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Perceived self-efficacy and future expectations of rural, low-qualified NEET youths in a small peripheral region of Portugal

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Resumo

Nosso estudo teve como objetivo explorar como os indicadores de estatuto socioeconómico e perceções de autoeficácia estão associados a expectativas futuras, designadamente, expectativas de envolvimento profissional e comunitário entre jovens rurais e subqualificados, que não estão nem em emprego, nem em educação ou formação (NEEF) e se esse modelo varia entre os grupos de género. Participaram 188 jovens NEEF, com idades entre 18 e 29 anos. Cento e dois deles (54,30%) tinham entre 18 e 24 anos, a maioria eram mulheres (58,50%) e 65,40% tinham o ensino básico completo (9º ano) ou menos. Os dados foram recolhidos nos Açores, um pequeno arquipélago periférico português, e contaram com o apoio da agência de emprego local. Usando a abordagem do Modelo de Equações Estruturais, verificamos que os participantes que apresentaram perceções mais positivas em relação a seus pontos fortes de autoeficácia mostraram expectativas mais fortes em relação ao futuro profissional, ao contrário daqueles que consideraram sua autoeficácia como uma barreira. Os resultados também revelaram que uma maior independência em relação à família dos pais, bem como uma perspetiva mais positiva sobre os recursos de autoeficácia, demonstraram aumentar o senso de autoeficácia das mulheres, quando comparadas com os homens.

Associação Americana de Psicologia (Classificação , Categorias e Códigos PsycINFO):

3020 Group & Interpersonal Processes

3373 Community & Social Services

Palavras-chave: NEEF, juventude, juventude rural, desemprego juvenil

Abstract

Our study intended to explore how socioeconomic status (SES) indicators and perceived self-efficacy perceptions are associated with future expectations, namely professional and community involvement expectations among rural, underqualified youths Not in Employment, nor in Education or Training (NEET), and if this model varies across gender groups. One-hundred and eighty eight NEET youths aged 18 to 29 years old participated in this study. One-hundred and two of them (54.30%) were aged between 18 and 24 years old, the majority were female (58.50%) and 65.40 % had completed upper middle school (9th grade) or less. Our data collection took place in the Azores islands, a small and peripheral Portuguese archipelago, with the support of the local employment agency. Using a Structural Equation Model approach, we found that participants showing more positive perceptions regarding their self-efficacy strengths showed stronger expectations regarding their professional future, contrary to those who perceived their self-efficacy as a barrier. We also found that greater independence regarding parents' household as well as more positive perspective about self-efficacy resources showed to increment these women's sense of self-efficacy compared to men.

American Psychological Association (PsycINFO Classification Categories and Codes):

3020 Group & Interpersonal Processes

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Keywords: NEET, youth, rural youth, youth unemployment

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Introduction

The 2008 economic crisis had a significant impact on the employment opportunities and future expectations of the European population in general. The consequences of the crisis were harder for youths (Carcillo, Fernandéz, Konigs, & Minea, 2015; Drakaki, Papadakis, & Kyridis, 2014). During this period, youth unemployment reached unprecedented levels (Eurofound, 2016). Since then, youths Not in Employment, nor in Education or Training (NEETs) have attracted the attention of national and international researchers and policy-makers. These youths face important structural barriers to the development of their potential. Namely, they struggle with limited opportunities to find a job (Kilhoffer, Beblavý, & Lenaerts, 2018), school underachievement, as well as with greater risks of poverty (Carcillo et al., 2015).

Eurostat's (2019) latest figures show that youths living in rural regions have a greater chance of becoming NEETs. In general, youths in these areas have a limited range of training and professional offers (De Hoyos & Green, 2011) and are more often exposed to risks of poverty (Papadakis & Kyvelou, 2017) partly justified by the work market structure and limited mobility. The NEETs' origin must, therefore, be taken into account in order to grasp the group's heterogeneity (Bacher, Koblbauer, Leitgöb, & Tamesberger, 2017; Simões, Meneses, Luís, & Drumonde, 2017). Moreover, a broad international understanding of the NEETs' situation requires a research focus on the subjective perspectives of the group's most invisible youths. Bearing that in mind, our study aims at understanding how expectations of future professional and community involvement of rural, underqualified NEETs are shaped by socioeconomic factors (e.g. educational level), as well as by subjective factors related to self-efficacy prospects. We also intend to show how the connections between these variables are different across gender groups. To better explore how the most disadvantaged rural NEETs shape their future

perspectives, our study took place in The Azores, a Portuguese archipelago constituted by nine islands and which struggles with the highest rate of NEETs in the country in regional comparisons (Governo Regional dos Açores, 2018).

