
eller

Veldig  
bekymret

...venner eller noen i  
familien skal bli syk av  
koronaviruset?

...du selv skal bli  
smittet av  
koronaviruset?

...du selv skal bli syk  
av koronaviruset?

**11. I hvilken grad stoler du på at...**

	Absolutt ikke			Ingen formening				I veldig stor grad
...regjeringen i Norge gjør en god jobb å takle korona-pandemien?								
...Helsemyndighetene i Norge gjør en god jobb for å takle korona-pandemien?								

**12. Har du kommentarer rundt restriksjonene? (Valgfritt å svare.)**

**13. Møter du venner og kjæreste i samme utstrekning som før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre enn før

Mye mer enn før

**14. Opplever du mer eller mindre frihet rundt det sosiale under pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre enn før

Mye mer enn før

**15. Hvor mange av de seneste syv dagene har du...**

	0 dager	1-2 dager	3-4 dager	5-6 dager	7 dager
...hatt kontakt via nett eller mobiltelefon med familiemedlemmer du ikke bor sammen med?					
...vært fysisk sammen med venner eller kjæreste?					
...vært sammen med noen som du ikke bor sammen med?					
...hatt kontakt med venner eller kjæreste via nett eller mobil?					

**16. Bruker du mer eller mindre tid nå enn før pandemien på å...**

	Mye mindre tid enn før	Omtrent som før	Mye mer tid enn før
...være sammen med venner eller kjæreste på nett?			
...spille dataspill eller game?			
...være på sosiale medier?			

**17. Hva i ditt sosiale liv har blitt mest påvirket av Korona? (Valgfritt å svare.)**

**18. Har korona-pandemien gjort at du bruker mer eller mindre tid enn før på å trene? (Velg 4 om du synes det er omtrent som før.)**

Mye mindre tid enn før

Mye mer tid enn før

**19. Hvor ofte er du så fysisk aktiv at du blir andpusten eller svett?**

Aldri

Sjelden

1-2 ganger i måneden

1-2 ganger i uka

3-4 ganger i uka

5-6 ganger i uka

Hver dag eller mer

**20. Har dina helsevaner forandret seg under pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye dårligere enn før

Mye bedre enn før

**21. Hvor god er din fysiske helse nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye dårligere enn før

Mye bedre enn før

**22. På hvilken måte har pandemien påvirket din fysiske helse og vaner i forhold til trening/fritidsaktivitet? (Valgfritt å svare.)**

**23. Opplever du at du har mer eller mindre frihet i forbindelse med studiene under pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre enn før

Mye mer enn før

**24. Hvor fornøyd er du med hvordan undervisningen har fungert for deg? (Velg 4 om du ikke har en formening.)**

Veldig misfornøyd

Veldig fornøyd

**25. Har du lært mer eller mindre enn du pleier under den tiden du har hatt online-forelesning? (Velg 4 om du har lært deg like mye som før.)**

Mye mindre

Mye mer

**26. Hvor fornøyd er du med hjelpen du har fått fra forelesere under pandemien? (Velg 4 om du ikke har en formening.)**

Veldig misfornøyd

Veldig fornøyd

**27. Hvor godt stemmer følgende utsagn for deg?**

	Stemmer ikke			Verken eller			Stemmer veldig godt
Jeg har et sted hvor jeg kan sitte i fred og gjøre skolearbeid							
Dårlig internett hjemme gjør at jeg har hatt problemer med å følge undervisningen							
Jeg har alltid tilgang på datamaskin eller nettbrett når jeg jobber med skolearbeid hjemme							

**28. Omtrent hvor mye tid bruker du per dag på skolearbeidet, inkludert forelesninger og oppgaver?**

Mindre enn en time

1-2 timer

3-4 timer

5-6 timer

7-8 timer

8-9 timer

Mer enn 10 timer

**29. Bruker du mer eller mindre tid nå enn før på å studere? (Velg 4 om du mener det er omtrent som før.)**

Mye mindre

Mye mer

**30. Hvor bekymret har Korona-pandemien gjort deg for hvordan det vil gå med dine karakterer og resultater? (Velg 4 om du ikke har merket noen forskjell.)**

Ikke bekymret

Veldig bekymret

**31. Opplever du at det har blitt lettere eller vanskeligere å påvirke dine karakterer og resultater under pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye vanskeligere

