

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)



Mental Wellbeing Report (2018)



Scottish Government
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Executive Summary

Introduction

This report presents the mental health and wellbeing findings from the 2018 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

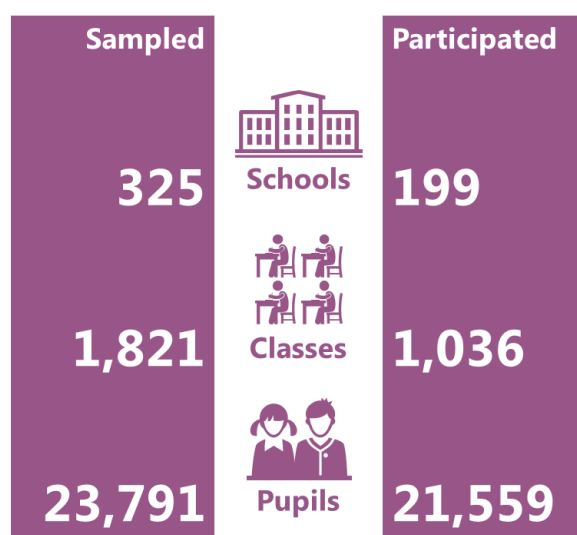
Survey background and purpose

SALSUS is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' behaviours regarding smoking (from 1982), drinking (from 1990) and drug use (from 1998) within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey, known as SALSUS. In recent years, SALSUS has also become one of the main sources of mental health data among young people in Scotland with data collected from 2006 onwards.

About the survey

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In 2018, schools were encouraged to administer the survey online (but could administer it on paper if that was more feasible). Fieldwork was undertaken between September 2018 and April 2019. For full details of the methodology please see the accompanying SALSUS 2018 Technical Report.

Figure 1 – Numbers sampled and participated



The overall response rate was **52%** based on class and pupil response rate¹.

¹ The overall response rate excludes schools who took part in the Realigning Children's Services Survey and Glasgow state schools. For more details please see the SALSUS 2018 Technical Report.

Key findings

Emotional and behavioural problems and mental wellbeing

- In 2018, 63% of pupils had a normal overall score on the Strengths and Difficulties Questionnaire (SDQ), 18% had a borderline score and 20% had an abnormal score.
- Since 2010, the proportion of pupils with borderline or abnormal SDQ scores has continually risen, while the proportion of pupils with normal scores has fallen.
- 15 year old girls continue to have the highest rate of borderline or abnormal SDQ scores, a trend since 2010, although this gap has narrowed since the last wave.
- The average mental wellbeing (WEMWBS) score for all pupils decreased between 2015 and 2018 from 48.4 to 46.9. This suggests that there has been a general negative shift in mental wellbeing since the last survey.
- The greatest changes in WEMWBS scores have been a decrease in wellbeing among 13 year old girls and 15 year old boys. However, 15 year old girls continue to have the lowest wellbeing score, as they have since 2010.

Equalities

- There was a clear link between deprivation and emotional and behavioural problems. Pupils who lived in the least deprived areas were less likely than those in the most deprived areas to have a borderline or abnormal SDQ score.
- Similarly, WEMWBS mean scores (indicating better mental wellbeing) increased as deprivation decreased, with the exception of 15 year old boys, whose scores showed no consistent pattern across deprivation levels.
- Pupils who reported that they had a long term illness or disability were twice as likely as those who did not to have a borderline or abnormal overall SDQ score. Those with a long term illness or disability also had lower levels of wellbeing than those who did not.
- Pupils who were young carers were considerably more likely to have a borderline or abnormal SDQ score and lower mental wellbeing than pupils without caregiving responsibilities.

Family, Friends and School

- Pupils who were unlikely to talk to their parents about something that was worrying them were more likely to have a borderline or abnormal overall SDQ score and lower mental wellbeing levels than those who were likely to talk to their parents.
- The greater the number of close friends a pupil reported, the less likely they were to have a borderline or abnormal SDQ score and the more likely they were to have higher wellbeing.
- Whether a pupil liked school was strongly associated with overall SDQ scores. Those who don't like school at all were more than three times as likely to have a borderline or abnormal SDQ score than those who like school a lot (68%, compared with 19%).

Acknowledgements

First and foremost, we would like to thank all of the pupils who participated in the 2018 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

We would also like to thank the schools that participated and, in particular, the teachers who organised and administered the survey. In addition, we would like to thank individuals from Alcohol and Drug Partnerships (ADPs) and Education Departments within local authorities who encouraged schools to take part.

We are grateful to Scottish Government colleagues for their help and guidance over the life of the project, and in particular to Carol Brown and Neil White for their support throughout.

Finally, we would like to acknowledge the contributions of many Ipsos MORI colleagues, in particular: Lucy Setterfield, Lorraine Murray, Chris Martin, Melissa Behm, Yinka Oluwi, Russell Painter and Kevin Pickering.

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1 Introduction and background

This report presents the mental wellbeing findings from the 2018 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey. The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

Survey background

SALSUS is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' smoking (from 1982), drinking (from 1990) and drug use (from 1998) within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey known as SALSUS. SALSUS also collects information on mental health and wellbeing. This is based on two main variables: scores on the Strengths and Difficulties Questionnaire (SDQ), which measures emotional and behaviour problems, and the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). For more detail on this, please see the Methods section.

Survey purpose

SALSUS informs progress towards Scottish Government policies to reduce the harm from smoking, drinking and drug use among children and young people. The survey series provides local prevalence rates for smoking, drinking and drug use across Alcohol and Drug Partnerships (ADPs), local authorities and NHS Boards. SALSUS has also become a key source of mental health data among young people in Scotland.

Policy background

Having good mental health improves outcomes in health, education and employment. Improving mental health and wellbeing is one of Scotland's public health priorities². The Scottish Government's [Mental Health Strategy 2017-2027](#)³ sets out a number of actions aimed at improving mental health, including for children and young people.

The Youth Commission on Mental Health was set up in early 2018. Young people with experiences of mental health services gathered evidence, engaged with other young people and developed recommendations on how child and adolescent mental health services could be improved. Their [report](#) was published in May 2019 and the Scottish Government [formally responded to these recommendations](#) in November 2019.

The Children and Young People's Mental Health Task Force was also set up in 2018. This provided [recommendations](#) to improve provision for children and young people's mental health in Scotland. The [Children and Young People's Mental Health and Wellbeing Programme Board](#) was then established to take forward this work.

In the summer of 2018, the Scottish Government undertook a [rapid literature review](#)⁴ to explore the apparent worsening of adolescent girls' mental health, as indicated by surveys such as SALSUS. This highlighted several interrelated factors that may contribute to these trends: social media use, disrupted sleep, body image concerns and school-related pressures.

Following from this research the Scottish Government funded the Scottish Youth Parliament and Scottish Children's Parliaments to produce advice on the healthy use of social media, created in partnership with children and young people. This was launched in April 2020. It also set up an [Advisory Group on Healthy Body Image](#), to look at ways of improving support for young people and advice for professionals. It also commissioned a [review of evidence](#)⁵ on adolescent screen time, sleep and mental health.

In 2019, the Scottish Government announced a £250 million investment package to deliver dedicated mental health counsellors in schools, extra training for teachers, and an additional 250 school nurses to offer mental health support and advice for young people and their families dealing with mental health issues.

² Scottish Government and COSLA (2018) Public Health Priorities for Scotland <https://www.gov.scot/publications/scotlands-public-health-priorities/>

³ Scottish Government (2017) Mental Health Strategy 2017-2027 <https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

⁴ Scottish Government (2018) Exploring the reported worsening of mental wellbeing among adolescent girls in Scotland <https://www.gov.scot/publications/exploring-reported-worsening-mental-wellbeing-adolescent-girls-scotland/>

⁵ Martin A, Pugmire J, *et al* (2020) Adolescents' screen time, sleep and mental health: literature review <https://www.gov.scot/publications/systematic-literature-review-relationship-between-adolescents-screen-time-sleep-mental-health/>

Methods

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In the past, the survey has been completed on paper, but in 2018 schools were given the choice to complete the survey online or on paper.

A random, nationally representative sample of S2 and S4 pupils in Scottish schools was drawn with classes as the primary sampling unit. All local authority and independent schools in Scotland were eligible for inclusion in the sample, with the exception of special schools.

Fieldwork was completed between October 2018 and April 2019. A total of 12,558 S2 and 10,807 S4 pupils responded (including schools that took part in the Realigning Children's Service Survey⁶).

The overall response rate was 52% (excluding schools that took part in the Realigning Children's Services Survey and Glasgow state schools, who declined to take part).

Data was weighted by local authority, age, sex, school sector (state/independent), school denomination and by urban/rural classification.

Throughout the report pupils in S2 are referred to as '13 year olds' and S4 pupils are referred to as '15 year olds' for ease. It should be noted that some pupils within these categories may be slightly older or younger.

Some pupils did not answer each question. Where answers are missing, these have been excluded from the analysis and so charts and tables that describe the same population may have varying bases. When differences between estimates are specifically commented on in the report, these differences are statistically significant to the level of 0.05.

Percentages may not add up to 100% due to rounding.

For full details of the methodology, please see the SALSUS 2018 Technical Report⁷. Also see Appendix A for the full 2018 questionnaire.

Finally, it is important to note that while there are associations between many of the behaviours explored in this report, conclusions about causality cannot be drawn.

⁶ The Realigning Children's Services (RCS) wellbeing survey is an online survey of P5-P7 students and S1-S4 students commissioned by the Scottish Government which asks about aspects of emotional and physical wellbeing such as family life, friendships, school, play and health. More information can be found at: <http://transformingchildrensfutures.scot/wellbeing-surveys/>

⁷ The SALSUS 2018 Technical Report can be found at: <https://www.gov.scot/publications/scottish-schools-adolescent-lifestyle-substance-use-survey-salsus-technical-report-2018/>

Changes to the questionnaire

No alterations were made to the mental health and wellbeing questions for 2018, so they are the same as in the 2015 survey. For further details on other question changes and survey methodology see the SALSUS 2018 Technical Report⁸.

Emotional and behavioural problems and mental wellbeing indicators

Emotional and behavioural problems – Strengths and Difficulties Questionnaire

The 'Strengths and Difficulties Questionnaire' (SDQ) was designed by Robert Goodman (1997)⁹ and is widely used by researchers, clinicians and education professionals. This measure has been included in SALSUS since 2006. The questionnaire comprises 25 items that are grouped into 5 scales, with each scale including 5 questions. The scales are:

- emotional symptoms (5 items)
- conduct problems (5 items)
- hyperactivity/inattention (5 items)
- peer relationship problems (5 items)
- pro-social behaviour (5 items)

Information on how to score the self-completed SDQ was obtained from the website <http://www.sdqinfo.org>, a site referenced by Goodman et al. For each item in each of the five scales, the value of the responses 'Not true,' 'Somewhat true,' and 'Certainly true' was assigned a value from 0 to 2.

Total scores were calculated for each of the five scales by summing the scores for all items within each scale.

Overall SDQ scores were also calculated as an overall measure of emotional and behavioural problems by summing the scores for emotional problems, conduct problems, hyperactivity and peer problems, but excluding scores for pro-social behaviour. This is because the pro-social scale is a measure of positive behaviour and is quantified in terms of the proportion receiving a normal score rather than a borderline or abnormal one.

The terminology used to describe SDQ scores is borrowed from the original questionnaire designed by Goodman. The terms 'normal', 'borderline,' and 'abnormal' are used to describe scores for each scale. These terms have been used throughout this report to indicate bands of scores for each scale. While the terms may seem out-dated in the context of the language used to describe mental

⁸ The SALSUS 2018 Technical Report can be found at: <https://www.gov.scot/publications/scottish-schools-adolescent-lifestyle-substance-use-survey-salsus-technical-report-2018/>

⁹ Goodman R, Meltzer H, Bailey V (1998) The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. *European Child and Adolescent Psychiatry*, 7, 125-130.

wellbeing in today's language, they have been retained in this report to draw comparisons to previous years.

An alternative method of categorising the SDQ score has been developed in recent years, splitting the overall SDQ score into four groups (close to average, slightly higher, high, and very high) rather than three (normal, borderline, and abnormal). Again, in order to preserve trends, we have continued to use the original groupings.

It is important to note that both methods of categorising the SDQ score are only providing an indication of the levels of emotional and behavioural problems and not being used as a diagnostic tool.

Mental Wellbeing – Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was developed by researchers at the Universities of Warwick and Edinburgh, with funding provided by NHS Health Scotland, to enable the measurement of mental wellbeing of adults in the UK¹⁰. The scale is validated for use with individuals aged 13 to 74.

Since 2010, SALSUS has included WEMWBS. Developed as a tool for measuring mental wellbeing at a population level, the scale comprises 14 positively worded statements that relate to an individual's state of mental wellbeing (thoughts and feelings). Pupils were asked to indicate how often they have had such thoughts and feelings over the last two weeks. Each statement has a five item scale ranging from '1 - None of the time' to '5 - All of the time'. The lowest possible WEMWBS score is therefore 14 and the highest is 70.

¹⁰ Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., & Stewart-Brown, S. (2007a). The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1), 63.

2 Emotional and behavioural problems and mental wellbeing indicators

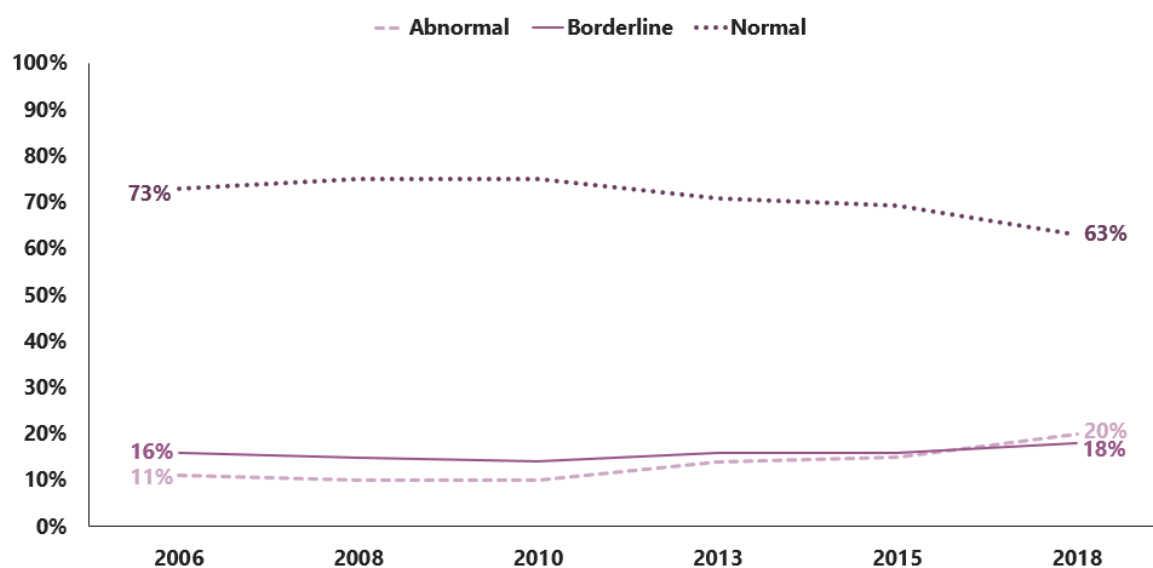
Strengths and Difficulties Questionnaire (SDQ) Score

In 2018, 63% of pupils had a normal overall SDQ score, while 18% had a borderline score, and 20% had an abnormal score. For the first time since the SDQ was included in SALSUS, a higher proportion had abnormal scores than had borderline scores (Figure 2.1).

There has been a drop in the proportion of normal overall SDQ scores since 2010, from 73% in 2010 to 69% in 2015, and then to 63% in 2018, (Figure 2.1). The decline in normal scores was largely driven by rising proportions of abnormal scores.

Since 2010, the proportion of pupils with borderline or abnormal scores has continually risen, with an increase in the proportion with a borderline score from 16% in 2010 to 18% in 2018, and an increase in the proportion with an abnormal score from 15% in 2010 to 20% in 2018 (Figure 2.1).

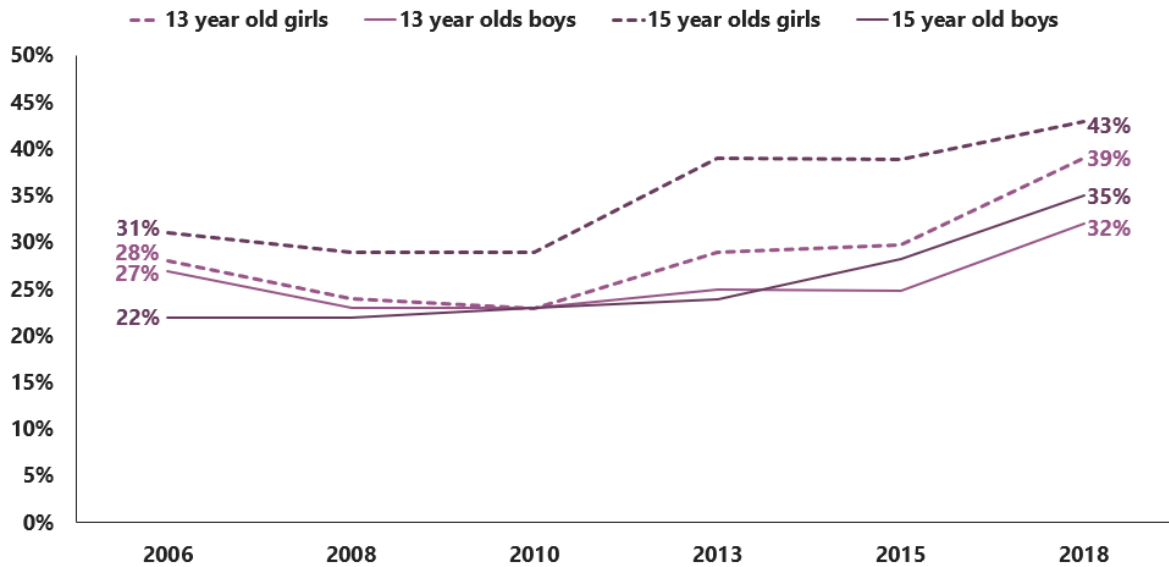
Figure 2.1 – Trends in overall SDQ score (2006-2018)



Base: See Appendix A

Pupils of both genders and age groups were more likely to have a borderline or abnormal SDQ score than in previous years. Consistent with previous years' findings, 15 year old girls were still more likely to have a borderline or abnormal score than 15 year old boys or 13 year olds (Figure 2.2). However, the gap between 15 year old girls and the other groups has been reducing since 2013. In particular, the age gap among girls has narrowed.