I. Theoretical Framework

NEETs: What do we know so far?

NEET is the acronym for a group of youths who are not working, nor in education or training (Furlong, 2006). The notion of NEET outstrips the definition of youth unemployment, because it not only includes those youths who are outside the active labor force, but also those who have not been actively seeking work or have not been available for it, for two or more weeks (Bacher et al., 2017).

The official use of the term NEET was introduced in 1999, in the United Kingdom, as a response to the fact that the legislation did not acknowledge youth unemployment for those aged between 16 and 18 years old. For the past two decades, the designation has been progressively extended, bringing several challenges. Currently, and according to the Eurostat (2019), the age of those falling into the NEET group can range from 15 to 34 years old. The delimitation of inactivity regarding work or education/training associated with the group has also changed significantly over the years (Eurofound, 2012). As a result, NEET has become a label to designate a very heterogeneous group, with different and sometimes contrasting characteristics, needs and experiences (Furlong, 2006).

The NEET category may involve many heterogeneous subgroups; it may also minimize the vulnerabilities associated with youth unemployment. As Furlong (2006) has suggested, some balance is needed in addressing NEET challenges and the documented consequences of youth unemployment, including the risks of long-term unemployment, precariousness and short-term

contracts and consequent marginalization and social exclusion. Moreover, the 2008 economic crisis substantially increased youths' social vulnerability, particularly in Southern European countries such as Greece, Spain or Portugal. This context changed the social and economic status of those under 30 years old (Drakaki et al., 2014) increasing the risk of poor conceptual delimitation.

In attempting to tackle imprecise definitions, scholars have worked on multiple solutions. One of those solutions was to set a larger age range. To better depict NEETs' heterogeneity, they have also worked on a typology of five NEET subgroups (Eurofound, 2012): unemployed NEETs, which constitute the largest subgroup and can further be divided in long-term and short-term unemployed; unavailable NEETs, including those youths who are limited in their professional or educational/training choices due to family duties (e.g. young care givers); unoccupied NEETs, meaning those who are not actively seeking work, but who are not limited to do it, due to other obligations or impairments; NEETs seeking opportunities, including those actively seeking a job or education/training, but who are waiting for offers that match their skills and status; and voluntary NEETs, involving those who are in this situation of their own will, because they are traveling or engaged in activities such as voluntary work.

The invisible ones: Rural, underqualified NEETs

NEETs' future expectations are shaped by gaps in employment and educational policies. Those living in rural areas show a more consistent risk of facing structural and systematic exclusion (Simões et al., 2017). The latest Eurostat (2019) figures for 2018 show that the proportion of NEETs is higher in rural areas (18.30%) compared to urban areas (15.10%). This pattern is evident in 17 out of 28 countries, including Portugal. While this difference has been systematic since at least 2016, there has also been a consistent decline in the number of NEETs.

This trend is more intense in rural areas (-2.10%) compared to urban areas (-1.50%) (Eurostat, 2019). However, this evolution might be deceptive, as it may well reflect mobility between the countryside and cities, thus contributing to a more favorable perspective on the remainder.

The strongest chance of becoming a NEET in rural areas is determined by a number of interdependent barriers. First, rural NEETs face professional development barriers, due to a limited offer of training opportunities in such areas (De Hoyos & Green, 2011). The restricted work market imposes a cultural discrepancy on rural NEETs. Specifically, they are urged to solve a conflict between dominant contemporary values associated with a modern and urban lifestyle, usually connected with school cultures; and traditional values shared by families and informal social networks (Simões & Drumonde, 2016). This conflict usually results in the rejection of jobs in the primary sector, which are usually the most immediate source of work opportunities, because these activities are not aligned with dominant, urban lifestyle representations (Simões, 2018; Simões & Drumonde, 2016). However, these youths also display shorter or more unsuccessful academic trajectories, meaning that, in the end, they will feel pressured to accept less qualified jobs, including those that reflect the rural lifestyle (Sadler, Akister, & Burch, 2014).