Mye lettere

**32. Hvor ofte, under pandemien, har du hatt mer skolearbeid enn hva du klarer å gjøre?**

Aldri

Alltid

**33. Opplever du at det stilles høyere akademiske krav til deg som student nå enn før pandemien? (Velg 4 om du ikke merker noen forskjell.)**

Mye mindre

Mye mer

**34. Hvor fornøyd har du vært med den sosiale kontakten med de andre studentene i klassen under pandemien, sammenlignet med før? (Velg 4 om du ikke har merket noen forskjell.)**

Veldig misfornøyd

Veldig fornøyd

**35. I forhold til deg, hvordan opplever du at dine venner og klassekamerater har klart å tilpasse seg situasjonen under pandemien? (Velg 4 om det er omtrent likt.)**

Mye bedre enn meg

Mye dårligere enn meg

**36. Hva med Korona har påvirket mest i studiene? (Valgfritt å svare.)**

**37. Hvor ofte har du...**

	Aldri	I blant	Alltid
...følt deg utmattet på grunn av studiene?			
...blitt stresset av studiene?			
...følt at du hadde vært mindre stresset om det ikke var for Korona?			

**38. Har pandemien i helhet påvirket din opplevde stressnivå? (Velg 4 om du ikke føler noen forskjell.)**

Føler mer stress

Føler mindre stress

**39. Har online-forelesninger påvirket ditt opplevde stressnivå? (Velg 4 om du ikke føler noen forskjell.)**

Føler mer stress

Føler mindre stress

**40. Opplever du at studiene har blitt mer variert sammenlignet med før pandemien? Velg 4 om du ikke føler noen forskjell.**

Mye mindre enn før

Mye mer enn før

**41. Hvor mye kontroll føler du at du har over beslutninger som påvirker deg?**

Veldig lite

Veldig mye

**42. Har usikkerheten i samfunnet påvirket ditt opplevde stressnivå?**

I veldig liten grad

I veldig stor grad

**43. Opplever du at...**

Mye  
mindre

Som før

Mye mer

...muligheten til å få  
hjelp med ditt  
stressnivå er like bra  
som før pandemien?

...dine venner er der for  
deg i like stor grad som  
før pandemien?

**44. Sammenlignet med dine venner og klassekamerater, opplever du at du er mer eller mindre stresset? (Velg 4 om det er omtrent likt.)**

Mye mindre stresset

Mye mer stresset

**45. Sover du mer eller mindre nå enn før pandemien? (Velg 4 om det er omtrent som før.)**

Mye mindre enn før

Mye mer enn før

**46. Sover du like bra nå som før pandemien? (Velg 4 om det er omtrent som før.)**

Mye dårligere enn før

Mye bedre enn før

**47. Er det noe mer du vil fortelle om din stress? (Valgfritt å svare)**

**48. Hvor motivert er du til å være tilstede ved online-forelesning under pandemien?**

Veldig demotivert

Veldig motivert

**49. Hvor tydlige er dine mål for studiene/karakterer sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Veldig utydelige

Veldig tydlige

**50. Hvor tydelig er veien for å oppnå dine mål med dine studier sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Veldig utydelig

Veldig tydelig

**51. Hvor mye støtte opplever du at du har fra din familie nå under pandemien sammenlignet med før? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre i dag

Mye mer i dag

**52. Hvor mye støtte opplever du at du har fra dine venner nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre i dag

Mye mer i dag

53.

	Mye mindre enn før			Omtrent som før				Mye mer enn før
Er et godt resultat på en eksamen eller oppgave like givende nå som før pandemien?								
Er du like motivert til å gjøre ditt beste nå som før pandemien?								
Ser du meningen med et vel utført arbeid i samme utstrekning som du gjorde før pandemien?								

**54. Opplever du at du er mer eller mindre motivert under pandemien sammenlignet med dine venner og klassekamerater? (Velg 4 om dere er omtrent like motivert.)**

Mye mindre enn meg

Mye mer enn meg

**55. Hvordan har pandemien forandret din motivasjon i studiene? (Valgfritt å svare)**

56.

	Ikke i det hele tatt			Ingen formening				I veldig stor grad
Tror du at Korona-pandemien kommer til å endre din framtid?								
Tror du at Korona-pandemien kommer til å endre samfunnet?								
Tror du at du noen gang kommer til å bli arbeidsløs?								
Tror du at du kommer til få et bra og lykkelig liv?								