Figure 2.2 – Trends in overall SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

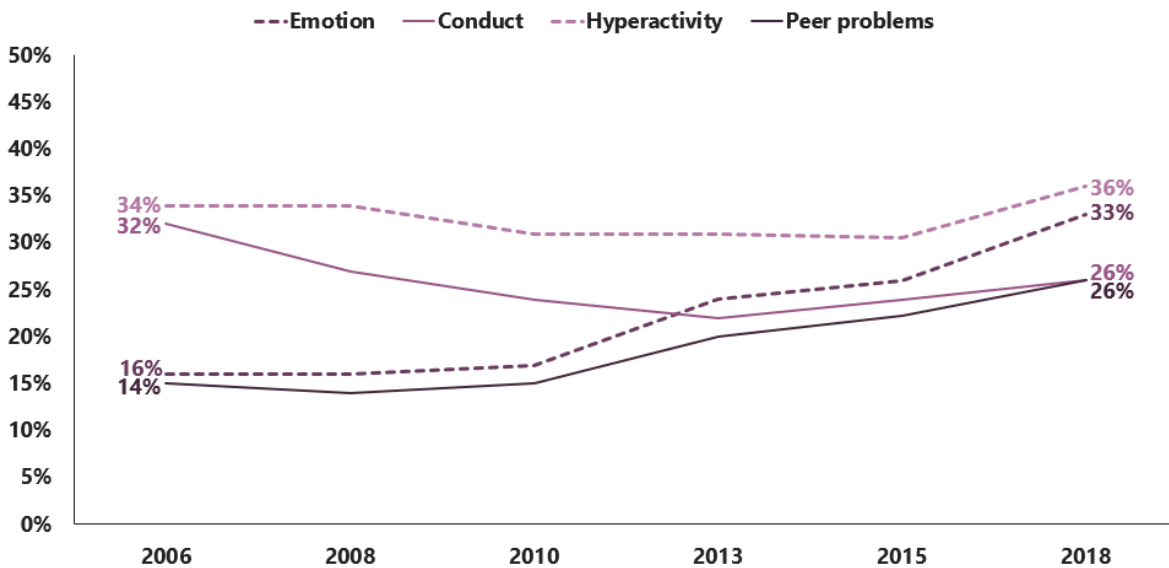


Base: See Appendix A

Individual SDQ Scales

The overall SDQ score gives us a general idea of trends in emotional and behavioural problems among young people in Scotland. It is possible to look in more detail at the four individual scales – hyperactivity, emotional problems, conduct problems and peer problems – to see where changes are happening. (Note that results for the pro-social scale are presented later, in Figure 2.16, as they are quantified in terms of the proportion receiving a normal score).

Figure 2.3 - Individual SDQ scales between 2006 and 2018 (% borderline or abnormal score)



Base: See Appendix A

In 2018, pupils were most likely to have a borderline or abnormal score on the hyperactivity scale (36%) (Figure 2.3). The next most common issue was emotional

problems (33% of pupils had a borderline or abnormal score), which has been rising notably since 2010. Emotional problems was then followed by conduct problems (26% of pupils with a borderline or abnormal score) and peer problems (26% of pupils with a borderline or abnormal score).

There was an increase in the proportion of pupils with a borderline or abnormal score for each of the four scales presented in this section between 2015 and 2018: emotional problems rose from 26% to 33%, hyperactivity rose from 31% to 36%, peer problems rose from 22% to 26%, and conduct problems rose from 24% to 26%.

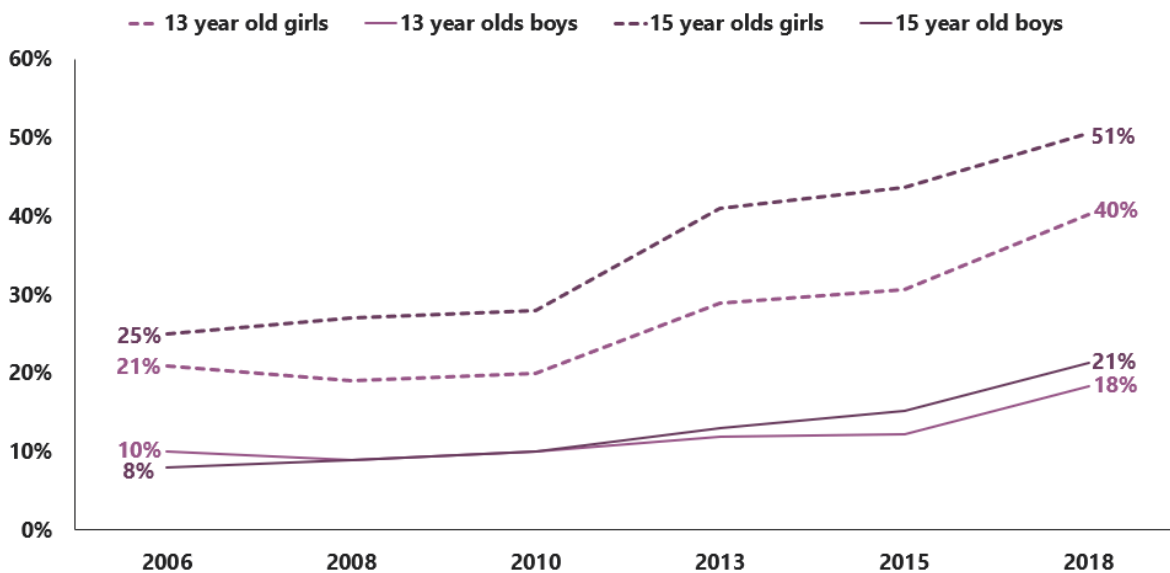
Emotional Problems

In 2018, 33% of pupils had a borderline or abnormal emotional problems score. This increase, of 9 percentage points since 2015, is the largest of any of the SDQ scales. There was an increase in the proportion with a borderline or abnormal score in the emotional problems score for every age and gender group.

In line with previous years' results, girls were much more likely to have a borderline or abnormal score on the emotional problems scale than boys. Over half of 15 year old girls had a borderline or abnormal emotion SDQ score. Among girls, 15 year old girls were more likely to have borderline or abnormal scores than 13 year old girls, but that gap narrowed between 2015 and 2018 (Figure 2.4).

For both boys and girls, the proportion with a borderline or abnormal emotional problems score has almost doubled between 2010 and 2018 (Figure 2.4).

Figure 2.4 – Trends in emotions SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)



Base: See Appendix A

Individual items on the emotional problems scale

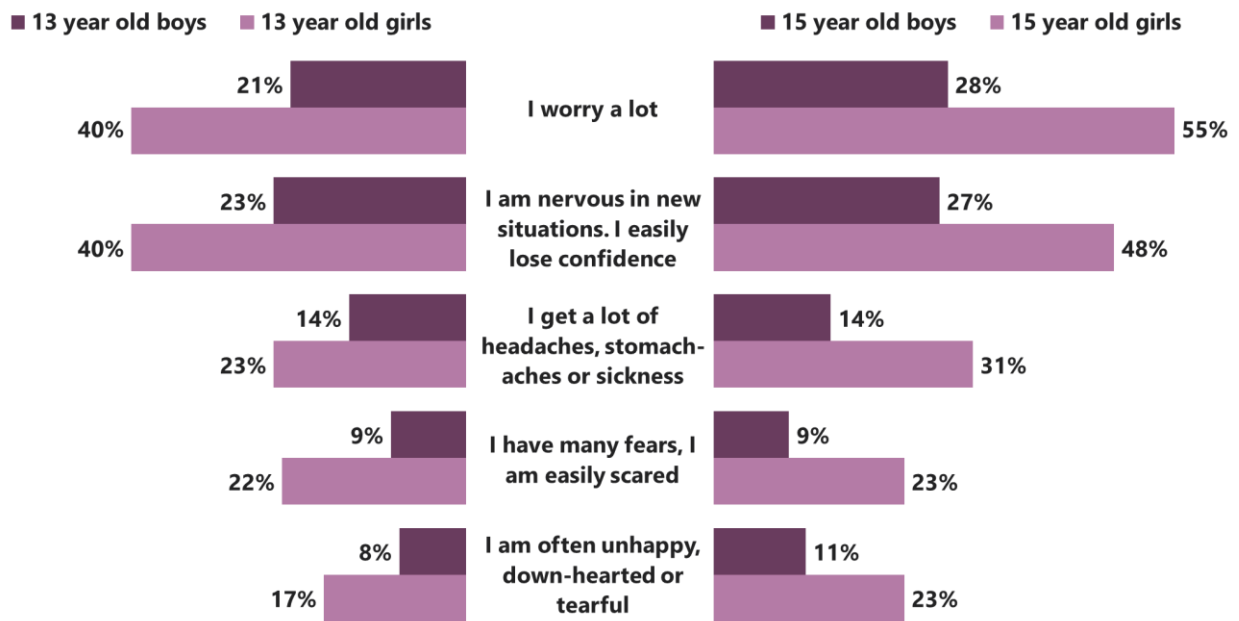
Looking more closely at the individual items in the emotional problems scale allows for a better understanding of what drives these trends.

The individual statements used to determine the emotional problems score are:

- I worry a lot
- I am nervous in new situations. I easily lose confidence
- I get a lot of headaches, stomach-ache or sickness
- I have many fears, I am easily scared
- I am often unhappy, down-hearted or tearful

For every individual item, girls were most likely than boys to say that the statement was ‘certainly true’ for them. The items both boys and girls were most likely to say were certainly true were ‘I worry a lot’ and ‘I am nervous in new situations. I easily lose confidence’ (Figure 2.5).

Figure 2.5 – Individual emotional problems items, by age and gender in 2018 (% certainly true)

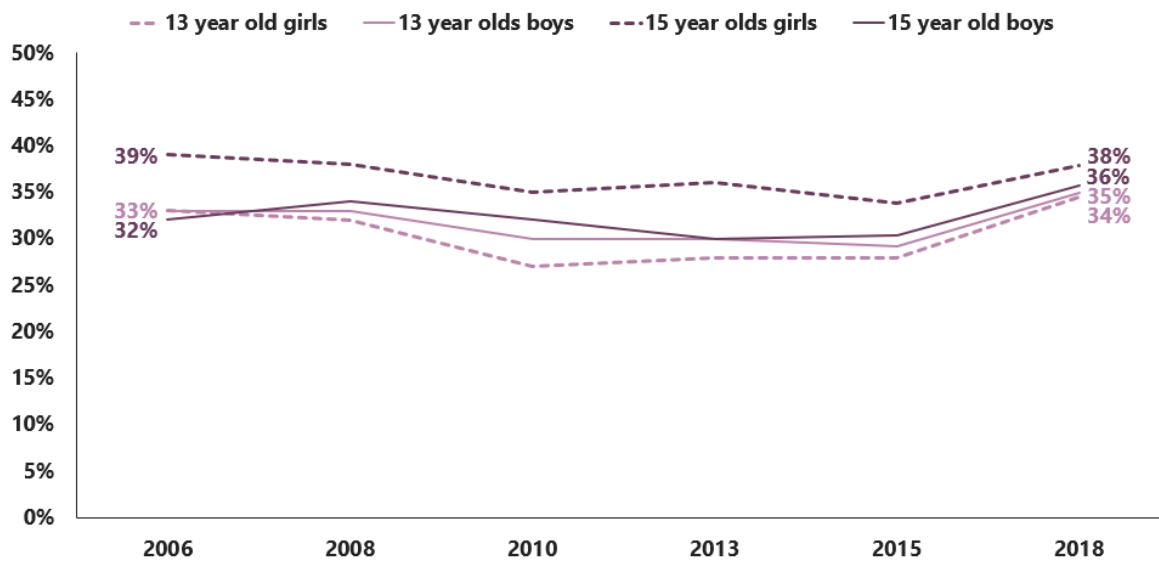


Base: See Appendix A

Hyperactivity

In 2018, 36% of pupils had a borderline or abnormal hyperactivity score. This makes hyperactivity the scale with the lowest proportion of ‘normal’ scores, in line with previous years. For every group, there has been an increase in the proportion of pupils with a borderline or abnormal score since 2015 (Figure 2.6). Borderline or abnormal hyperactivity scores were most common among 15 year old girls, as in previous years, but the gap between 15 year old girls and the other groups has narrowed.

Figure 2.6 – Trends in hyperactivity SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)



Base: See Appendix A

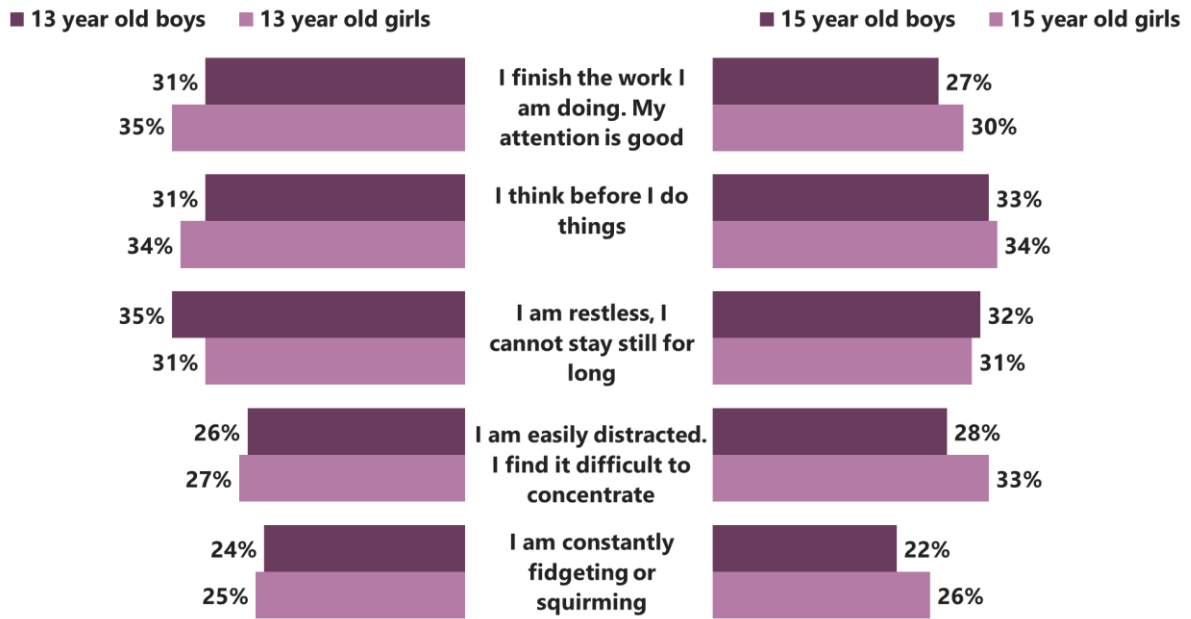
Individual items on the hyperactivity scale

The individual statements used to determine the hyperactivity score are:

- I am restless, I cannot stay still for long
- I am constantly fidgeting or squirming
- I am easily distracted. I find it difficult to concentrate
- I think before I do things
- I finish the work I am doing. My attention is good

There were no clear age or gender patterns across the hyperactivity items. The biggest difference was that 15 year olds girls were more likely to say that they were easily distracted than 15 year old boys (Figure 2.7).

Figure 2.7 – Individual hyperactivity problems items, by age and gender in 2018 (% certainly true)



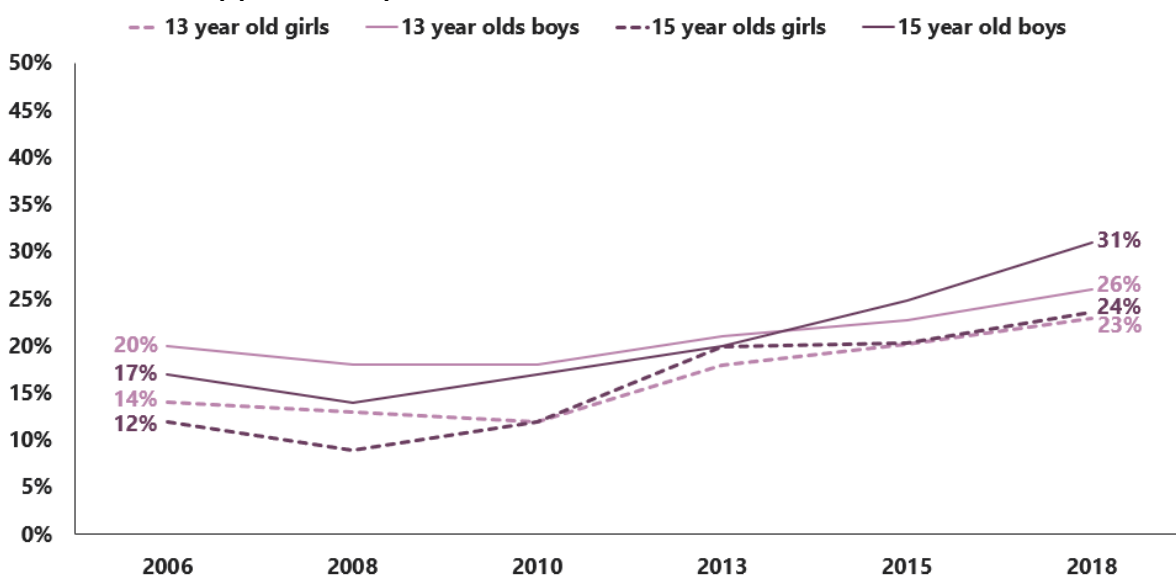
Base: See Appendix A

Peer problems

In 2018, 26% of pupils had a borderline or abnormal peer problems score, making peer problems the scale with the lowest proportion of borderline or abnormal scores, in line with previous years.