Secondly, rural youths, including the more disadvantaged rural NEETs, face mobility barriers. These barriers are created by meritocracy ideals imposed by neoliberalism, involving educational and professional choices (Corbett & Forsey, 2017). In particular, the idea that success is strictly associated with tertiary education does not match with the rural material and emotional conditions, where meritocracy principles are difficult to fulfill (Hart, 2016). As a consequence, the more academic-minded youths tend to abandon such communities in search of academic and professional opportunities in urban areas (Tele, 2017). This selective migration

tendency leads to an even greater degradation of rural communities (Petrin, Schaft, & Meece, 2014), with local schools and communities providing youths displaying greater vulnerabilities with fewer training and learning opportunities, despite the fact that they are far more likely to remain (Carl & Kefalas, 2009).

Rural NEETs' Socioeconomic Status

Rural NEETs' future expectations are affected by limited job opportunities and fewer opportunities for training, which ultimately leads to a worse socioeconomic status (SES). SES is a measure of one's social position within a power hierarchy, based on objective indicators including wealth, prestige, or access to resources such as income, professional status, and/or educational level (Diemer, Mistry, Wadsworth, López, & Reimers, 2013). These resources are interdependent, as greater wealth is connected to completion of university or greater levels of literacy (Devenish, Hooley, & Mellor, 2017).

Rural NEETs are profoundly vulnerable in terms of SES indicators. Regarding professional status, and due to lower household income, many rural NEETs tend to enter the labor market earlier and display some sort of professional experience. However, due to rural working conditions, such as the relevance of the primary sector, this professional experience might be seasonal or temporary, leading to precariousness (Papadakis et al., 2017). This increases the risk of becoming a long-term NEET or of having a precarious professional trajectory. Youths that fall into unemployment have a greater chance of becoming long-term unemployed or of having chronic low income (Carcillo et al., 2015). This risk is even more obvious in rural areas, due to the inflexible structure of the labor market (Simões, 2018).

In terms of educational resources, youths living in rural areas show lower education attainment and professional qualifications compared to those living in urban and suburban areas

(Carcillo et al., 2015). The risks associated with lower educational levels are self-evident. After the 2008 economic crisis, the risk of youth unemployment became greater among underqualified youths (Pullman & Finnie, 2018). The risk of long-term youth unemployment or of commuting between short-employment spells and a NEET condition is stronger among underqualified NEETs (Contini, Filandri, & Pacellim, 2019) especially in rural areas (Carcillo et al., 2015).

Rural NEETs are also affected by lower household income. They often come from families with lower wages, including in remote or more inaccessible areas, such as islands (Papadakis et al., 2017). This reflects parents' lower educational status, but also a higher rate of youth dependence on their families, especially in Southern European countries (Carcillo et al., 2015). This trend is evident in Portugal: youths tend to live with their parents for longer periods, but this condition is associated with greater self-reliance (Simões et al., 2017). Thus, in rural areas, the huge challenges associated with lower income and reduced mobility (Agger, Meece & Byun, 2018) are buffered by family protection (Papadakis et al., 2017).

In sum, rural NEETs are among those youths that challenge (or are forced to challenge) the odds and remain in the countryside. Their socioeconomic situation is consequently fragile, as they are usually equipped with lower skills, which denote shorter academic trajectories and originate in poorer households (Hatayama, 2018).

Rural NEETs' socioeconomic status, self-efficacy and future expectations

It remains uncertain if rural NEETs feel able to plan their future, in the face of many challenging circumstances. Even a rough sketch of the future involves reasoning about self-reliance on personal capabilities and the prediction of reasonable outcomes for one's actions. Thus, the self-efficacy and future expectations of these youths are at stake.

According to Bandura (1997), self-efficacy can be described as the belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Self- efficacy perceptions are shaped by four major factor categories: mastery in terms of judgements about past performance attainments; vicarious experiences, best described as those derived from observing a social model or even oneself, perform a task; social persuasions in the form of evaluative feedback about one's performance; and physical and emotional cues associated with the completion of a given task.

Other specific variables contribute to shape self-efficacy levels and direction, such as SES. Lower SES has been linked to weaker self-efficacy perspectives and to an increased perception of barriers to personal self-efficiency reasoning (Ali, McWhirter, & Chronister, 2005), as opposed to better SES indicators (Bozgeyikli, Eroğlu, & Hamurcu, 2009; Han, Chu, Song, & Li, 2015). In the specific case of rural NEETs, SES indicators associated with professional status - such as longer unemployment spells or not having access to job contracts -, are detrimental to self-efficacy perceptions (Simões et al., 2017).