**57. Har Korona-pandemien gjort deg bekymret for hvordan det kommer til å gå med økonomien i Norge? (Velg 4 om du ikke har en formening.)**

Ikke bekymret

Veldig bekymret

**58. På hvilke måter tror du Korona-pandemien kommer til å påvirke din framtid? (Valgfritt å svare)**

**59. Hvor plaget har du vært av ensomhet under pandemien sammenlignet med før? (Velg 4 om det er omtrent som før.)**

Mye mer plaget

Mye mindre plaget

**60. Hvordan synes du din psykiske helse var før pandemien?**

Veldig dårlig

Veldig bra

**61. Hvordan synes du din psykiske helse er nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye verre

Mye bedre

**62. Hvor glad er du nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre nå

Mye mer nå

**63. Hvor trist er du nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre nå

Mye mer nå

**64. Hvor ofte føler du deg nedfor sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre nå

Mye mer nå

**65. Hvor ofte føler du deg sint sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye mindre nå

Mye mer nå

66.

	Veldig negativt			Ingen forandring			Veldig positivt
Har du opplevd personlighetsforandring er under pandemien?							
Har din tålmodighet forandret seg sammenlignet med før pandemien?							

67.

	I større utstrekning			Ingen endring			I mindre utstrekning
Har du hodepine i samme utstrekning som før pandemien?							
Blir du svimmel i samme utstrekning som før pandemien?							
Har du vondt i magen i samme utstrekning som før pandemien?							
Har du vondt i ryggen i samme utstrekning som før pandemien?							
Kjenner du at du kan få ventilert like mye følelser og frustrasjon nå som før pandemien?							

**68. Sammenlignet med helsen till dine venner og klassekamerater, opplever du at du har det bedre eller verre under pandemien? (Velg 4 om det er omtrent likt.)**

Mye verre

Mye bedre

**69. Hvordan har du det nå? (Valgfritt å svare.)**

**70. Opplever du en forandret livskvalitet nå sammenlignet med før pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Mye verre

Mye bedre

**71. Har din relasjon med din familie forandret seg under pandemien? (Velg 4 om du ikke føler noen forskjell.)**

Den har blitt mye verre

Den har blitt mye bedre

**72. Hadde du villet prøve online-forelesning før pandemien?**

Absolutt ikke

Veldig gjerne

**73. Vil du like mye online-undervisning i framtiden som du har i dag? (Velg 4 om du vil ha omtrent like mye).**

Mye mindre

Mye mer

**74. Har du noe du vil legge til om dine opplevelser i forhold til pandemien?**

## Appendix 3



**LUNDS**  
UNIVERSITET

Vi är två studenter vid Lunds universitet som är i processen av att skriva vår kandidatuppsats som handlar om gymnasieelevers upplevelser av att studera under Covid-19-pandemin.

Undersökningen tar omkring 15 minuter att göra och dina svar är helt anonyma och kan inte kopplas till dig som enskild individ. Det är frivilligt att delta och du kan avbryta ditt deltagande när du vill.

Alla svar är värdefulla och vi tackar dig för din tid.

Selma Dahl och Trolle Levin

### 1. Vilket kön identifierar du dig som?

Kvinna / Man / Annat

### 2. Hur gammal är du?

### 3. Vilken klass går du i?

1:an / 2:an / 3:an

### 4. Vilket slags program läser du?

Samhällsvetenskapligt program

Naturvetenskapligt program

Annan inriktning

**5. I enkäten finns det olika typer av frågor och olika sätt att svara på. Som regel kommer svarsalternativen vara på en skala från 1-7 och för att kunna svara måste du aktivera skjutreglaget så att en siffra syns under skjutreglaget.**

OK

**6. Vad tycker du om de restriktioner och regler som införts för att bromsa smittspridningen av coronaviruset? (T.ex att stänga skolor, social distansering, begränsningar på hur många man får vara i grupp, etc). (Ange 4 om du tycker att reglerna har varit lagom).**

Reglerna borde varit hårdare.

Reglerna har varit för hårda.

**7. Litar du på att folk följer de införda reglerna och rekommendationerna? (Välj 4 om du inte har en åsikt).**

I väldigt liten grad.

I väldigt hög grad.

**8. Upplever du dig mer osäker generellt under pandemin jämfört med innan? (Välj 4 om du inte upplever en skillnad).**

Väldigt mer

Väldigt mindre

**9. Hur orolig är du över att...**

	Inte alls orolig		Ingen åsikt		Väldigt orolig	
...vänner eller någon i familjen ska bli sjuka av Coronaviruset?						
...du själv ska smitta andra med Coronaviruset?						
...du själv ska bli sjuk av Coronaviruset?						