Boys were more likely than girls to have a borderline or abnormal peer problems score (Figure 2.8), as found in previous years. Between 2015 and 2018, this gap has widened for 15 year old boys but not for 13 year old boys.

Figure 2.8 – Trends in peer problems SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)



Base: See Appendix A

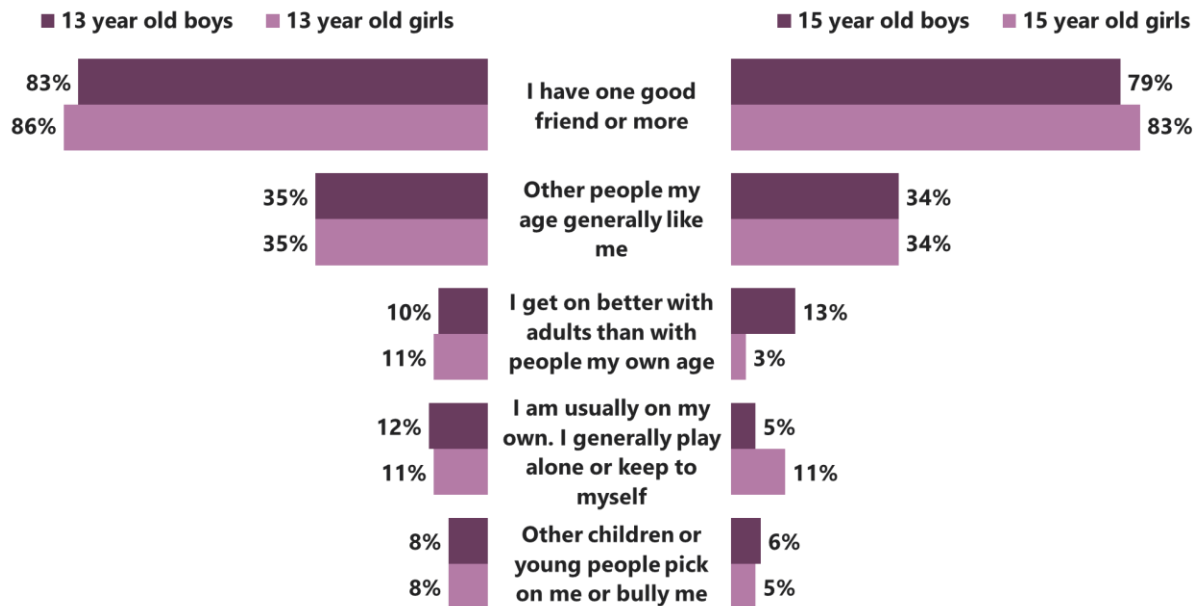
Individual items on the peer problems scale

The individual statements included in the peer problems scale are:

- I have one good friend or more
- Other people my age generally like me
- I get on better with adults than with people my own age
- I am usually on my own. I generally play alone or keep to myself
- Other children or young people pick on me or bully me

The items that seem to distinguish 15 year old boys from the other groups are ‘I have one good friend or more’ and ‘I am usually on my own. I generally play alone or keep to myself’ (Figure 2.9). This could suggest that 15 year old boys are more likely to be socially isolated than the other groups.

Figure 2.9 – Individual peer problems items (SDQ) by age and gender in 2018 (% certainly true)



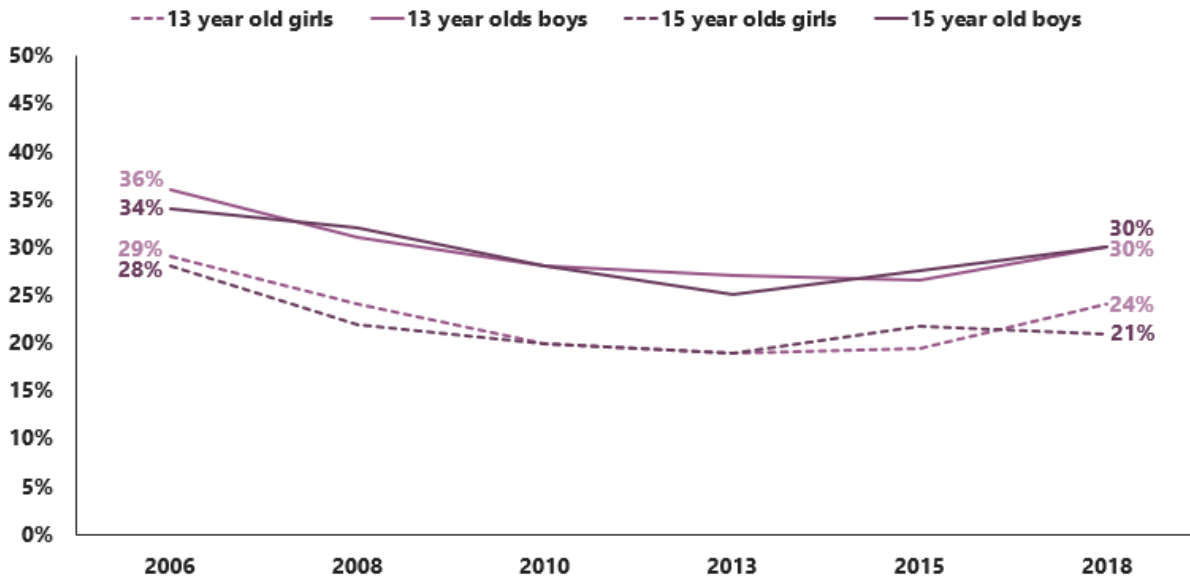
Base: See Appendix A

Conduct problems

26% of pupils had a borderline or abnormal SDQ score in the conduct problems scale. In line with previous years, borderline or abnormal conduct problem scores were more common among boys than among girls.

For 15 year old girls and boys, there were no changes between 2015 and 2018 in the proportion with borderline or abnormal scores (Figure 2.10). For both 13 year old girls and 13 year old boys, there was a small increase in the proportion with borderline or abnormal scores in the conduct problems scale.

Figure 2.10 – Trends in conduct problems SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)



Base: See Appendix A

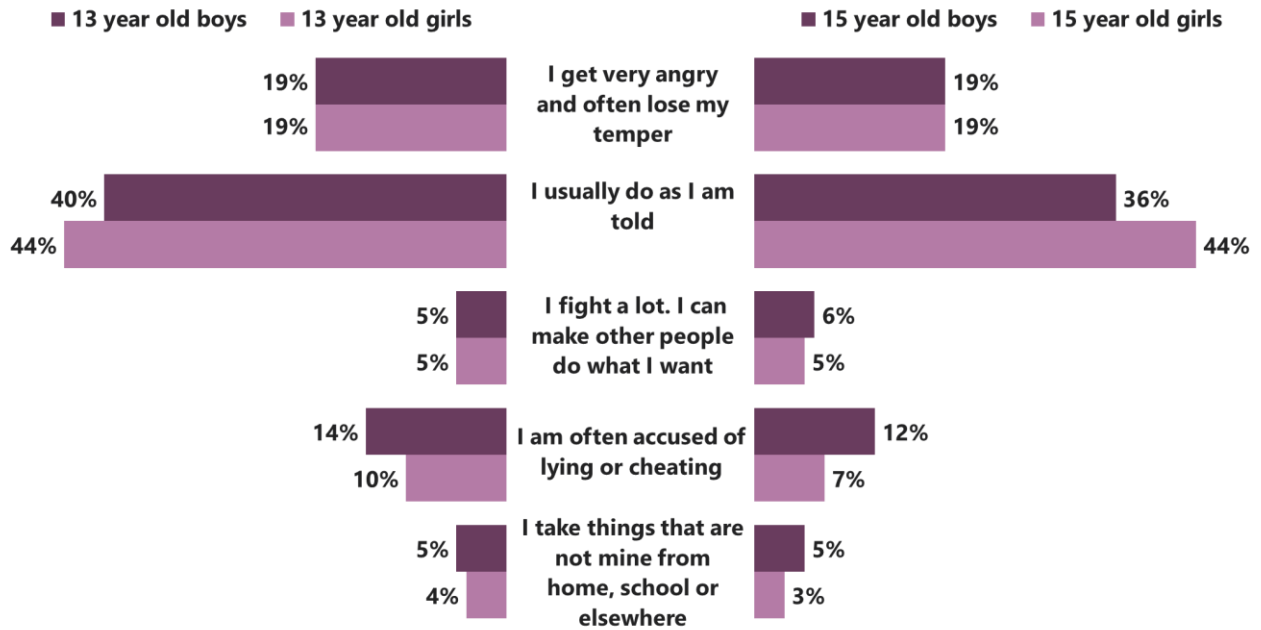
Individual items on the conduct problems scale

Individual items on the conduct problems scale are as follows:

- I usually do as I am told
- I get very angry and often lose my temper
- I am often accused of lying or cheating
- I take things that are not mine from home, school or elsewhere
- I fight a lot. I can make other people do what I want

The issues which seem to be driving the gender difference in the overall conduct score are that girls (particularly 15 year old girls) are more likely to do what they are told, and boys are more likely to say that they are often accused of lying or cheating (particularly 15 year old boys) (Figure 2.11).

Figure 2.11 – Individual conduct problems items (SDQ) by age and gender in 2018 (% certainly true)

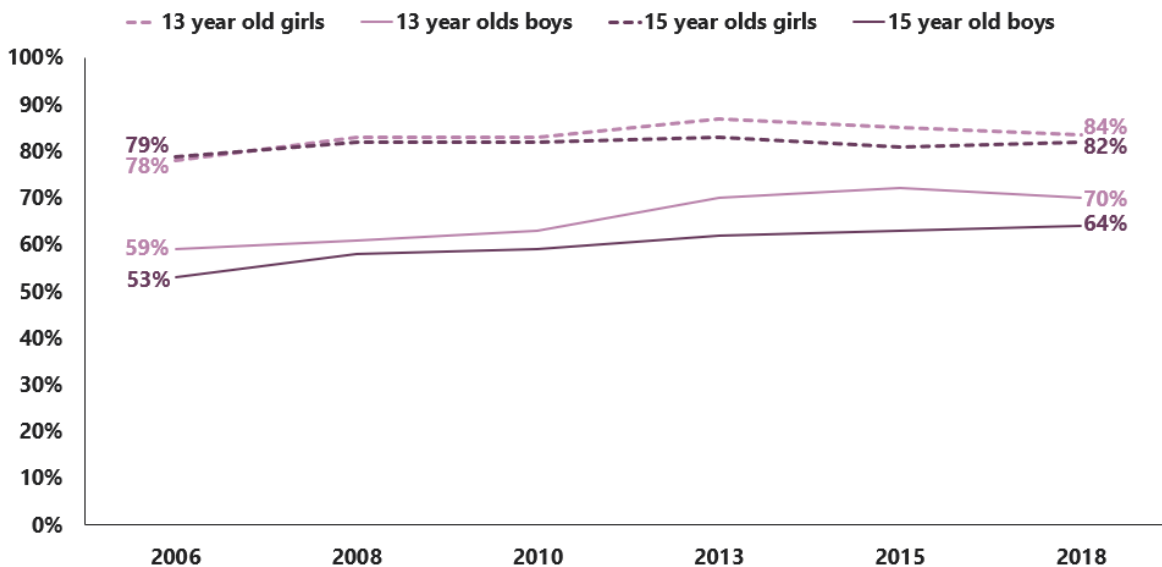


Base: See Appendix A

Pro-social score

As in previous years, girls were more likely to have a 'normal' pro-social score than boys (Figure 2.12). There has been very little change since 2015 in pro-social score.

Figure 2.12 – Trends in pro-social SDQ scores by gender and age (% normal score) (2006-2018)



Base: See Appendix A

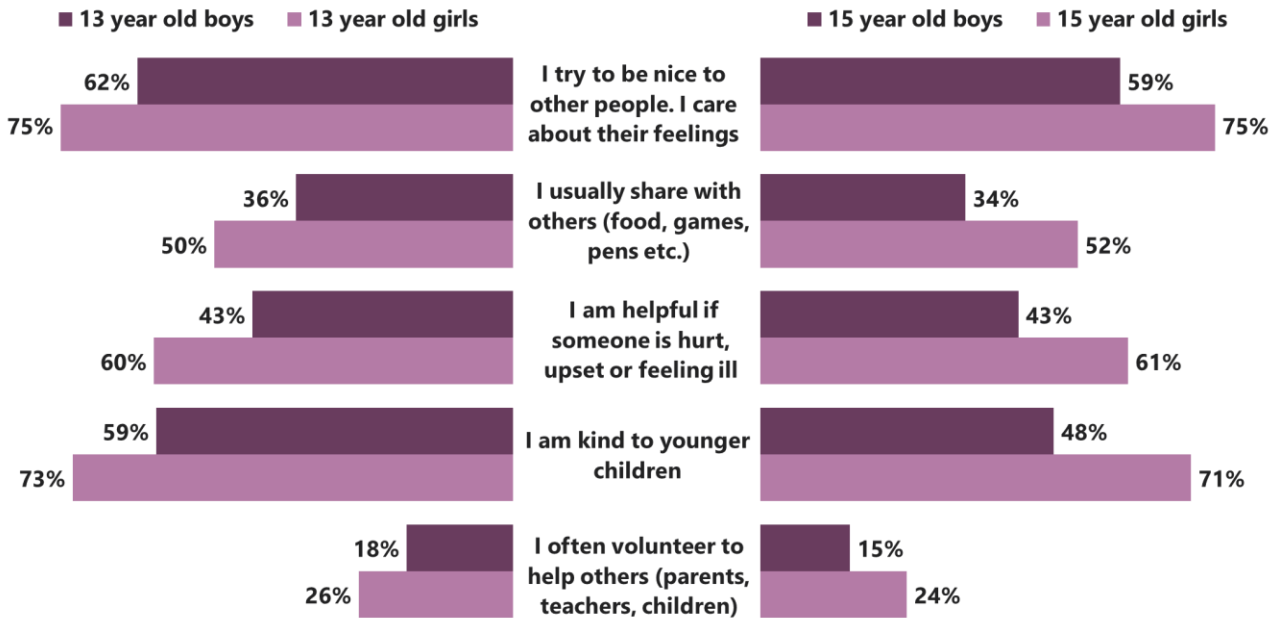
Individual items on the pro-social scale are as follows:

- I try to be nice to other people. I care about their feelings
- I usually share with others (food, games, pens etc.)
- I am helpful if someone is hurt, upset or feeling ill

- I am kind to younger children
- I often volunteer to help others (parents, teachers, children)

Across all items on the pro-social scale, girls were much more likely than boys to say that they were ‘certainly true’ (Figure 2.13).

Figure 2.13 – Individual pro-social items (SDQ) by age and gender in 2018 (% certainly true)



Base: See Appendix A

WEMWBS

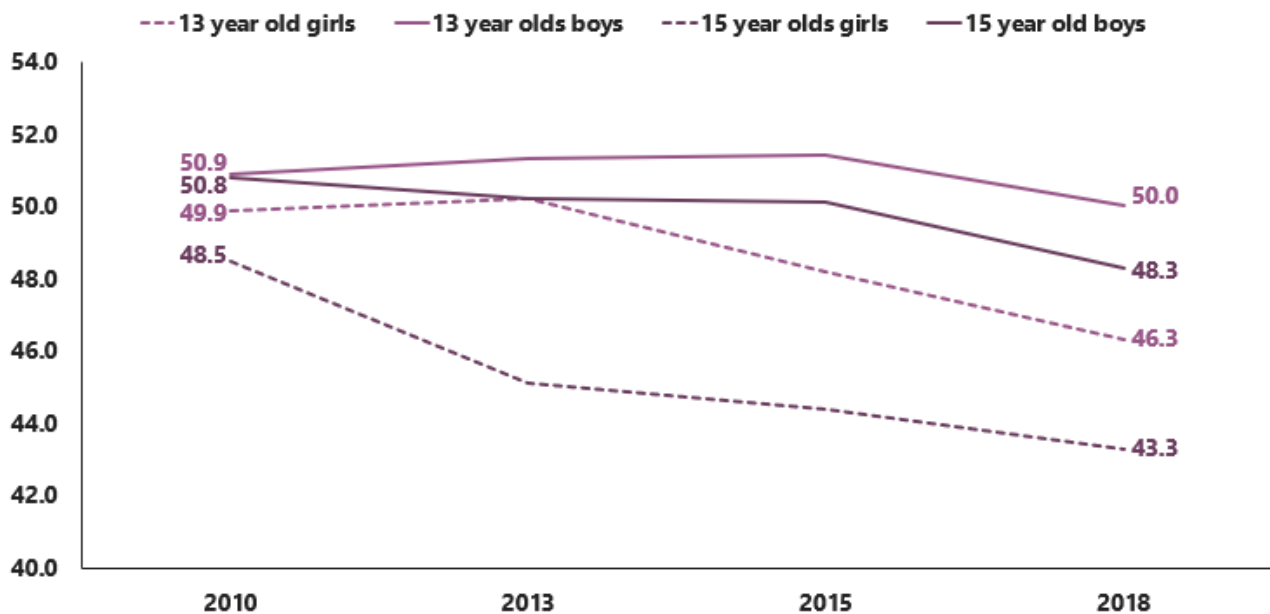
While the SDQ score tells us about emotional and behavioural problems, WEMWBS measures mental wellbeing. For example, it considers how clear-headed, optimistic and positive the pupil is feeling. In the WEMWBS scale, the lowest possible score (indicating poor mental wellbeing) is 14 and the highest possible score is 70 (indicating good mental wellbeing).

The average¹¹ WEMWBS score for all pupils decreased between 2015 and 2018 from 48.4 to 46.9. This suggests that there has been a negative shift in mental wellbeing among 13 and 15 year olds since the last survey.

The average WEMWBS score has decreased for all groups between 2015 and 2018. However, the greatest change has been among 13 year old girls (from 48.2 in 2015 to 46.3 in 2018) and 15 year old boys (from 50.1 to 48.3) (Figure 2.14).

¹¹ Mean score (as opposed to the median score).