In the transition to adulthood, self-efficacy perspectives are interconnected with future expectations. Future expectations are future-oriented cognitions shaping present behavior (Beal & Crockett, 2010). These cognitions are continuously adjusted based on the feedback received from tasks in which individuals are involved. Thus, compared to other future-oriented cognitions, such as aspirations, future expectations are reality-based and refer to the most likely outcome sought by an individual, while the latter are driven by desire and the realm of possible options (Gottfredson, 2002). Future expectations may be formed in relation to work, education, community involvement or family (Dutra-Thomé, Koller, McWhirter & McWhirter, 2015). A temporal dimension distinguishes self-efficacy from future expectations: while self-efficacy is

focused on personal reasoning about the ability to develop a given task in the present, future expectations assess the chance of obtaining a certain outcome with a given action or set of actions (Lent & Hackett, 1987).

The literature has demonstrated that future expectations, especially expectations of completing higher levels of education are lower among rural youths (Agger et al., 2018; Irvin, Byun, Meece, & Farmer 2012). It is also evident from the literature on youth mobility that rural youths coming from families with a lower socioeconomic status prefer vocational training (Irvin et al., 2012), setting low professional expectations based on underqualified and precarious jobs (Theodori & Theodori, 2015).

Gender differences among rural NEETs regarding self-efficacy, future expectations and their interplay have not been documented. Parallel literature shows, however, that women's self-efficacy perceptions tend to be more important to variables related to vocational decision-making compared to men's. These differences become greater during transitions, especially in the case of vulnerable populations, such as youths exposed to individual or social risks (Bandura, 1997). In turn, future expectation findings are mixed across gender groups. More often, professional expectations tend to be stronger among women, as a result of greater educational expectations (Mau & Bikos, 2000; Hanson, 1994; Mello, 2008). The same trend has been found regarding community involvement expectations among young women enrolled in tertiary education, after completing their studies (Simões, Rocha, & Mateus, 2019). Some explanations for this expectation gender gap in rural areas are the employment structure, offering male-dominated jobs in agriculture (Leibert, 2016); women needing to escape narrow traditional roles that dominate rural communities (Farrugia, 2016; Little, 2002); greater female orientation towards education (Leibert, 2016) or more positive representations of rural life among young men

(Corbett, 2007). However, unemployment, precarious work or reduced professional experience affecting NEETs may erode gender differences in terms of perceived self-efficacy and future expectations.

Present study

Our study has two aims. First, we intend to explore how future expectations, namely professional and community involvement expectations are associated with SES indicators and the perceived self-efficacy of rural, underqualified NEETs. Second, we intend to verify how this model varies across gender groups.

Our focus on underqualified rural NEETs is justified given: (a) the recent importance of origin in understanding the NEETs' profile situation (e.g. Bacher et al., 2017); (b) the higher proportion of NEETs in rural areas across Europe (Eurostat, 2019); and (c) the lack of studies depicting potential factors that shape these youths' future expectations, especially among those with lower qualifications (Simões et al., 2017).

To fully cover SES multidimensionality, we considered professional, educational and income indicators (Diemer et al., 2013). The access to a job contract in the 12 months prior to the research project was chosen as an appropriate indicator of professional status, given the precariousness that rural NEETs have to deal with (Carcillo et al., 2015). School level was included in the analysis, considering that rural NEETs are usually the young stayers in rural communities depicting lower qualifications (Carl & Kefalas, 2009). Finally, household income was included in the analyses, given the NEETs' degree of dependence on their families in Southern Europe, especially in Portugal (Carcillo et al., 2015; Simões et al., 2017).

Our emphasis on how expectations are associated with SES and self-efficacy seems appropriate, given that these are reality-based cognitions. Expectations are more valuable for

rural NEETs' personal development than other future-oriented cognitions such as aspirations, which are based on speculation and neo-liberal self-transcendence discourses (Gottfredson, 2002). Learning specifically about rural NEETs' professional expectations may be fundamental for services to ease the transition into the labor market. Knowledge about community involvement is warranted, given the weight of communities in rural areas for personal development (Theodori & Theodori, 2015).

We tested two hypotheses. First, we expected that rural NEETs with less access to job contracts in the 12 months prior to the study, with a lower educational level and depicting greater dependence on parents or other relatives, by sharing the same household, would show worse expectations regarding future professional development and community involvement, as a function of worse self-efficacy prospects. Second, we expected that this pattern of results would be worse among women than men. We explored these hypotheses through a quantitative study, based on self-reported measures, using a Structural Equation Model (SEM) approach, including Multi-Group Analysis (MGA) to test gender differences.