**10. I hur stor grad litar du på att...**

	I väldigt låg grad		Ingen åsikt		I väldigt hög grad	
... Sveriges regering gör ett bra jobb för att hantera corona-pandemin?						
... Sveriges folkhälsomyndighet gör ett bra jobb för att hantera corona-pandemin?						

**11. Har du kommentarer angående corona-restriktionerna? (Valfritt att svara)**

**12. Träffar du vänner och partner i samma utsträckning som innan pandemin? (Välj 4 om det är samma nivå som innan pandemin).**

Mycket mindre än innan.

Mycket mer än innan.

**13. Upplever du mer eller mindre frihet kring det sociala under pandemin? (Välj 4 om det är samma nivå som innan pandemin).**

Mycket mindre än innan.

Mycket mer än innan.

**14. Har Corona-pandemin gjort att du spenderar mer eller mindre tid nu än innan på att göra trevliga saker tillsammans med din familj? (Ange 4 om det inte har skett en förändring).**

Mycket mindre tid.

Mycket mer tid.

**15. Har det varit mer eller mindre bråk i din familj efter att Corona-pandemin började? (Ange 4 om det inte har skett en förändring).**

Mycket mindre än innan.

Mycket mer än innan.

**16. Hur många av de senaste sju dagarna har du...**

	0 dagar	1-2 dagar	3-4 dagar	5-6 dagar	7 dagar
...haft kontakt via internet eller mobil med familjemedlemmar du inte bor tillsammans med?					
...varit fysiskt tillsammans med vänner eller partner?					
...varit fysiskt tillsammans med andra som du inte bor tillsammans med?					
...haft kontakt via internet eller mobil med vänner eller partner?					

**17. Spenderar du mer eller mindre tid nu än innan pandemin på att...**

	Mycket mindre tid än innan	Ungefär lika mycket tid som innan	Mycket mer tid än innan
...vara tillsammans med vänner på internet?			
...spela datorspel eller gamea?			
...vara på sociala medier?			

**18. Vad, i ditt sociala liv, har påverkats mest av corona-pandemin? (Valfritt att svara)**

**19. Har Corona-pandemin gjort att du spenderar mer eller mindre tid nu än innan på att träna? (Ange 4 om det är oförändrat).**

Mycket mindre tid.

Mycket mer tid.

**20. Hur ofta är du så fysiskt aktiv att du blir andfådd eller svettig?**

Aldrig

Sällan

1-2 gånger i månaden

1-2 gånger i veckan

3-4 gånger i veckan

5-6 gånger i veckan

Varje dag

**21. Hur har din upplevelse varit av att inte kunna delta på idrott eller andra fritidsaktiviteter som innan corona-pandemin? (Välj 4 om det har skett någon förändring).**

**(Hoppa över frågan om du inte har en idrott eller fast fritidsaktivitet).**

Väldigt negativ.

Väldigt positiv.

**22. Har dina hälsovanor förändrats under pandemin? (Välj 4 om det inte har skett en förändring).**

Mycket sämre än innan pandemin.

Mycket bättre än innan pandemin.

**23. Hur skulle du skatta ditt fysiska välmående nu jämfört med innan pandemin? (Välj 4 om det inte har skett en förändring).**

Väldigt dåligt.

Väldigt bra.

**24. På vilket sätt corona-pandemin påverkat dina vanor kring fritids/idrottsaktiviteter? (Valfritt att svara)**

**25. Upplever du mer eller mindre frihet kring ditt skolarbete under pandemin? (Ange 4 om det är ungefär samma som innan pandemin).**

Mycket mindre frihet.

Mycket mer frihet.

**26. Hur nöjd har du varit med undervisningen under pandemin? (Välj 4 om du inte har en åsikt).**

Väldigt missnöjd.

Väldigt nöjd.

**27. Har du lärt dig mer eller mindre än vad du brukar under tiden du har haft online-undervisning? (Ange 4 om du har lärt dig lika mycket som innan pandemin).**

Mycket mindre.

Mycket mer.

**28. Hur nöjd är du med hjälpen du fått av dina lärare under pandemin? (Ange 4 om du varken är nöjd eller missnöjd).**

Väldigt missnöjd.

Väldigt nöjd.