Figure 2.14 Mean WEMWBS score, by age and gender (2010-2018)



Base: See Appendix A

The WEMWBS scale consists of the following statements:

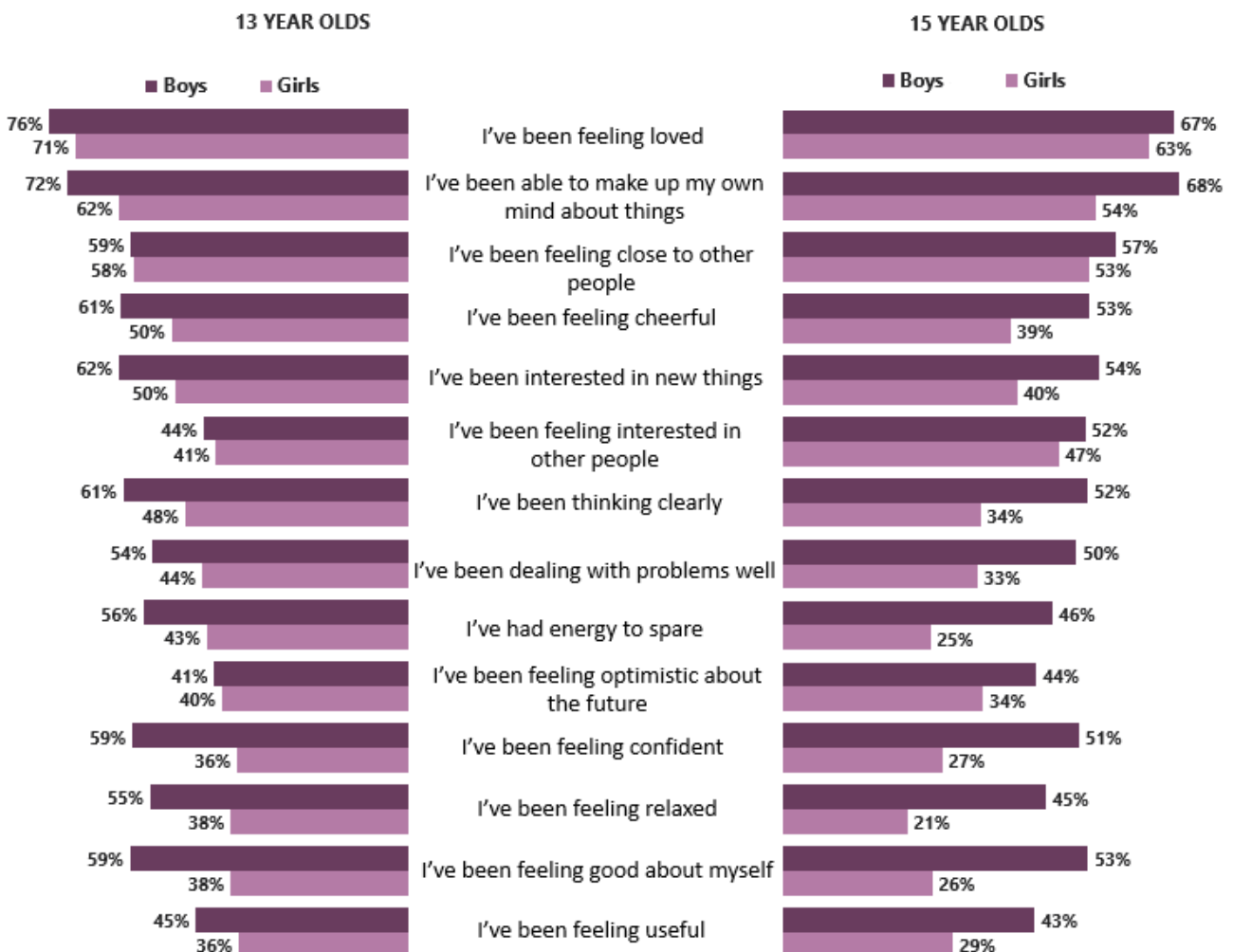
- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people
- I've been feeling confident
- I've been able to make up my own mind about things
- I've been feeling loved
- I've been interested in new things
- I've been feeling cheerful

A majority of pupils reported often feeling loved (69%), being able to make up their own mind (64%) and feeling close to other people (57%). Around half said they often felt cheerful (51%) and interested in new things (51%), whereas the less than half identified with the rest of the statements often or all of the time (Figure 2.15).

The proportion of pupils who felt these statements applied to them ‘often’ or ‘all of the time’ was typically lower among 15 year olds compared to 13 year olds and tended to be lower among girls compared to boys (Figure 2.15).

Gender differences were more prominent among 15 year olds than 13 year olds, where girls were less likely to report positive wellbeing on every individual measure. 15 year old boys were more than twice as likely than 15 year old girls to report having been feeling good about themselves and to have been feeling relaxed (53% compared to 26% and 45% compared to 21% respectively). There were similarly large gaps in reports for having energy to spare (46% compared to 25%), as well as for feeling confident (51% compared to 27%), which also saw the largest gender gap among 13 year olds (Figure 2.15).

Figure 2.15 Proportion of pupils who ‘often’ or ‘all of the time’ feel like... (by age and gender) (2018)



Base: See Appendix A

3 Emotional and behavioural problems, mental wellbeing and equalities

This section details factors that are linked to differences in emotional and behavioural problems and mental wellbeing for adolescents. Here, we focus our analysis on the relationship between area based deprivation (using the Scottish Index of Multiple Deprivation (SIMD¹²)), long-term illness or disability, caring responsibilities, emotional and behavioural problems (using the SDQ overall score) and mental wellbeing (using WEMWBS mean scores).

It should be kept in mind that using SIMD means that we are looking at an area based measure to identify deprivation in individuals. Many people who are materially disadvantaged as individuals live in areas that are not particularly deprived in terms of SIMD. Equally, many people living in deprived areas (as identified by SIMD) may not be particularly disadvantaged.

Deprivation

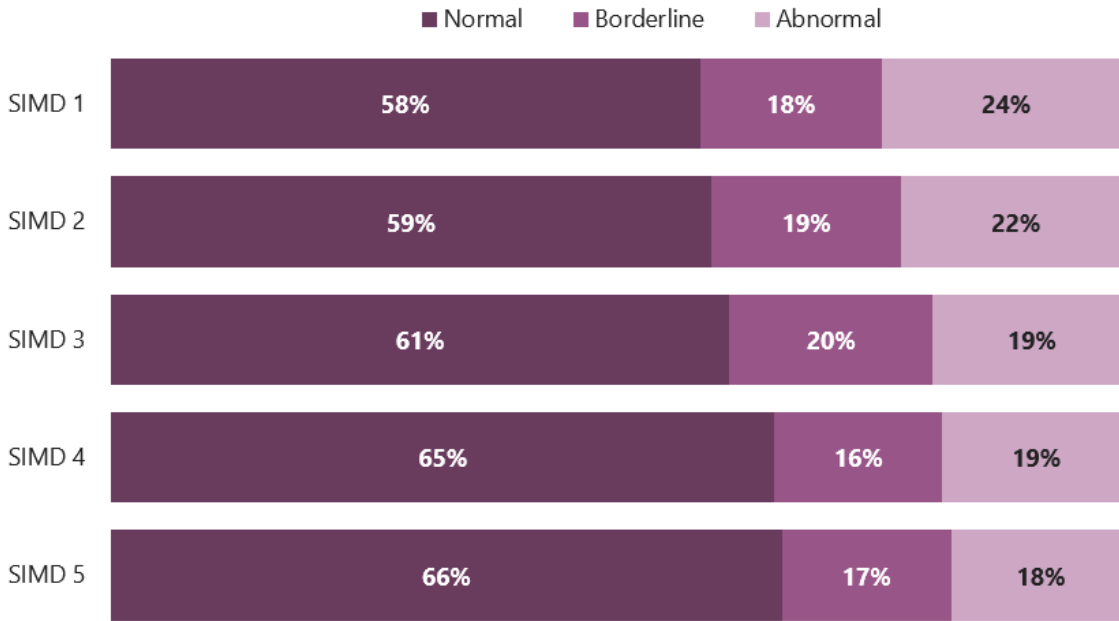
Emotional and behavioural problems

There was a clear link between SIMD and emotional and behavioural problems. As Figure 3.1 shows, in 2018 pupils who lived in SIMD 5¹³ (the least deprived areas) were less likely to have a borderline or abnormal overall SDQ score (at 34%) than those in SIMD 1 (the most deprived areas) (at 42%).

¹² The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation across 6,976 small areas. If an area is identified as 'deprived', this can relate to people having a low income, but it can also mean fewer resources or opportunities. For more information visit: <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

¹³ When SIMD scores are arranged in order, they can be split into 5 groups (quintiles) ranging from most to least deprived. SIMD 1 is a category that represents the 20% most deprived areas, SIMD 2 represents those who fall into the range of 20%-40%, and so on, up to SIMD 5 which represents the 20% least deprived areas.

Figure 3.1 Overall SDQ score by Scottish Index of Multiple Deprivation (SIMD) (2018)

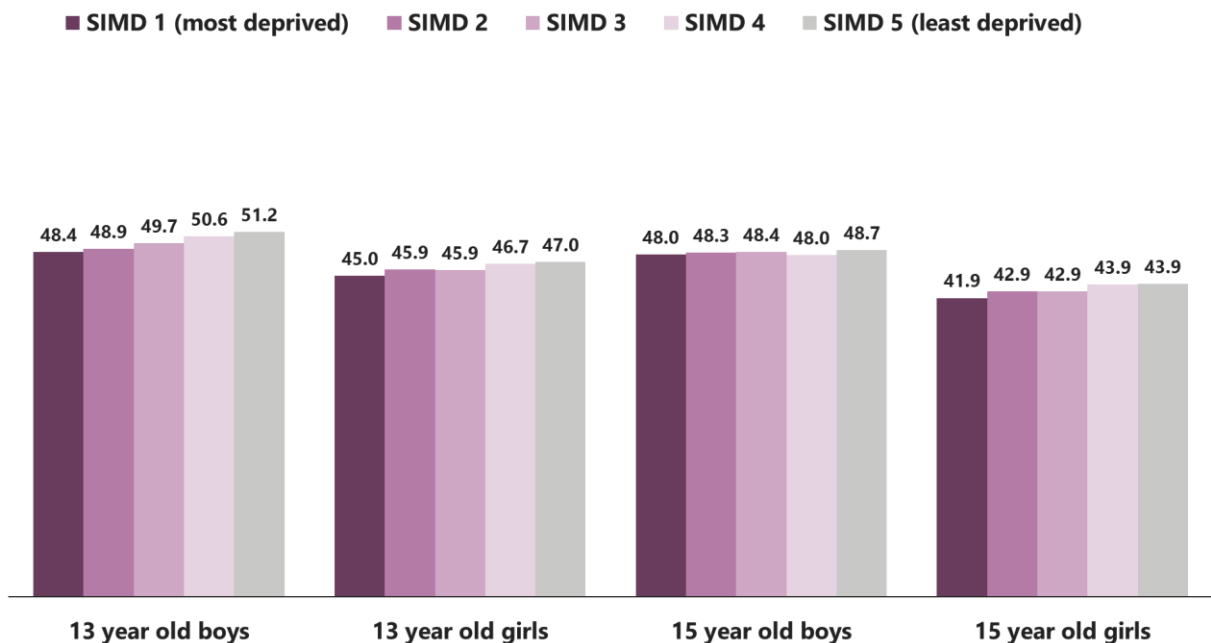


Base: See Appendix A

Mental wellbeing

With the exception of 15 year old boys, where there was very little difference in pupils' mental wellbeing across SIMD areas. WEMWBS mean scores increased (indicating better mental wellbeing) as deprivation decreased. For example, among 13 year old boys, those living in SIMD 1 (the most deprived areas) had an average WEMWBS score of 48.4, compared with an average score of 51.2 among those living in SIMD 5 (the least deprived areas) (Figure 3.2).

Figure 3.2 Mean WEMWBS score by SIMD, by gender and age (2018)



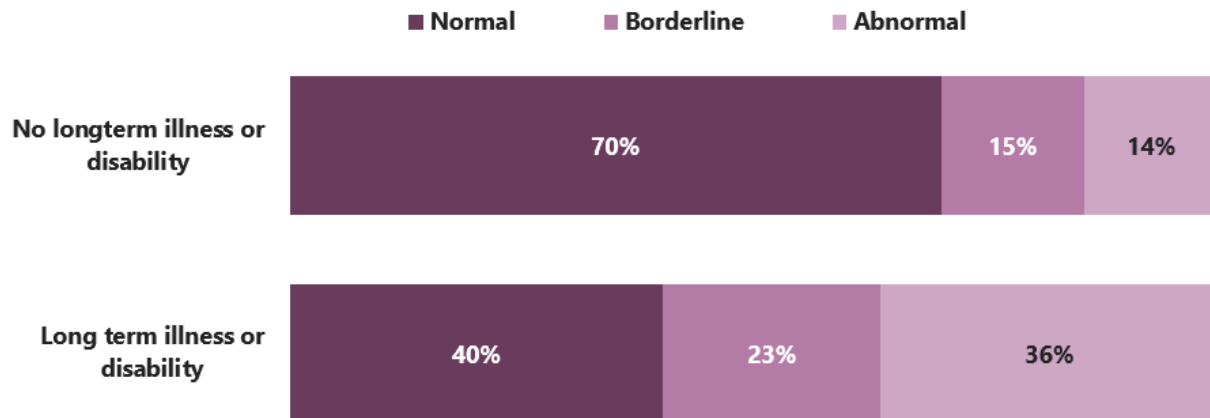
Base: See Appendix A

Long term illness or disability

Emotional and behavioural problems

Pupils who reported that they had a long term illness or disability were twice as likely as those who did not to have a borderline or abnormal overall SDQ score (60% compared with 30%) (Figure 3.3.)

Figure 3.3 Overall SDQ score by whether pupils had a long term illness or disability (2018)

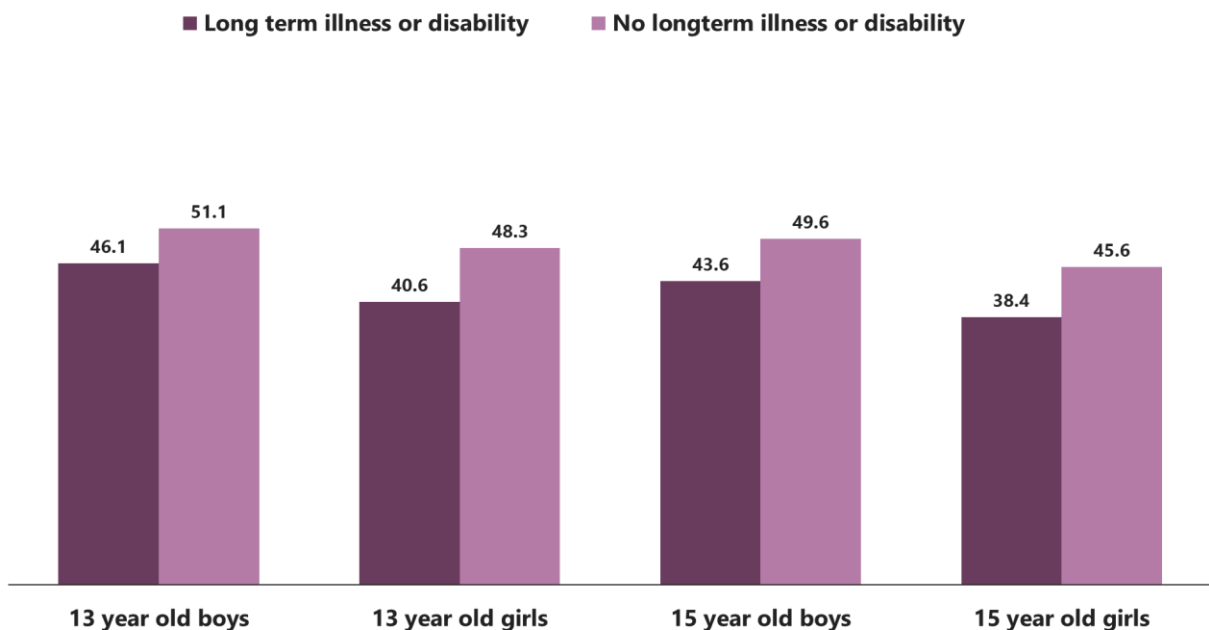


Base: See Appendix A

Mental wellbeing

Those with a long term illness or disability had lower levels of mental health and wellbeing than those who did not – this was true across both genders and age groups (Figure 3.4).

Figure 3.4 Mean WEMWBS score by whether pupils had a long term illness or disability, by gender and age (2018)



Base: See Appendix A

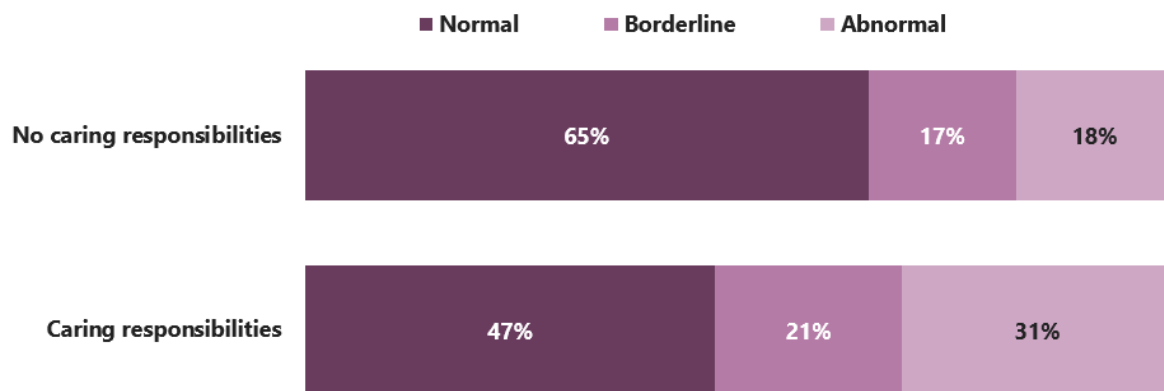
Caring responsibilities

Emotional and behavioural problems

Pupils were asked: 'Do you care for or look after someone in your home because, for example, they have long-term physical/mental ill health/disability? In other words, are you a young carer?'