II. Method

One-hundred and eighty-eight youths participated in this study. All of them were NEET registered in a local public employment agency. These youths were aged 18 to 29 years old; 102 of them (54.30%) were aged between 18 and 24 years old. Most of them were female (58.50%). Regarding school level, 48.90% of the participants had completed upper middle education (9th grade), 34.60% had completed secondary education (12th grade) and the remaining 16.50% had completed lower middle education (6th grade) or less. Their parents also presented lower educational attainment. Most of the participants' fathers, 101(53.70%), had only completed 4th grade; 50 (26.60%) completed the 6th grade, 13 (6,90%) had completed the 9th grade, 10

(5.30%) had completed the high school (5.30%), and 10 participants (5.30%) did not know their fathers' educational level. In the case of their mothers, 76 (40.40%) had completed 4th grade, 44 (23.00%) attained upper middle education 43 (22.09%) completed lower middle education, whereas 3 (1.60%) of them did not know. The parents' employment rate was low: 100 participants (53.20%) reported that their father was working, while 89 (47.30%) reported the same for their mothers. All the descriptive statistics mentioned above are provided in the Appendix C.

At the time the study was carried out, 90 participants (47.90%) lived with their parents, 43 (22.90%) were living with other relatives, 39 (20.70%) lived with their partner and 16 (8.50%) were living alone.

Regarding unemployment period, 101 participants (53.70%) had been unemployed for 6 months or less, 33 (17.60%) had been unemployed between 7 to 12 months, 19 (10.10%) had been in that situation for more than 13 months, but less than 24 months, and 35 (18.60%) had been unemployed for more than 25 months. Ninety-seven participants (51.60%) acknowledged that they had had a job contract in the previous 12 months. In addition, 45 of them (23.90%) had received job offers for the same period of time. Ninety-two participants (48.90%) stated that their monthly household income was between 500 and 1000 euros, 79 of them (42.00%) reported a monthly household income below 500 euros and 17 (9.00%) reported their monthly household income as being between 1001 and 1500 euros.

Site

Our study took place in The Azores Islands, a Portuguese archipelago composed of nine islands, a two-hour flight from Lisbon and has a population of 247.372 inhabitants. Employment rates and opportunities in the region were seriously affected by the last economic crisis. The regional economy went into recession in 2011, with signs of recovery in 2014. The reduction of

private companies operating in The Azores between 2009 and 2015 was one of the most compelling outcomes of the recession period affecting (un)employment. That recession was evident in the reduction of employment in areas such as commerce (14.90%), transportation (15.97%) and construction (56.00%). This resulted in the loss of almost 10 000 jobs in these sectors and in a demographic contraction of the number of residents between 2011 and 2016 (-.60%) (Governo Regional dos Açores, 2018).

According to the latest European Parliament (2017) report, The Azores are listed as one of the four Portuguese regions belonging to the category of less developed regions. This report also states that "some of the main weaknesses of The Azores (…) are linked to the small size and fragmentation of the local labour market, to the fact that regional economic activities are concentrated in limited sectors and mainly concentrated on the larger islands, to an excessive dependence on the external market, and to insufficient investment in innovation sectors" (p.7).

It is also important to point out that the region struggles with very low levels of education. The rate of upper middle school conclusion is the sixth lowest in the country among 25 regions (92.00%), and below the national average (92.98%). Conversely, the rate of high school conclusion has improved in the region (77.70%) and was above the national average (74.00%) in 2017. Nonetheless, the early-school leaving rate is the worst among the country's regions: 28.30% in this region, while the national rate is 11.80% (Instituto Nacional de Estatística, 2019a).

Considering employment and educational barriers, it is not surprising that The Azores presents the highest NEET rate in the country. According to the latest figures, the regional NEETs' rate is 15.20%, while the national rate is 8.70% (Instituto Nacional de Estatística, 2019).

Thus, the local government has highlighted the reduction of the NEETs' rate as one of the greatest challenges for the region (Governo Regional dos Açores, 2018).

Measures

Self-efficacy.

Self-efficacy was assessed using the Portuguese version (Pais-Ribeiro, 1995) of the Self-Efficacy Scale (Sherer et al., 1982). This instrument assesses general self-efficacy and includes 15 items organized in three dimensions: agency and persistence (6 items, 4 of them reversed, exemplary quote: 'When I make a plan, I am sure I will implement it'), efficacy towards adversity (5 items, 4 of them reversed, 'I give up if something seems very difficult to achieve') and social efficacy (6 items, 1 of them reversed, 'It is hard for me to make new friends'). The items were rated in a 5-point Lickert scale from 1 (Totally disagree) to 5 (Totally agree). Total scores may range from 15 to 75 points. Higher scores indicate greater levels of self-efficacy. The Portuguese version of this scale has shown a good level of internal consistency as a whole measure of self-efficacy (α=.84) (Pais-Ribeiro, 1995). In this study, the level of internal consistency was only marginal as a whole measure of self-efficacy (α=.65). After an exploratory factorial analysis, two factors were retained for these participants: self-efficacy strengths (5 items; α=.74) and self-efficacy barriers (9 items; α=.85).