**29. Hur väl stämmer följande påståenden för dig?**

	Stämmer inte alls		Varken eller					Stämmer mycket bra
Jag har ett ställe där jag kan sitta i fred och göra skolarbete.								
Dåligt internet hemma gör att jag har haft problem med att följa med i undervisningen.								
Jag har alltid tillgång till en dator eller padda när jag jobbar med skolarbete hemma.								
Om jag behöver det, får jag bra hjälp med skolarbetet av mina föräldrar.								

**30. Ungefär hur mycket tid spenderar du per dag på skolarbetet om du inkluderar undervisning, uppgifter och läxor?**

Mindre än en timme

1-2 timmar

3-4 timmar

5-6 timmar

7-8 timmar

8-9 timmar

Mer än 10 timmar

**31. Spenderar du mer eller mindre tid nu än innan pandemin på skolarbete? (Ange 4 om det är lika mycket som förr).**

Mycket mindre tid.

Mycket mer tid.

**32. Hur orolig har corona-pandemin gjort dig för hur det kommer gå med dina betyg? (Ange 4 om du är lika orolig som innan pandemin).**

Mycket mindre orolig.

Mycket mer orolig.

**33. Upplever du att det har blivit lättare eller svårare att påverka dina betyg under pandemin? (Ange 4 om det inte har skett någon förändring).**

Mycket svårare.

Mycket lättare.

**34. Hur ofta under pandemin har du haft mer skolarbete än vad du klarar av att göra?**

Aldrig.

Alltid.

**35. Upplever du att det ställs högre akademiska krav på dig som elev nu än innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre.

Mycket högre.

**36. Hur nöjd har du varit med den sociala kontakten med de andra eleverna i klassen under pandemin jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Väldigt missnöjd.

Väldigt nöjd.

**37. Upplever du att dina vänner eller klasskamrater har haft lättare för att anpassa sig till situationen under pandemin än vad du har? (Ange 4 om det är ungefär lika).**

Mycket lättare än jag.

Mycket sämre än jag.

**38. Vad, angående corona-pandemin, har påverkat dig mest i skolan? (Valfritt att svara)**

**39. Hur ofta under pandemin har du...**

	Aldrig	Ibland	Alltid
...känt dig utmattad på grund av skolarbete?			
...blivit stressad av skolarbete?			
...känt att du hade varit mindre stressad om det inte var för corona?			

**40. Har pandemin i helhet påverkat din upplevda stressnivå? (Ange 4 om det inte har påverkat).**

Upplever mycket mer stress.

Upplever mycket mindre stress.

**41. Har online-undervisning under pandemin påverkat din upplevda stressnivå? (Ange 4 om det inte har påverkat).**

Upplever mycket mer stress.

Upplever mycket mindre stress.

**42. Har övergångarna mellan vanlig undervisning och online-undervisning under pandemin påverkat din stressnivå? (Ange 4 om det inte har påverkat).**

Upplever mycket mer stress.

Upplever mycket mindre stress.

**43. Upplever du att skolarbetet har blivit mer repetitivt eller mer varierat under pandemin? (Ange 4 om det är ungefär likadant som förr).**

Mycket mer repetitivt.

Mycket mer varierat.

**44. Känner du att du har kontroll över beslut som påverkar dig?**

I väldigt låg grad.

I väldigt hög grad.

**45. Har osäkerheten i samhället påverkat din upplevda stressnivå?**

I väldigt låg grad.

I väldigt hög grad.

**46. Upplever du att...**

	I mycket lägre utsträckning											I mycket högre utsträckning
...du kan få hjälp med din stress nu i samma utsträckning som jämfört med innan pandemin?												
...dina vänner finns där för dig om du behöver prata i lika stor utsträckning som innan pandemin?												

**47. Upplever du att du är mer eller mindre stressad jämfört med dina vänner eller dina klasskamrater? (Ange 4 om det är ungefär lika).**

Mycket mindre stressad.

Mycket mer stressad.

**48. Sover du mer eller mindre nu än innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre.

Mycket mer.

**49. Sover du lika bra nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre.

Mycket bättre.

**50. Är det något mer du vill berätta om din stress? (Valfritt att svara)**

**51. Hur motiverad har du varit för att närvara vid online-undervisningen under pandemin?**

Väldigt omotiverad.

Väldigt motiverad.

**52. Hur motiverad har du varit för att närvara i undervisningen på skolan under pandemin?**

Väldigt omotiverad.

Väldigt motiverad.

**53. Är dina mål för skolan/dina betyg lika tydliga nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket otydligare.

Mycket tydligare.