Eleven per cent of pupils had caring responsibilities at home. Pupils who were young carers were considerably more likely to have a borderline or abnormal overall SDQ score. 53% of pupils with caring responsibilities had a borderline or abnormal overall SDQ score compared with 35% of who did not have caring responsibilities (Figure 3.5).

Figure 3.5 Overall SDQ score by whether a pupil is a young carer (2018)

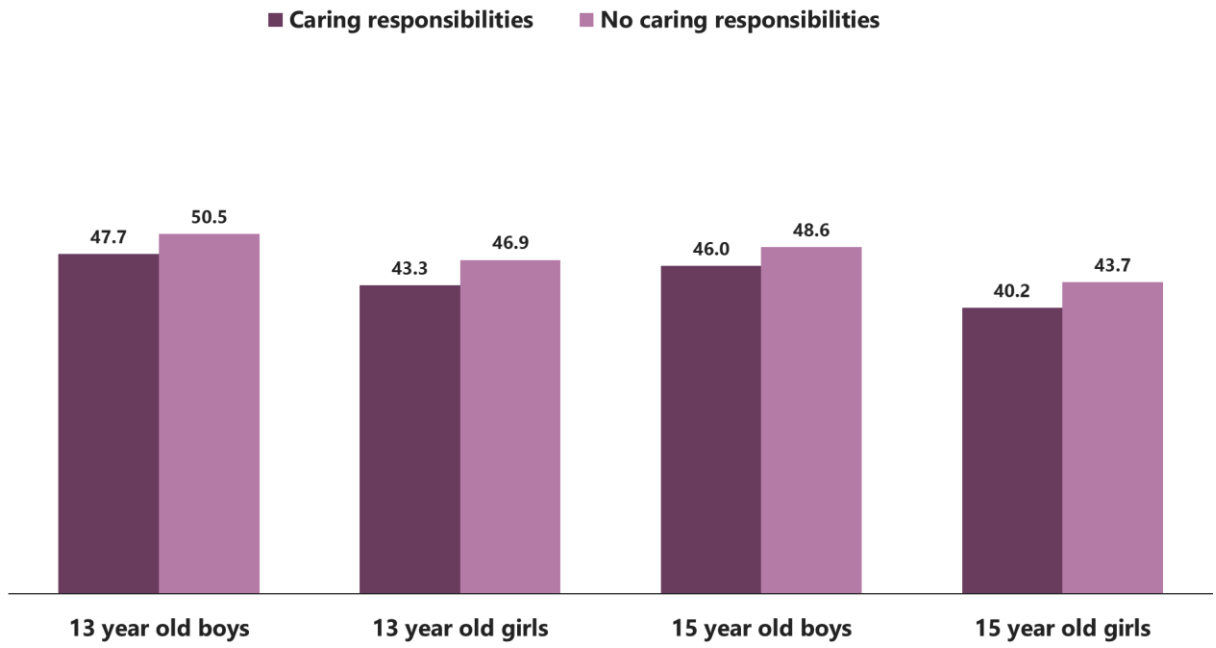


Base: See Appendix A

Mental wellbeing

Pupils who had some form of caring responsibility at home were more likely to have lower mental wellbeing than those who did not (Figure 3.6), but this was much less pronounced than the association with emotional and behavioural problems.

Figure 3.6 Mean WEMWBS score by caring responsibilities, by gender and age (2018)



Base: See Appendix A

4 Emotional and behavioural problems, mental wellbeing and family

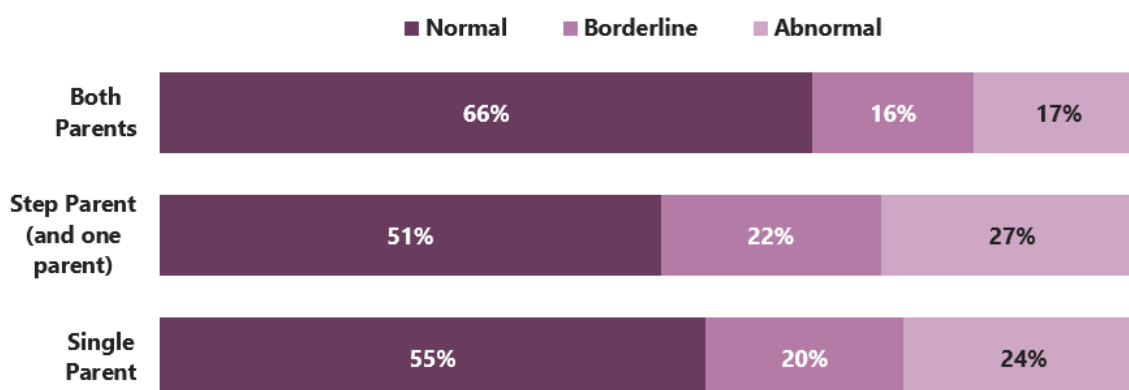
The family circumstances analysed in this chapter are the pupil's family structure, whether they are likely to talk to their parents about something worrying them, and parental awareness of their activities. These variables are analysed using the overall SDQ score and the mean WEMWBS score to determine whether each family variable was correlated with emotional and behavioural problems and mental wellbeing, respectively.

Family structure

Emotional and behavioural problems

A pupil's family structure was associated with emotional and behavioural problems. Pupils who live with both parents were less likely to have a borderline or abnormal overall SDQ score than those in other family situations. Just under a quarter of pupils who lived with a single parent, and just over a quarter of those who had a step-parent living with them at home, had a borderline or abnormal overall SDQ score (Figure 4.1).

Figure 4.1 Overall SDQ score by family status (2018)

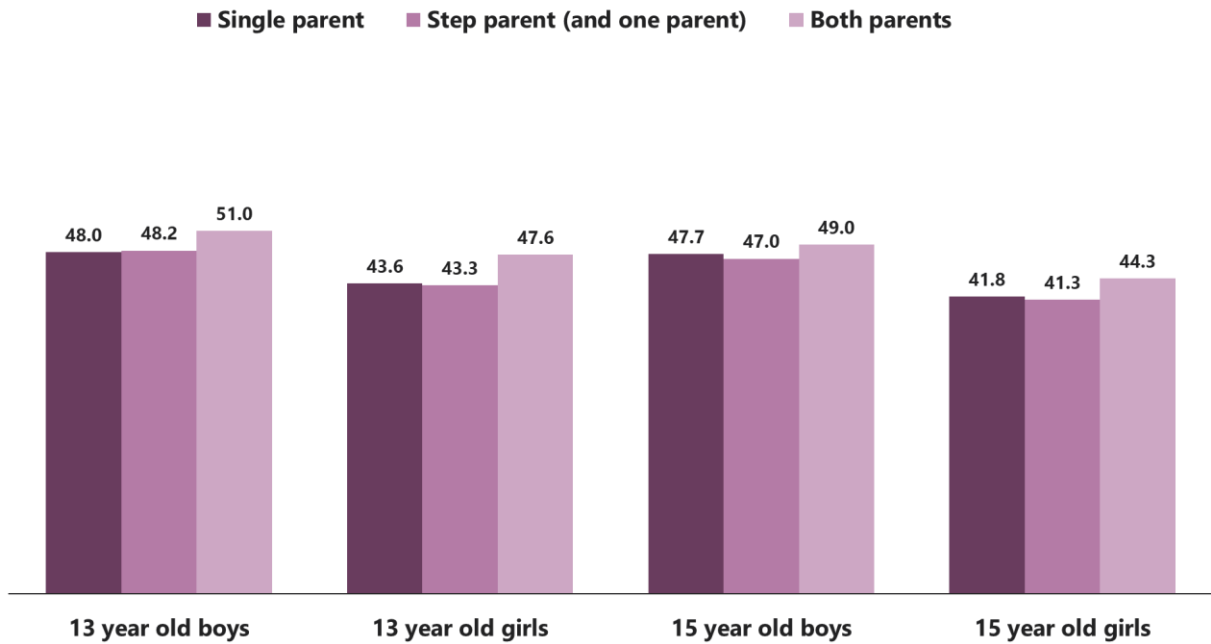


Base: See Appendix A

Mental wellbeing

Mental wellbeing also showed a relationship with family structure. Among all subgroups, those who lived with both parents had better mental wellbeing (a higher mean WEMWBS score) than those who lived with a single or step parent (Figure 4.2).

Figure 4.2 Mean WEMWBS score by family status (2018)



Base: See Appendix A

Talking to parents

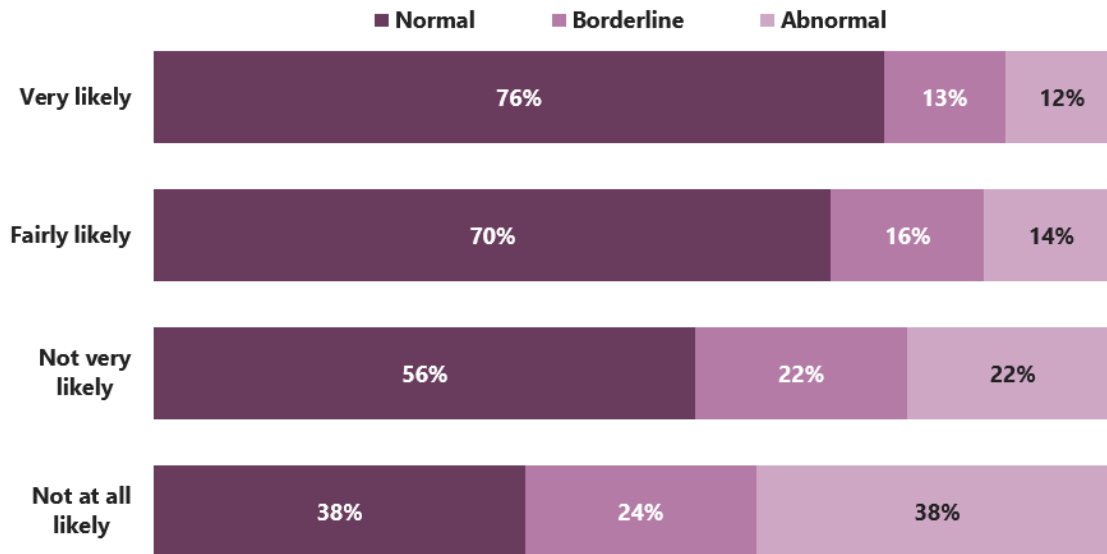
Emotional and behavioural problems

Pupils were asked about the likelihood of talking to their father, mother, or another person within their family about something that was worrying them in order to provide an insight into their relationship with their parents and other adults.

Pupils who were unlikely to talk to their parents about something that was worrying them were more likely to have a borderline or abnormal overall SDQ score than those who were likely to talk to their parents. Pupils who were unlikely to talk to their mother were more likely to score borderline or abnormal scores than those who were unlikely to talk to their father.

As Figure 4.3 shows, nearly two-thirds (62%) of pupils who were not at all likely to talk to their father had a borderline or abnormal overall SDQ score, compared with 24% of those who were very or fairly likely to talk to their father.

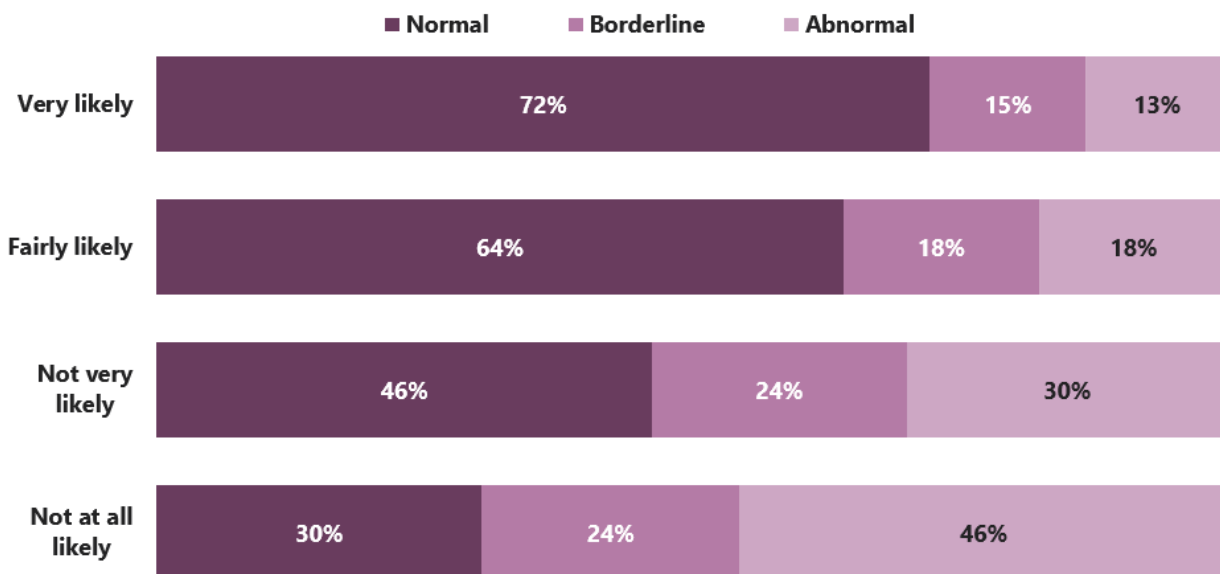
Figure 4.3 Overall SDQ score by likelihood of pupil talking to father (2018)¹⁴



Base: See Appendix A

The same pattern of borderline or abnormal SDQ scores emerged in terms of a pupil’s likelihood to talk to their mother, although to a greater extent. Seventy per cent of pupils who said they are not at all likely to talk with their mother had a borderline or abnormal overall SDQ score, compared with 28% of those who were very likely to talk to their mother if they were worried about something (Figure 4.4).

Figure 4.4 Overall SDQ score by likelihood of pupil talking to mother (2018)¹⁵



Base: See Appendix A

¹⁴ Pupils who responded ‘don’t know’ or who do not have or see their father have not been shown here.

¹⁵ Pupils who responded ‘don’t know’ or who do not have or see their mother have not been shown here.

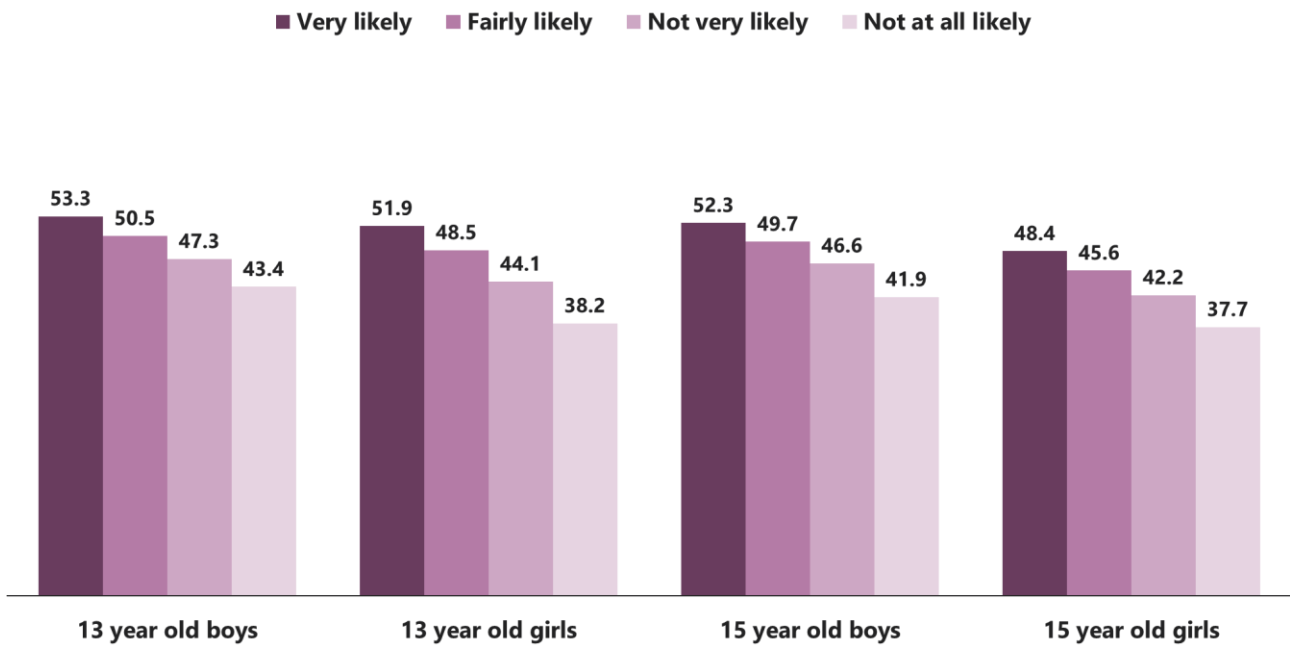
Mental wellbeing

Mental wellbeing was higher among those who were 'very' or 'fairly' likely to talk to their parents than those who were 'not very' or 'not at all' likely to talk to their parents.

The association between willingness to talk to a parent and mental wellbeing was stronger among girls than boys (Figure 4.5 and 4.6).