Professional expectations.

We assessed professional expectations using the Work Expectations subscale of the Portuguese version (Dutra-Thomé et al., 2015) of the Future Expectations Scale for Adolescents (FESA) (McWhirther & McWhirther, 2008). The Work subscale is comprised of 3 items (e.g. I will find a job). All items are rated from 1 (I do not believe this at all) and 5 (I certainly believe

this). Total ratings range from 1 to 15 points, with higher ratings meaning greater professional expectations. We found a good internal consistency level for this measure (α=.89).

Community involvement expectations.

We assessed community involvement using the Community Involvement subscale of the Portuguese version (Dutra-Thomé et al., 2015) of the Future Expectations Scale for Adolescents (FESA) (McWhirther & McWhirther, 2008). The Community Involvement includes 2 items (e.g. I will participate in many church activities). All items are rated from 1 (I do not believe this at all) and 5 (I certainly believe this). Total ratings range from 1 to 10 points, with higher ratings meaning greater expectations of community involvement. We found a good internal consistency level for this measure (α =.90).

Demographics

We characterized the following demographics: (a) gender (0 = male; 1 = female); age (0 = 18 to 24 years old; 1 = 25 to 29 years old); educational level (0 = lower middle school (6th grade); 1 = upper middle school (9th grade); 2 = secondary school); father's professional status (0 = unemployed; 1 = employed); mother's professional status (0 = unemployed; 1 = employed); father's educational level (0 = lower middle school (6th grade); 1 = upper middle school (9th grade); 2 = secondary school); mother's educational level (0 = lower middle school (6th grade); 1 = upper middle school (9th grade); 2 = secondary school); household (0 = living with parents; 1 = living with other relatives; 2 = living with partner or alone); period of unemployment (0 = unemployed for 6 months or less; 1 = unemployed between 7 to 12 months; 2 = unemployed for 13 months to 24 months; 3 = unemployed for more than 25 months) job offer in the last 12 months (0 = no; 1 = yes); training offer in the last 12 months(0 = no; 1 = yes) monthly

household income (0 = 500 euros or less; 1 = between 501 euros and 1000 euros; 2 = between 1001 euros and 1500 euros).

Procedures

Before the study was implemented, we made some adaptations to FESA items. These adaptations were made considering that the FESA Portuguese version was only available for Brazil. We slightly rewrote nine items in European Portuguese, without making any content change to the items.

We asked for the collaboration of the regional government, through a local public employment agency to implement the study. The agency summoned a total number of 403 potential participants from two municipalities that complied with the inclusion criteria (being NEET and having attained secondary education, at the most). In the Appendix A, we present a template of the call letter sent to all participants. Only 188 delivered a written consent to participate. The study's protocol was collectively administrated in small groups (about 10 participants). Data collection involved the explanation of research goals and methods. The participants had 45 min to complete the survey (Appendix B). Data collection occurred in April 2019.

Data Analyses

We performed descriptive and correlational analyses for all participants and by gender groups. We also conducted two Exploratory Factor Analyses (EFA). The first one was implemented for the Self-Efficacy Scale, given that the internal consistency values for the whole measure of self-efficacy, as well as for each of the subscales were much lower than those usually found for this instrument. The second EFA was conducted for FESA, given that its Portuguese version was only available for Brazil. In both EFAs, we used the Principal Axis Factoring (PAF)

extraction method, with Oblimin rotation. The adequacy of the number of participants for this procedure was examined using the Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity test. Reliability was assessed using Cronbach's alpha index (Cronbach, 1951).

We then investigated the associations between the variables using a three-step Structural Equation Model (SEM) approach. First, we tested for outliers and multicollinearity by regressing the outcome variable into the other factors, using SPSS 25.0. Outliers' analysis were conducted using Cook's D: values below 1 indicated the absence of outliers. Multicollinearity was assessed using Variation Inflation Factors (VIF); values below 4 indicated non-overlap between factors (Argyrous, 2011).