**54. Är vägen till att uppnå dina mål i skolan lika tydlig nu som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket otydligare.

Mycket tydligare.

**55. Upplever du samma stöd från dina föräldrar idag jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre idag.

Mycket bättre idag.

**56. Upplever du samma stöd från dina vänner idag som du gjorde innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket sämre idag.

Mycket bättre idag.

57.

	Mycket mindre än innan			Ungefär som innan				Mycket mer än innan
Är ett bra betyg på ett prov, eller en uppgift, lika belönande nu som innan pandemin?								
Är du lika motiverad att göra ditt bästa nu som innan pandemin?								
Är meningen med ett väl utfört arbete lika tydligt nu som innan pandemin?								

**58. Upplever du att du är mer eller mindre motiverad under pandemin jämfört med dina vänner eller klasskamrater? (Ange 4 om det är ungefär lika).**

Mycket mindre.

Mycket mer.

**59. Hur har corona-pandemin påverkat din motivation i skolan? (Valfritt att svara)**

60.

	Inte alls				Ingen åsikt				I väldigt stor grad
Tror du att corona-pandemin kommer att påverka din framtid?									
Tror du att corona-pandemin kommer att ändra samhället?									
Tror du att du någon gång kommer bli arbetslös?									
Tror du att du kommer få ett bra och lyckligt liv?									

**61. Har Corona-pandemin gjort dig orolig för hur det kommer gå med ekonomin i Sverige? (Ange 4 om du inte har en åsikt).**

Inte alls orolig.

Väldigt orolig.

**62. På vilka sätt tror du att corona-pandemin kommer att påverka din framtid? (Valfritt att svara)**

**63. I hur stor grad har du känt dig ensam under pandemin jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mer.

Mycket mindre.

**64. Hur skulle du skatta ditt psykiska välmående innan pandemin?**

Väldigt dåligt.

Väldigt bra.

**65. Hur skulle du skatta ditt psykiska välmående nu? (Ange 4 om det inte skett en förändring).**

Väldigt dåligt.

Väldigt bra.

**66. Är du lika glad som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre glad.

Mycket mer glad.

**67. Hur ledsen är du nu jämfört med innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre ledsen.

Mycket mer ledsen.

**68. Känner du dig nere i samma utsträckning som innan pandemin? (Ange 4 om det inte har skett en förändring).**

I mycket mindre utsträckning.

I mycket högre utsträckning.

**69. Är du arg lika ofta som innan pandemin? (Ange 4 om det inte har skett en förändring).**

I mycket mindre utsträckning.

I mycket högre utsträckning

**70.**

	Mycket negativt			Ingen förändring				Mycket positivt
Har du upplevt personlighetsförändringar till följd av pandemin?								
Har ditt tålamod förändrats jämfört med innan pandemin?								

71.

	I mycket större grad	Ingen förändring	I mycket lägre grad
Har du huvudvärk i samma utsträckning som innan pandemin?			
Blir du yr i samma utsträckning som innan pandemin?			
Har du ont i magen i samma utsträckning som innan pandemin?			
Har du ont i ryggen i samma utsträckning som innan pandemin?			
Känner du att du kan få utlopp för känslor och frustrationer i lika hög grad nu som innan pandemin?			

**72. Upplever du att mår bättre eller sämre än dina vänner eller klasskamrater under pandemin? (Ange 4 om det är ungefär lika).**

Mycket sämre.

Mycket bättre.

**73. Hur mår du nu? (Valfritt att svara)**

**74. Upplever du en förändrad livskvalité nu jämfört med innan pandemin? (Ange 4 om det inte skett en förändring).**

Mycket sämre.

Mycket bättre.

**75. Har din relation med din dina föräldrar / vårdnadshavare förändrats under pandemin? (Ange 4 om det inte skett en förändring).**

Den har blivit mycket sämre.

Den har blivit mycket bättre.

**76. Hade du velat testa online-undervisning innan pandemin?**

Absolut inte.

Väldigt gärna.

**77. Vill du ha mer eller mindre online-undervisning när pandemin är över jämfört med idag?**

Mycket mindre.

Mycket mer.

**78. Har du kunnat idrotta/engagera dig i en idrottsförening i samma utsträckning under pandemin som innan pandemin? (Ange 4 om det inte har skett en förändring).**

Mycket mindre.

Mycket mer.

**79. Har du något du vill lägga till angående dina upplevelser av pandemin? (Valfritt att svara)**