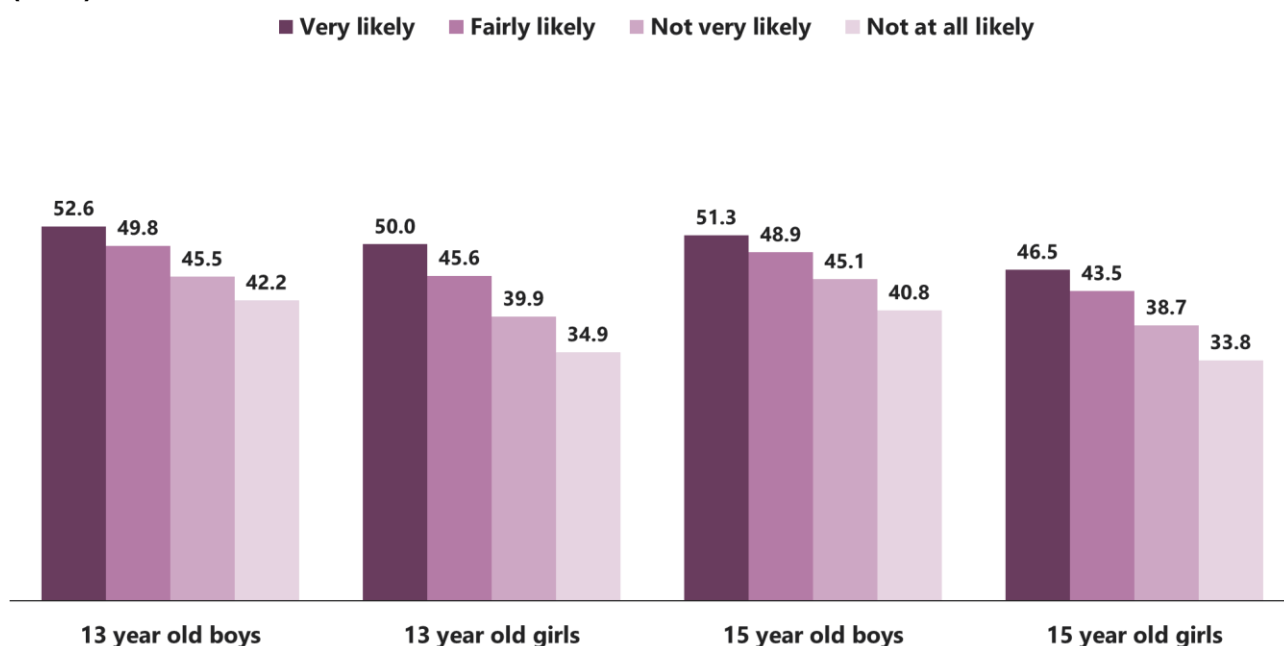
Among girls of both age groups, the relationship between mental wellbeing and talking to their mother was stronger than that with talking to their father. This was not the case for boys, where the gender of the parent they talked to did not make a difference in terms of their mental wellbeing (Figure 4.5 and 4.6).

Figure 4.5 Mean WEMWBS score by likelihood of pupil talking to father, by gender and age (2018)



Base: See Appendix A

Figure 4.6 Mean WEMWBS score by likelihood of pupil talking to mother, by gender and age (2018)



Base: See Appendix A

Parental knowledge

Emotional and behavioural problems

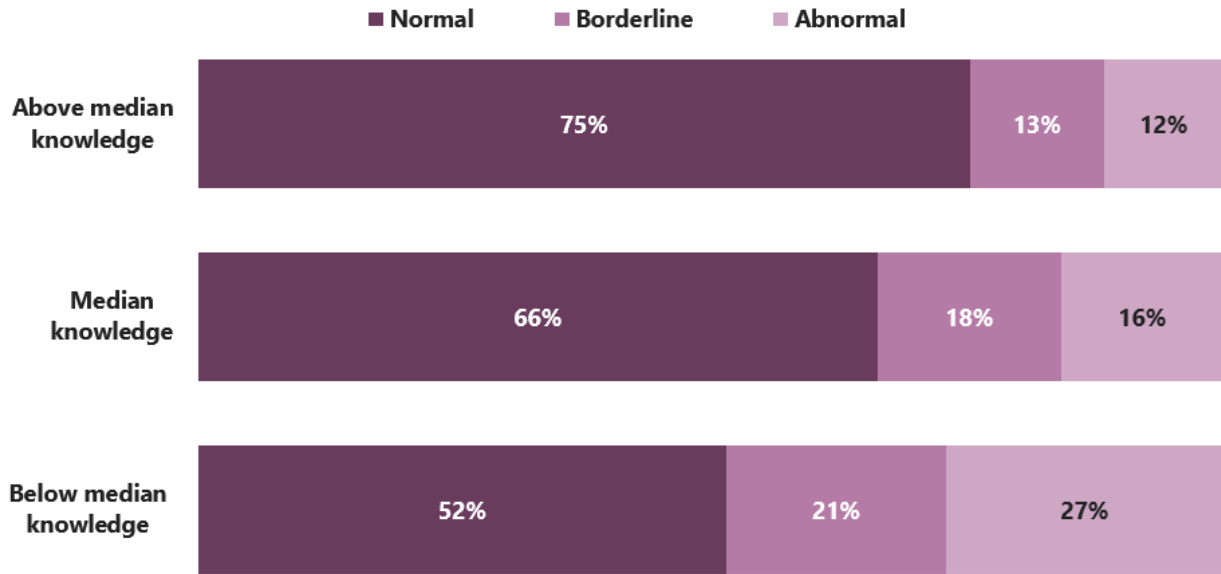
Pupils are asked how much knowledge ('a lot', 'a little', or 'nothing') their mother and father had about who their friends are, how they spend their money, where they are after school, where they go at night, and what they do with their free time. The answers pupils gave to these questions were used to create a composite knowledge score, which was then banded into three answer categories: pupils who thought their parents know a lot about their activities (an above median¹⁶ composite score), pupils who thought their parents know a reasonable amount about their activities (a median composite score), and those who thought their parents know little about their activities (a below median composite score).

There was a correlation between perceived parental knowledge of activities and a pupil's emotional and behavioural problems. Pupils who thought their parents knew more about their activities were more likely to have normal overall SDQ scores.

Those who thought their father knew little about their activities were almost twice as likely to have a borderline or abnormal total difficulties score than pupils who thought their father knew a lot about their activities (48% and 25%, respectively) (Figure 4.7).

¹⁶ A median score is an alternative to the mean score when measuring the average score. It means the middle score in a range of answers. In this case the median was calculated separately for 13 and 15 year olds, but not for genders. The median is most appropriate as a measure of average score here as it is less affected by outliers and skewed data than the mean.

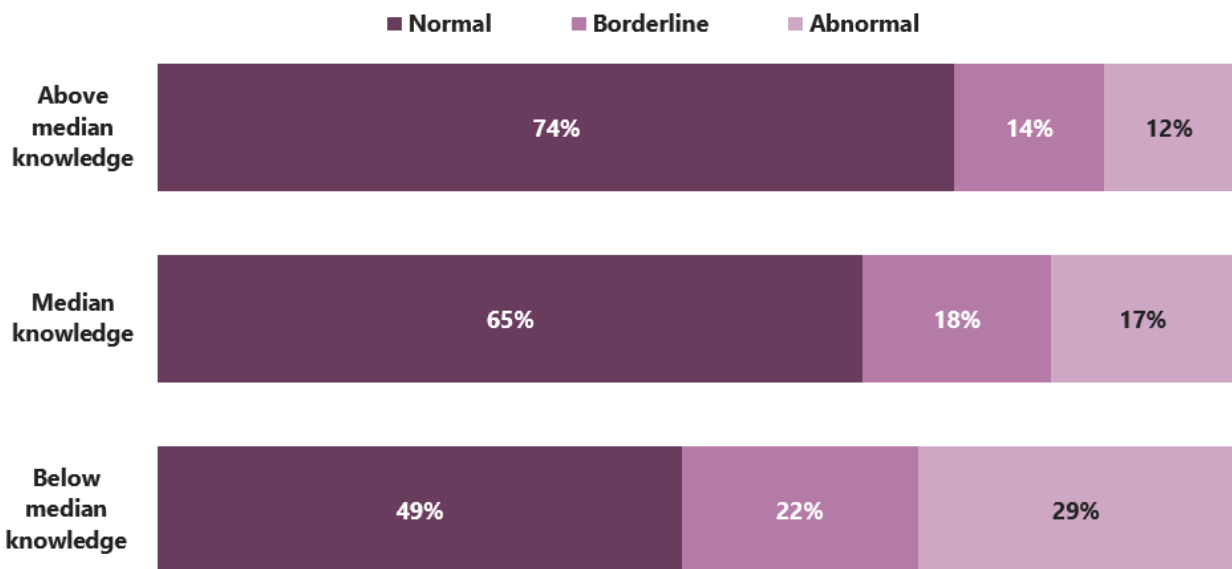
Figure 4.7 Overall SDQ score, by father’s knowledge of activities (2018)



Base: See Appendix A

There was also a strong relationship between maternal knowledge of activities and emotional and behavioural problems. Pupils who thought their mother knew a little were almost twice as likely to have a borderline or abnormal overall SDQ score than those that thought their mother knew a lot (51%, compared with 26%) (Figure 4.8).

Figure 4.8 Overall SDQ score, by mother’s knowledge of activities (2018)



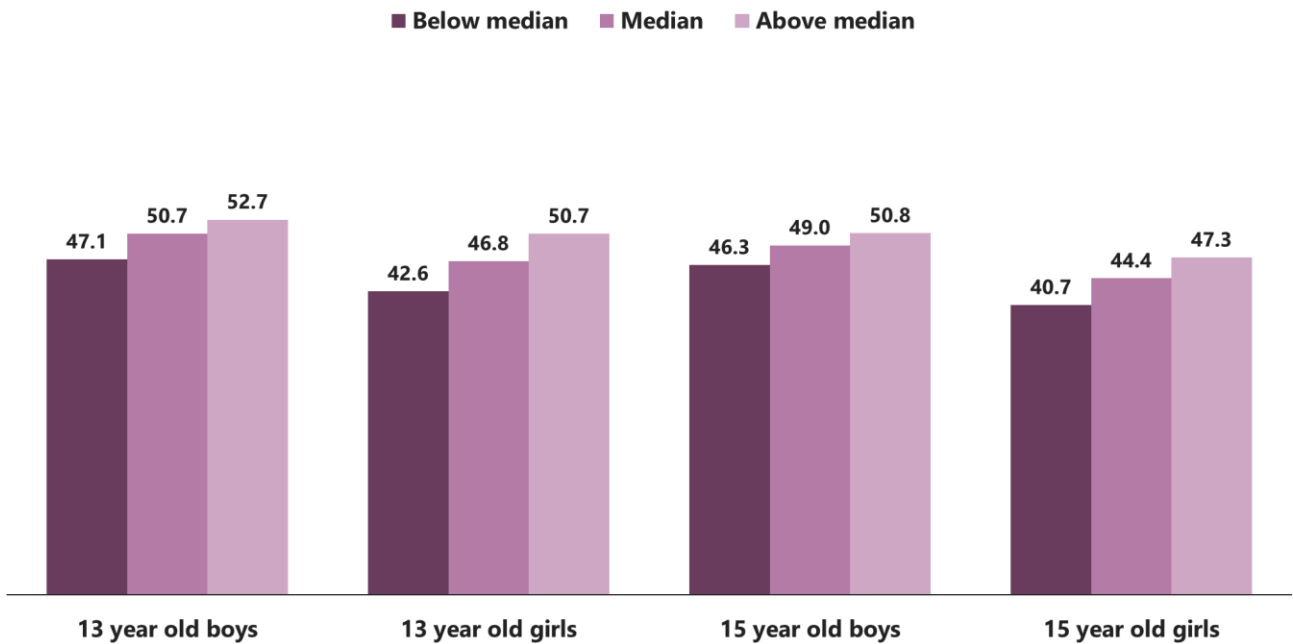
Base: See Appendix A

Mental wellbeing

Mental wellbeing was correlated with perceived parental knowledge of activities. Pupils who thought their parents know more about their activities are more likely to have better mental wellbeing (a higher mean WEMWBS score).

The association between mean WEMWBS score and father's knowledge was stronger among girls than among boys. While there was no difference between 13 and 15 year old boys, the correlation between mental wellbeing was stronger among 13 year girls than 15 year old girls (Figure 4.9).

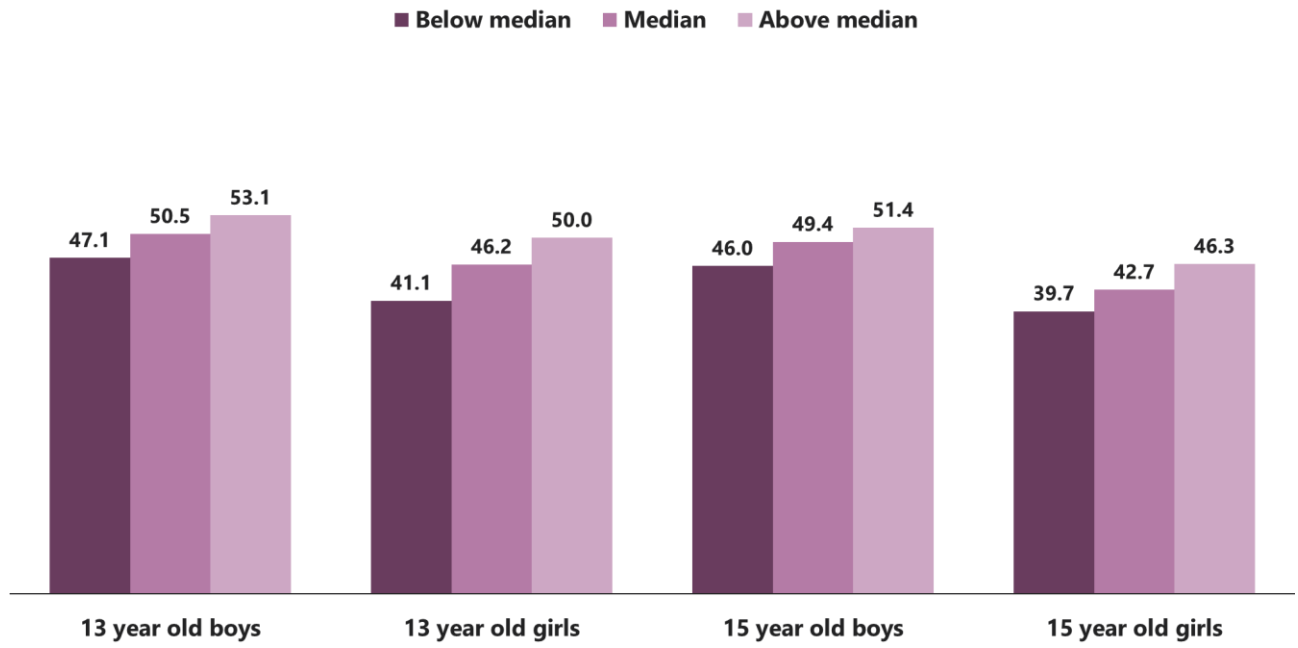
Figure 4.9 Mean WEMWBS score, by father's knowledge of activities, gender and age (2018)



Base: See Appendix A

The same pattern emerged for mother's knowledge, although to a greater extent. The greatest difference was, again, among 13 year old girls: the mean WEMWBS score of 41.1 among those who thought their mother knew little rose to 50.8 among those who thought their mother knew a lot (Figure 4.10).

Figure 4.10 Mean WEMWBS score, by mother's knowledge of activities, gender and age (2018)



Base: See Appendix A

5 Emotional and behavioural problems, mental wellbeing by school variables

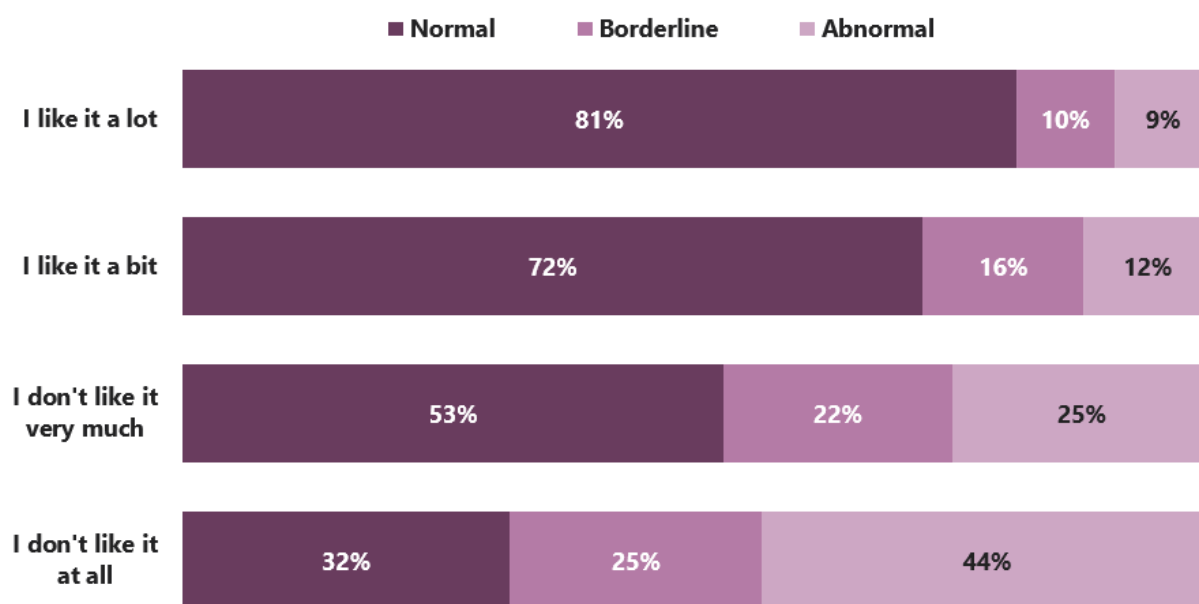
The school variables analysed in this chapter are whether pupils like school and whether they feel pressured by their schoolwork. These variables are analysed using the overall SDQ score and the mean WEMWBS score to determine whether each school variable was correlated with emotional and behavioural problems, and mental wellbeing, respectively.

Liking school

Emotional and behavioural problems

Whether a pupil liked school was strongly associated with overall SDQ scores. Those who don't like school at all were more than three times as likely to have a borderline or abnormal SDQ score than those who like school a lot (68%, compared with 19%) (Figure 5.1).