Second, we tested Hypothesis 1 by using AMOS 25.0 to follow a SEM approach. We tested three models of direct and indirect paths. A direct path links a predictor with an outcome. An indirect path connects a predictor with an outcome variable, going through an intermediate factor or mediator. Model 1 was a fully mediated model, including only indirect paths from SES indicators to professional expectations and community involvement expectations, through self-efficacy strengths and barriers. Model 2 was a partially mediated model and was identical to Model 1, with the addition of direct paths connecting SES indicators to professional and community involvement expectations. Model 3 was a non-mediated model comprising direct paths connecting all SES variables and self-efficacy strengths and barriers with professional and community involvement expectations.

To test Hypothesis 2, we used MGA. First, we ran a freely estimated model, by running a fully constrained model, where all paths were constrained to be equal across gender. Afterwards, we checked the Chi square statistic between the freely estimated model and the fully constrained model. Significant differences between the models were an indicator of worsening of fit. We

then initiated the iterative process of constraining blocks of model paths and comparing the progressively more constrained models to less restrictive models.

We estimated SEM and MGA models using Maximum Likelihood and bootstrap with 2000 replications and 95% confidence interval (CI). For all models, values above 1 for CMIN/DF and values below .05 for RMSEA and SRMR indicated a good fit, whereas values up to .08 represented acceptable approximation errors. CFI and TLI values above .95 denoted an optimal fit (Kline, 2011). We also calculated the r2, in order to understand the level of variance explained by the model. Finally, we conducted post-hoc tests based on the total number of predictors, the r2 value and the number of participants, setting minimal power at $\alpha = .95$ (Cohen, Cohen, West, & Aiken, 2003; Soper, 2019).

III. Results

EFA

After descriptive and correlational analysis we conducted an EFA for the Self-Efficacy Scale. Using PAF (Bartlett's Test of Sphericity = 2430.201, df = 276; p < .001; KMO = .86), the new structure of the Self-Efficacy Scale for these participants presented the following characteristics: 14 items divided into the following two subscales (a): Self-Efficacy Strengths: 5 items; α=.74; (b) Self-Efficacy Barriers (9 items; α=.85). We excluded item 1 from the final version, as it presented loadings below .30. In Appendix D we present data regarding these analyses.

In addition, we conducted an EFA for FESA scale including the 24 items of the original version in English. Using PAF (Bartlett's Test of Sphericity = 2430.201, *df* = 276; *p* < .0001; KMO = .86), the new structure of FESA for these Portuguese participants presented the following characteristics: 21 items divided into the following subscales (a) Health and Well-Being (HWB): 7 items (items 5, 11, 12, 13, 16, 21, and 22); (b) Children (Ch): 6 items (items 2,

10, 18, 19, 23, and 24); (c) Community Involvement (CI): 2 items (items 4 and 20); (d) Marriage (Ma): 3 items (items 3, 8, and 14); and (e) Work (Wo): 3 items (items 3, 7 and 17). We excluded items 1, 9 and 15 from the final version, as they presented loadings below .40. Items 9 and 15 had also been excluded from the Brazilian version for the same reason.

For the original English version, Cronbach's alpha coefficient for the five subscales ranged from .69 to .85. For the Brazilian version, Cronbach's alpha coefficient for the five subscales ranged from .70 to .86. For the Portuguese version, Cronbach's alpha coefficient for the five subscales ranged from .84 to .90. In Appendix E we present data regarding these analyses.

After correlational and descriptive analysis and instruments analysis using EFA, we verified the multivariate assumptions to implement SEM. Cook's D was below the cut-off criteria on each of the predictive factors. VIF estimates were below 2.20 (contract in the last 12 months), inferior to the cut-off criteria value of 4.

Table 3. 1: Descriptive statistics for all participants and by gender

Variables	M *(SD)* Total = 188	M *(SD)* Men = 78	M *(SD)* Women = 110	Range
1. Future expectations - Community	2.17 (*1.18*)	2.09 (*1.11*)	2.23 (*1.23*)	1 -5
2. Future expectations - Work	3.85 (*1.15*)	4.06 (*0.96*)	3.71 (*1.25*)	1 -5
3. Self-efficacy - Strengths	18.20 (*6.56*)	18.12 (*6.67*)	18.25 (*6.51*)	8 - 36
4. Self-efficacy - Barriers	14.20 (*3.75*)	14.26 (*3.76*)	14.15 (*3.76*)	4 - 20

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Table 3. 2: Zero-order correlation for all participants

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Gender	-															
2. Age	-.05	-														
3. Ed. level	.04	-.05	-													