Figure 5.1 Overall SDQ score, by liking school (2018)



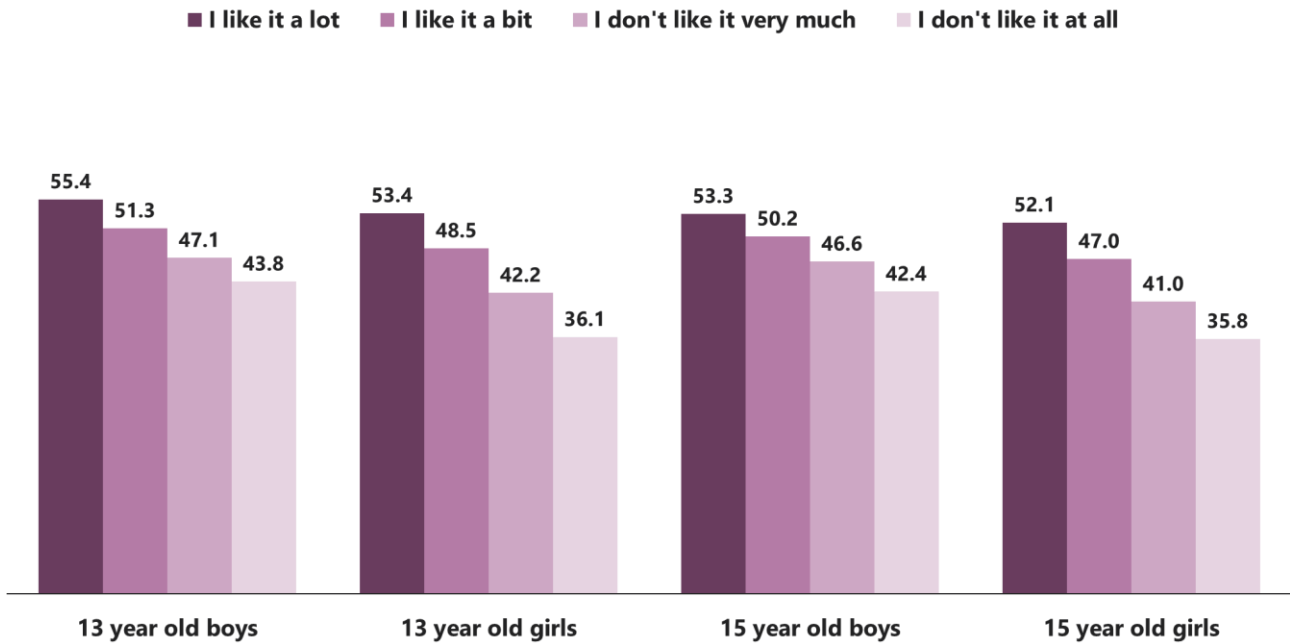
Base: See Appendix A

Mental wellbeing

Again, there was a very clear pattern in terms of pupils' attitudes to school and their mental wellbeing. Those who did not like school were more likely to have lower mental wellbeing than those that did.

This association was stronger among girls than boys and this was true across both age groups (Figure 5.2).

Figure 5.2 Mean WEMWBS score, by liking school, gender and age (2018)



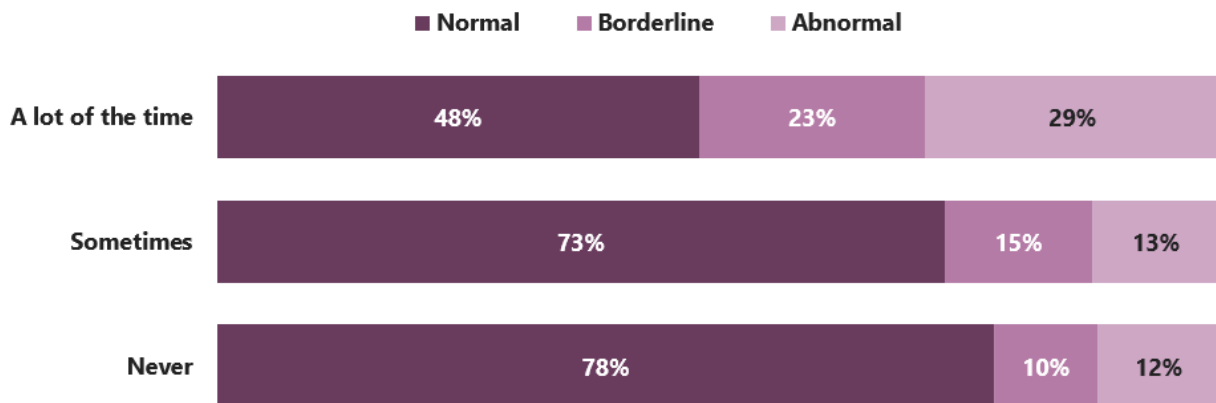
Base: See Appendix A

Pressure from schoolwork

Emotional and behavioural problems

Pupils were asked how often they felt strained or pressured by the schoolwork they had to do. Those that felt pressured a lot of the time were much more likely to have a borderline or abnormal SDQ score than those who sometimes or never felt pressured (52%, compared with 27% and 22%, respectively) (Figure 5.3).

Figure 5.3 Overall SDQ score, by pressure from schoolwork (2018)



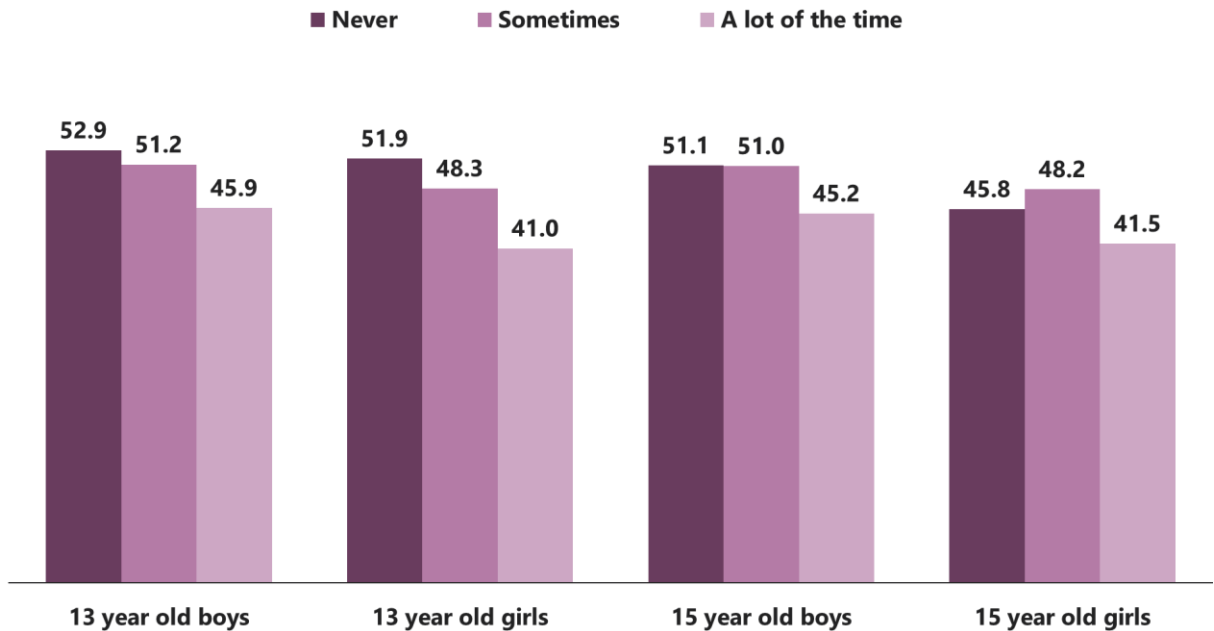
Base: See Appendix A

Mental wellbeing

Among 13 year olds, the association between pressure from schoolwork and mental wellbeing was straightforward: the more pressure they felt, the lower their mental wellbeing score (Figure 5.4). However, the relationship between these two variables was less clear cut among the older age group. Among 15 year old boys there was no difference in levels of mental wellbeing between those who

sometimes or never felt pressured, but there was a drop in mental wellbeing scores among those who felt pressured a lot of the time. Similarly, among 15 year old girls, those who felt pressured by schoolwork a lot of the time had the lowest mental wellbeing score. However, those who never felt pressure had lower mental wellbeing scores than those who felt pressure sometimes.

Figure 5.4 Mean WEMWBS score, by pressure from schoolwork, by age and gender (2018)



Base: See Appendix A

6 Emotional and behavioural problems, mental wellbeing and friends

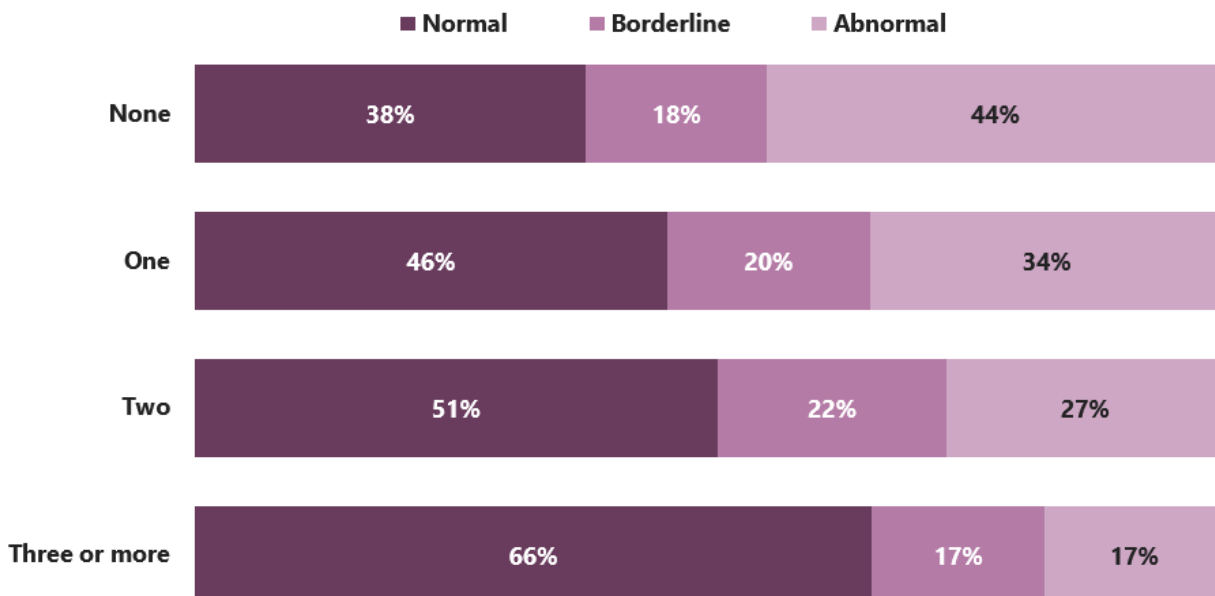
The variables analysed in this chapter are whether pupils had one or more close friends, the age of their friends and how many nights they spend out with friends a week. These variables are analysed using the overall SDQ score and the mean WEMWBS score to determine whether each friendship variable was correlated with emotional and behavioural problems and mental wellbeing, respectively.

Number of close friends

Emotional and behavioural problems

The greater the number of close friends a pupil reported, the less likely they were to have a borderline or abnormal overall SDQ score (Figure 6.1).

Figure 6.1 Overall SDQ score, by number of close friends (2018)

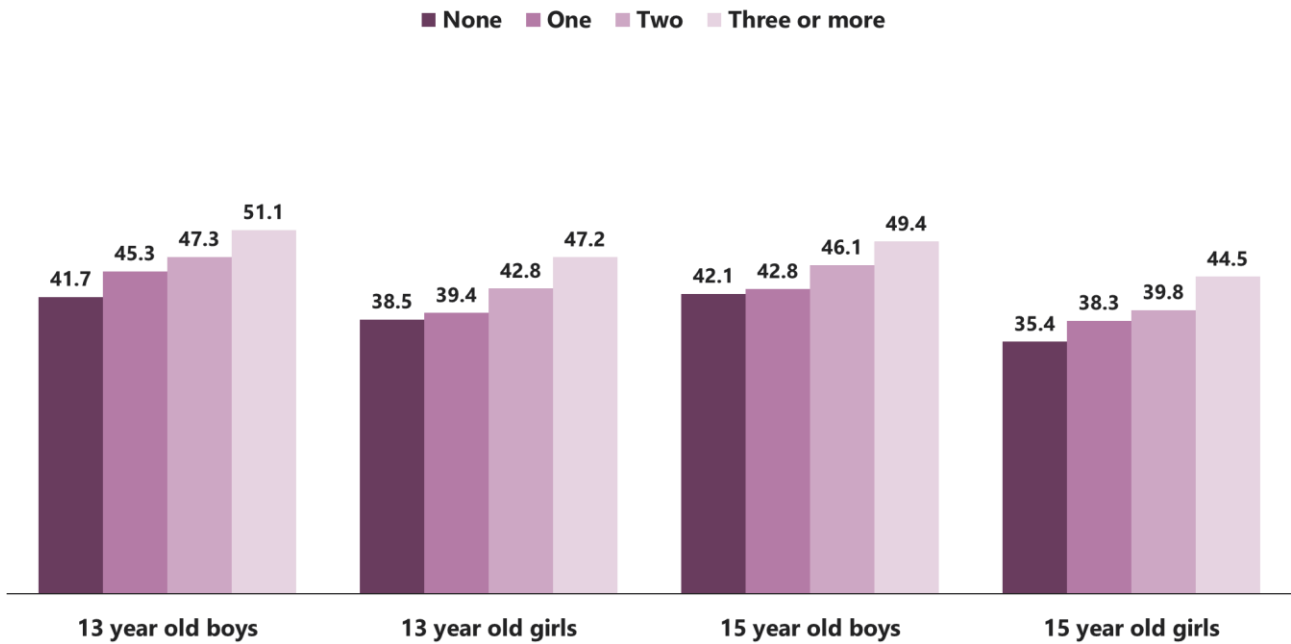


Base: See Appendix A

Mental wellbeing

As the number of friends a pupil had increased, so did the mean WEMWBS score (Figure 6.2). Those with three or more friends had the highest average mental health and wellbeing.

Figure 6.2 Mean WEMWBS score, by number of close friends, by age and gender (2018)



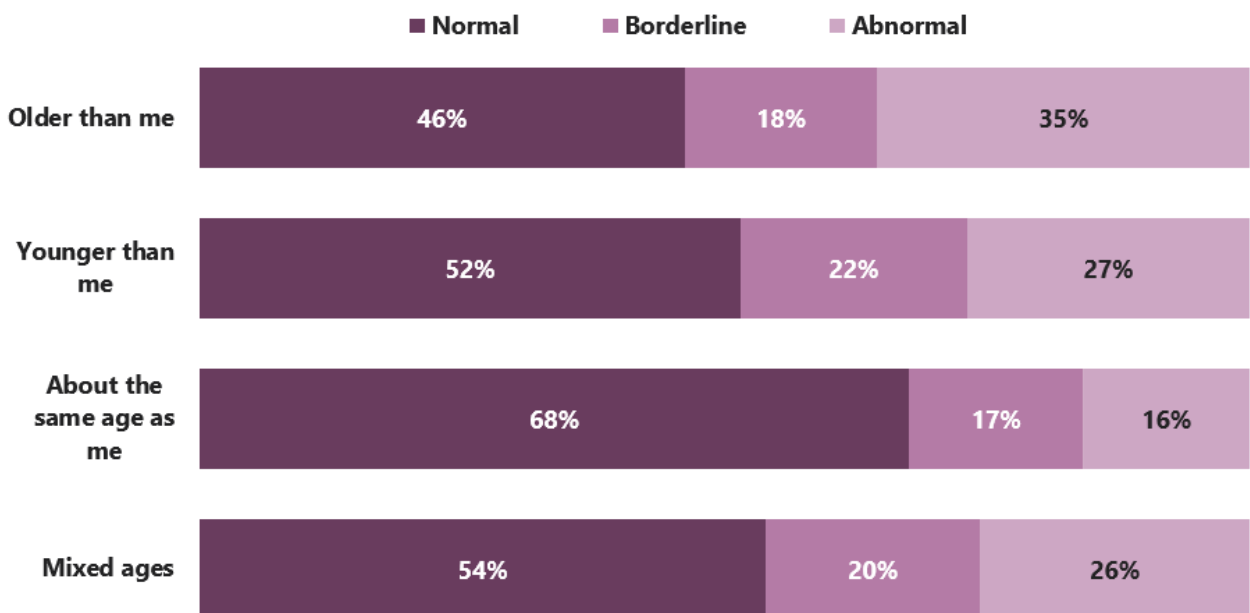
Base: See Appendix A

Age of friends

Emotional and behavioural problems

Those who said that they mostly had older friends were most likely to have a borderline or abnormal overall SDQ score, whereas those with friends about the same age as themselves were least likely to have a borderline or abnormal score (Figure 6.3).

Figure 6.3 Overall SDQ score, by age of friends (2018)



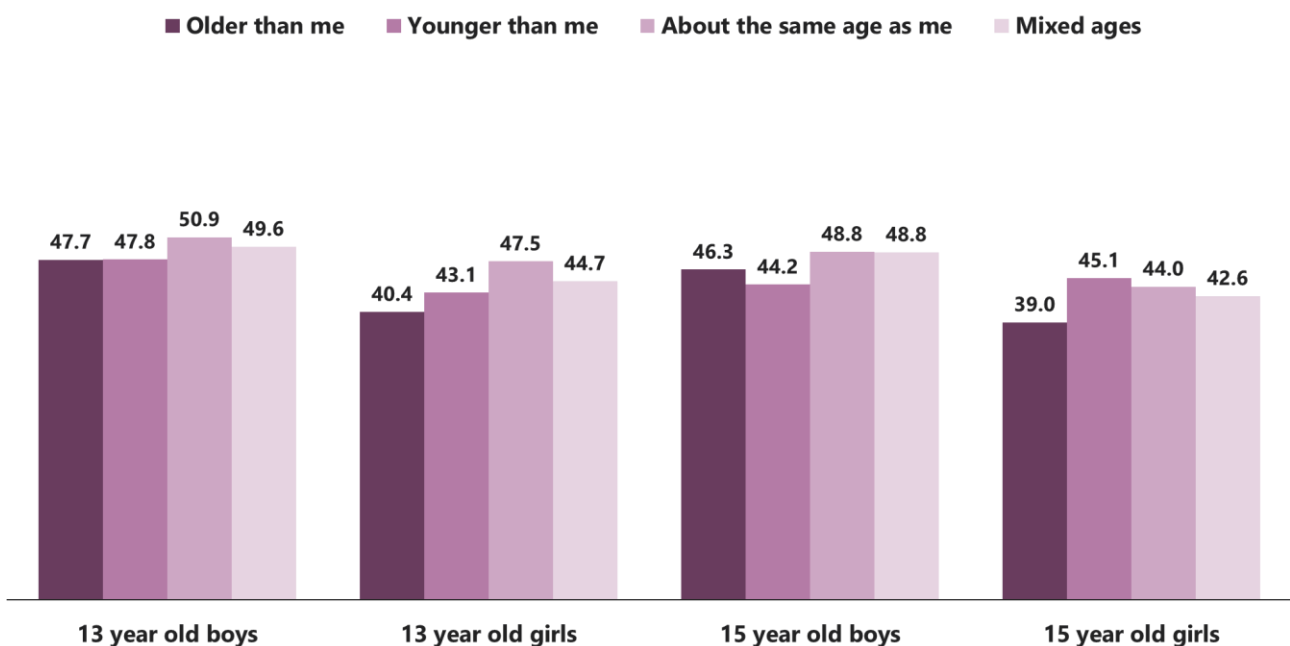
Base: See Appendix A

Mental wellbeing

Among 13 year olds, the same pattern emerged in both genders. Those with friends about the same age had the highest average WEMWBS score, whereas those who had older friends had the lowest (Figure 6.4).

However, among 15 year olds the picture was more complicated. Among boys, it was those with friends younger than them that had the lowest levels of mental wellbeing and those with either friends their own age or of mixed ages that had the highest. In contrast, 15 year old girls who said that most of their friends were younger had the highest average WEMWBS score. In line with 13 year olds, the lowest levels of mental wellbeing among 15 year old girls were among those who had mostly older friends.

Figure 6.4 Mean WEMWBS score, by age of friends, by age and gender (2018)



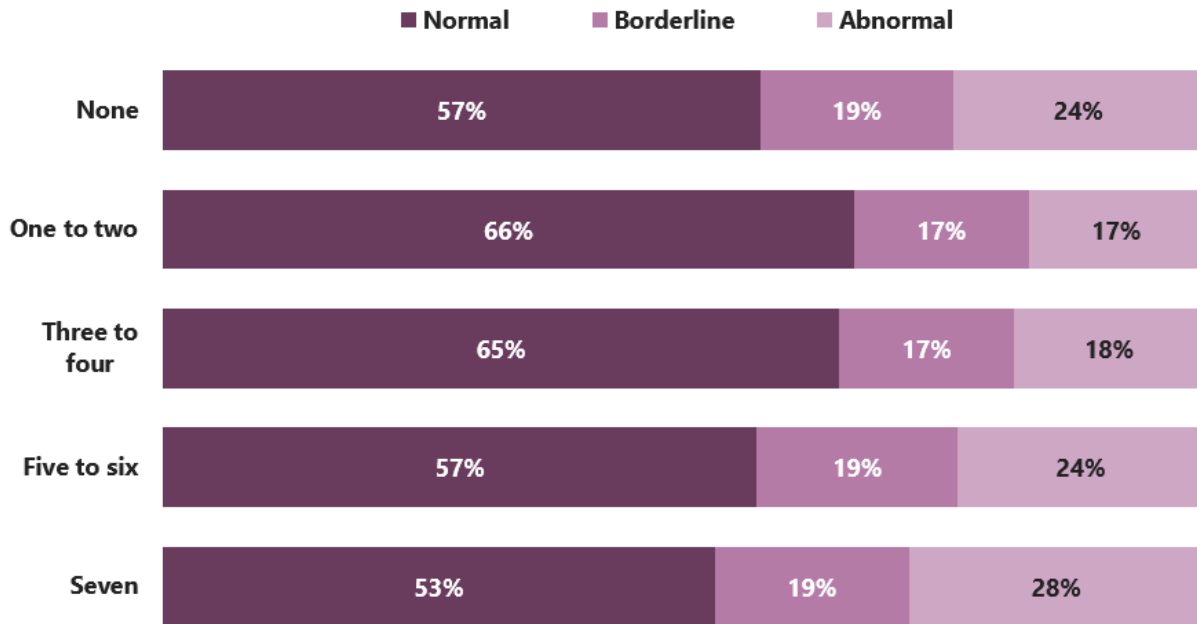
Base: See Appendix A

Number of evenings out with friends

Emotional and behavioural problems

As the number of evenings out with friends increases so does the proportion of pupils with a borderline or abnormal overall SDQ score (Figure 6.5). However, those that spent no evenings out with friends at all, were also more likely to have borderline or abnormal scores than those that spent a moderate number of evenings out a week (1 to 2 or 3 to 4 evenings out).

Figure 6.5 Overall SDQ score, by number of evenings spent out with friends (2018)

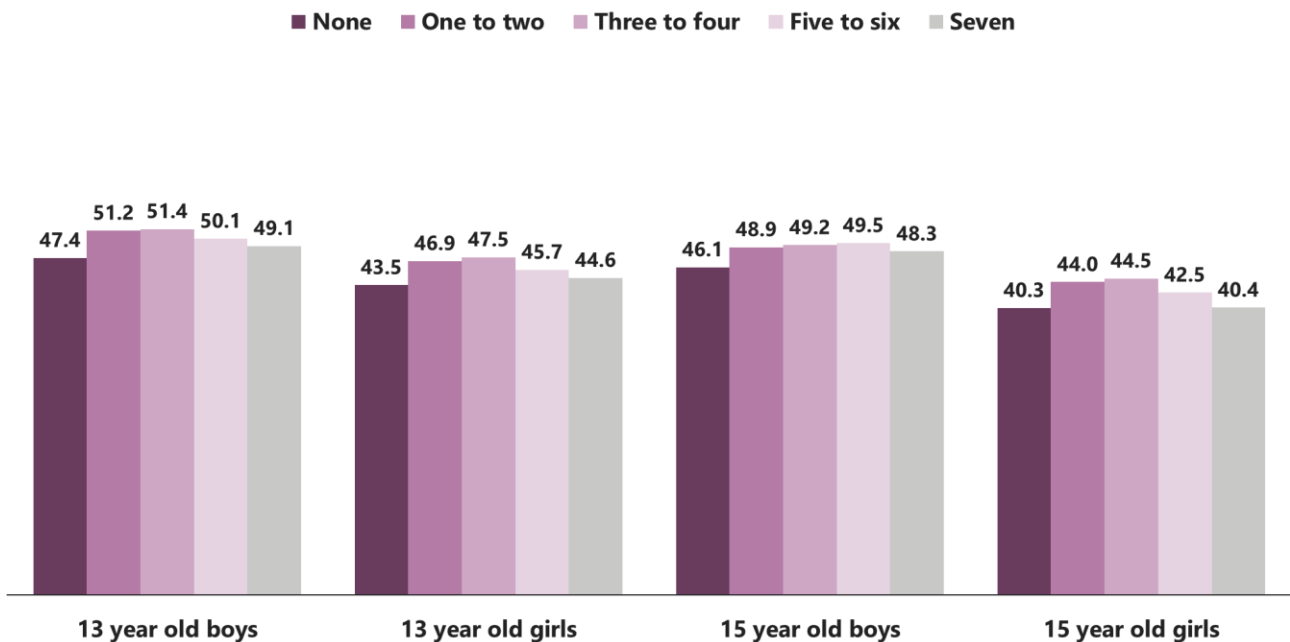


Base: See Appendix A

Mental wellbeing

The association between mental wellbeing and number of evenings spent out with friends was less distinct, but followed the same pattern. Those at the extremes, either spending no evenings or seven evenings out with friends, had the lowest levels of mental wellbeing (Figure 6.6).

Figure 6.6 Mean WEMWBS score, by number of evenings spent out with friends, by age and gender (2018)



Base: See Appendix A

Appendix A: Base tables

Figure 2.1 – Trends in overall SDQ score (2006-2018)

	All pupils
2006	19994
2008	9143
2010	34041
2013	31002
2015	21675
2018	23,365

Figure 2.2 – Trends in overall SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4801	5079	4949	5039
2008	2266	2447	2145	2260
2010	8485	8741	8320	8390
2013	7720	7977	7569	7680
2015	5438	5961	4861	5176
2018	4763	5093	4112	4514

Figure 2.3 - Individual SDQ scales between 2006 and 2018 (% borderline or abnormal score)

	Emotion	Conduct	Hyperactivity	Peer problems
2006	20084	20109	20032	20059
2008	9169	9180	9154	9163
2010	34137	34181	34098	34118
2013	31089	31126	31051	31074
2015	21856	22109	21801	21831
2018	19409	19726	19378	19404

Figure 2.4 – Trends in emotions SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4829	5109	4966	5053
2008	2274	2454	2153	2261
2010	8527	8767	8336	8401
2013	7747	8007	7584	7695
2015	5494	6014	4894	5207
2018	4825	5138	4145	4546

Figure 2.5 – Individual emotional problems items, by age and gender in 2018 (% certainly true)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I worry a lot	4901	5197	4233	4589
I am nervous in new situations, I easily lose confidence.	4787	5112	4120	4529
I get a lot of headaches, stomach aches or sickness.	4921	5188	4233	4605
I have many fears, I am easily scared.	4766	5088	4101	4509
I am often unhappy, down-hearted or tearful.	4812	5101	4125	4527

Figure 2.6 – Trends in hyperactivity SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4815	5087	4959	5044
2008	2269	2451	2147	2260
2010	8507	8758	8333	8395
2013	7733	7996	7580	7686
2015	5482	5997	4881	5197
2018	4816	5129	4139	4539

Figure 2.7 – Individual hyperactivity problems items, by age and gender in 2018 (% certainly true)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I finish the work I am doing. My attention is good.	4768	5078	4095	4502
I think before I do things.	4786	5111	4111	4520
I am restless, I cannot stay still for long.	4911	5190	4245	4608
I am easily distracted, I find it difficult to concentrate.	4790	5114	4140	4531
I am constantly fidgeting or squirming.	4869	5158	4219	4581

Figure 2.8 – Trends in peer problems SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4816	5101	4967	5048
2008	2273	2455	2150	2260
2010	8508	8767	8334	8403
2013	7736	7999	7586	7697
2015	5484	6007	4894	5202
2018	4827	5136	4144	4542

Figure 2.9 – Individual peer problems items (SDQ) by age and gender in 2018 (% certainly true)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I have one good friend or more.	4879	5187	4226	4592
Other people my age generally like me.	4776	5068	4109	4497
I get on better with adults than with people my own age.	4748	5070	4087	4487
I am usually on my own. I generally play alone or keep to myself.	4893	5178	4234	4592
Other children or young people pick on me or bully me.	4768	5074	4099	4510

Figure 2.10 – Trends in conduct problems SDQ scores by gender and age (% borderline or abnormal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4837	5114	4973	5057
2008	2277	2461	2155	2261
2010	8547	8781	8342	8405
2013	7753	8017	7597	7702
2015	5562	6064	4987	5244
2018	4908	5203	4234	4595

Figure 2.11 – Individual conduct problems items (SDQ) by age and gender in 2018 (% certainly true)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I get very angry and often lose my temper.	4902	5175	4234	4601
I usually do as I am told.	4909	5200	4235	4597
I fight a lot. I can make other people do what I want.	4861	5164	4208	4581
I am often accused of lying or cheating.	4776	5095	4113	4526
I take things that are not mine from home, school or elsewhere.	4762	5082	4094	4510

Figure 2.12 – Trends in pro-social SDQ scores by gender and age (% normal score) (2006-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2006	4850	5139	5000	5072
2008	2289	2468	2160	2266
2010	8579	8805	8353	8415
2013	7791	8039	7611	7713
2015	5573	6082	4992	5258
2018	4916	5215	4241	4596

Figure 2.13 – Individual pro-social items (SDQ) by age and gender in 2018 (% certainly true)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I try to be nice to other people. I care about their feelings.	4965	5247	4263	4617
I usually share with others (food, games, pens etc.)	4907	5198	4244	4599
I am helpful if someone is hurt, upset or feeling ill.	4882	5195	4228	4591
I am kind to younger children.	4795	5128	4108	4535
I often volunteer to help others (parents, teachers, children).	4775	5100	4105	4507

Figure 2.14 Mean WEMWBS score, by age and gender (2010-2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2010	8326	8184	8234	7981
2013	7494	7590	7482	7427
2015	5565	5578	5152	5193
2018	5020	5028	4467	4603

Figure 2.15 Proportion of pupils who 'often' or 'all of the time' feel like... (by age and gender) (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I've been feeling loved.	5605	5722	4744	4908
I've been able to make up my own mind about things.	5660	5741	4796	4938
I've been feeling close to other people.	5594	5669	4754	4913
I've been feeling cheerful.	5676	5730	4792	4932
I've been interested in new things.	5673	5725	4784	4924
I've been feeling interested in other people.	5529	5542	4732	4853
I've been thinking clearly.	5677	5720	4788	4923
I've been dealing with problems well.	5643	5688	4761	4919
I've had energy to spare.	5676	5696	4782	4930
I've been feeling optimistic about the future.	5539	5518	4764	4861
I've been feeling confident.	5689	5730	4794	4919
I've been feeling relaxed.	5703	5745	4798	4939
I've been feeling good about myself.	5677	5728	4798	4924
I've been feeling useful.	5701	5694	4795	4917

Figure 3.1 Overall SDQ score by Scottish Index of Multiple Deprivation (SIMD) (2018)

	All pupils
SIMD 1	2434
SIMD 2	3156
SIMD 3	3803
SIMD 4	4793
SIMD 5	5036

Figure 3.2 Mean WEMWBS score by SIMD, by gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
SIMD 1	602	697	511	506
SIMD 2	777	842	665	759
SIMD 3	956	1002	827	856
SIMD 4	1206	1279	976	1156
SIMD 5	1222	1273	1133	1237

Figure 3.3 Overall SDQ score by whether pupils had a long term illness or disability (2018)

	All pupils
No long term illness or disability	14295
Long term illness or disability	3600

Figure 3.4 Mean WEMWBS score by whether pupils had a long term illness or disability, by gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Long term illness or disability	659	906	697	1087
No long term illness or disability	3836	3746	3215	3097

Figure 3.5 Overall SDQ score by whether a pupil is a young carer (2018)

	All pupils
Caring responsibilities	1890
No caring responsibilities	16654

Figure 3.6 Mean WEMWBS score by caring responsibilities, by gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Caring responsibilities	584	452	363	387
No caring responsibilities	3982	4426	3650	4016

Figure 4.1 Overall SDQ score by family status (2018)

	All pupils
Both parents	3474
Step parent (and one parent)	1595
Single parent	13172

Figure 4.2 Mean WEMWBS score by family status (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Both parents	788	442	743	866
Step parent (and one parent)	332	208	324	432
Single parent	3397	1831	2812	3044

Figure 4.3 Overall SDQ score by likelihood of pupil talking to father (2018)

	All pupils
Very likely	9263
Fairly likely	5231
Not very likely	2191
Not at all likely	1622

Figure 4.4 Overall SDQ score by likelihood of pupil talking to mother (2018)

	All pupils
Very likely	5488
Fairly likely	5178
Not very likely	3796
Not at all likely	2714

Figure 4.5 Mean WEMWBS score by likelihood of pupil talking to father, by gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Very likely	1867	1151	1403	891
Fairly likely	1312	1168	1352	1212
Not very likely	695	795	1093	1069
Not at all likely	402	542	745	881

Figure 4.6 Mean WEMWBS score by likelihood of pupil talking to mother, by gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Very likely	2524	2691	1671	2111
Fairly likely	1219	1270	1255	1336
Not very likely	464	556	554	517
Not at all likely	310	403	392	390

Figure 4.7 Overall SDQ score, by father's knowledge of activities (2018)

	All pupils
Below median knowledge	7887
Median knowledge	2449
Above median knowledge	7403

Figure 4.8 Overall SDQ score, by mother's knowledge of activities (2018)

	All pupils
Below median knowledge	6945
Median knowledge	3777
Above median knowledge	7907

Figure 4.9 Mean WEMWBS score, by father's knowledge of activities, gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Below median knowledge	1631	2060	1696	2182
Median knowledge	647	651	548	524
Above median knowledge	2128	2019	1546	1480

Figure 4.10 Mean WEMWBS score, by mother's knowledge of activities, gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Below median knowledge	1684	1545	1837	1527
Median knowledge	1079	898	873	803
Above median knowledge	1828	2523	1264	2096

Figure 5.1 Overall SDQ score, by liking school (2018)

	All pupils
I like it a lot	2716
I like it a bit	8877
I don't like it very much	4465
I don't like it at all	2963

Figure 5.2 Mean WEMWBS score, by liking school, gender and age (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
I like it a lot	804	875	523	412
I like it a bit	2446	2435	1908	1831
I don't like it very much	921	1077	984	1314
I don't like it at all	541	660	644	928

Figure 5.3 Overall SDQ score, by pressure from schoolwork (2018)

	All pupils
A lot of the time	1955
Sometimes	9128
Never	7927

Figure 5.4 Means WEMWBS score, by pressure from schoolwork, by age and gender (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
A lot of the time	811	584	352	92
Sometimes	2818	2894	1968	1183
Never	1079	1563	1739	3211

Figure 6.1 Overall SDQ score, by number of close friends (2018)

	All pupils
None	471
One	661
Two	2245
Three or more	15539

Figure 6.2 Means WEMWBS score, by number of close friends, by age and gender (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
None	106	62	146	75
One	140	154	124	198
Two	471	533	501	662
Three or more	3953	4286	3265	3536

Figure 6.3 Overall SDQ score, by age of friends (2018)

	All pupils
Older than me	922
Younger than me	364
About the same age as me	12764
Mixed ages	4928

Figure 6.4 Means WEMWBS score, by age of friends, by age and gender (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
Older than me	235	74	210	199
Younger than me	112	31	100	58
About the same age as me	3165	1854	2708	3010
Mixed ages	1187	597	1021	1223

Figure 6.5 Overall SDQ score, by number of evenings spent out with friends (2018)

	All pupils
None	2596
One to two	6721
Three to four	5768
Five to six	2487
Seven	999

Figure 6.6 Means WEMWBS score, by number of evenings spent out with friends, by age and gender (2018)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
None	757	558	614	521
One to two	1474	1764	1397	1877
Three to four	1414	1581	1188	1413
Five to six	655	810	463	486
Seven	257	239	268	143

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