4. Father employed	.01	.10	.12	-									
5. Mother employed	-.11	-.12	.17*	.21**	-								
6. Father's Ed. Level	-.30**	-.05	.21**	.17*	.20**	-							
7. Mother's Ed. Level	-.24**	-.12	.18*	.25**	.29**	.45**	-						
8. Household	.08	.27**	-.12	.01	-.11	-.12	-.06	-					
9. Period of unemployment	.07	.12	-.21**	-.02	-.08	-.21**	-.12	.18*	-				
10. Contract-last 12 months	-.08	.10	.26**	.01	.07	.19**	.07	-.12	-.60**	-			
11. Training-last 12 months	-.01	.14	.10	-.15*	-.08	-.03	-.09	.14	.13	.04	-		
12. Income	-.10	-.11	.41**	.19*	.34**	.26**	.17*	-.36**	-.24**	.27**	.04	-	
13. SE-Strenghts	.01	.01	.02	-.13	.04	.08	-.00	-.11	-.06	.06	.08	-00	-
14. SE-Barriers	.01	-.04	.05	-.13	.05	.00	.00	-.05	-.11	.13	.16*	.10	.26**	-
15. FE - Community	.06	.04	-.01	-.01	.04	-.04	-.12	-.05	-.13	.02	-.06	.03	.01	.10	-
16. FE - Work	-.15*	-.21**	-.01	.01	.16*	.05	.04	.03	-.17*	.13	-.01	.05	-.11	.23**	.24**	-

* p<.05; ** p<.01

Table 3. 3: Zero-order correlation between study variables: men (*women*)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Age	- -														
2.Ed. Level	.05 (-.12)	- -													
3.Father employed	-.05 (-.14)	-.09 (.28**)	- -												
4.Mother employed	.08 (-.28**)	.04 (.29**)	.31** (.14)	- -											
5.Father's Ed. Level	-.09 (-.05)	.20 (.27**)	.16 (.26*)	.22 (.13)	- -										
6.Mother's Ed. Level	-.08 (-.18)	.05 (.33**)	.25* (.27**)	.26* (.29**)	.47** (.35**)	- -									
7.Household	.25* (.30**)	-.16 (-.10)	.14 (-.09)	.00 (-.18)	-.12 (-.09)	-.02 (-.06)	- -								
8.Period of unemployment	.05 (.18)	-.17 (-.25**)	.07 (-.07)	.00 (-.11)	-.11 (-.31**)	-.11 (-.11)	.14 (.21*)	- -							
9.Contract-last 12 months	.27* (-.01)	.20 (.31**)	-.16 (.13)	-.04 (.12)	.12 (.25**)	.05 (.06)	-.11 (-.12)	-.61** (-.58**)	- -						
10.Training-last 12 months	.16 (.12)	.18 (.04)	-.18 (-.13)	-.13 (-.05)	-.03 (-.05)	-.07 (-.12)	.07 (.20*)	-.05 (.25**)	.26* (-.11)	- -					
11.Income	-.05 (-.16)	.40** (.43**)	.14 (.22*)	.24* (.41**)	.30** (.20*)	.06 (.24*)	-.34** (-.33**)	-.30** (-.20*)	.14 (.35**)	.04 (.03)	- -				

12.SE-Strenghts	-.02	.13	-.14	.00	.18	.02	.05	.01	.03	.24*	-.05	-		
	(.03)	(-.06)	(-.12)	(.06)	(-.03)	(-.02)	(-.24*)	(-.11)	(.09)	(-.03)	(.03)	-		
13.SE-Barriers	.10	.00	-.05	.00	-.05	.08	-.01	-.12	.35**	.11	.02	.25*	-	
	(-.13)	(.09)	(-.19)	(.09)	(.05)	(-.07)	(-.09)	(-.10)	(-.03)	(.19*)	(.15)	(.26**)	-	
14.FE-Community	.06	.02	-.06	.05	-.16	-.03	-.14	-.06	.10	-.13	.08	-.04	.14	-
	(.04)	(-.03)	(.03)	(.04)	(.12)	(-.17)	(.02)	(-.17)	(-.02)	(-.01)	(.00)	(.05)	(.09)	-
15.FE-Work	-.15	-.01	.06	-.08	-.07	.02	.03	-.24*	.15	-.11	.05	-.07	.20	.16	-
	(-.26**)	(.01)	(-.02)	(.27**)	(.07)	(-.01)	(.05)	(-.13)	(.11)	(.04)	(.02)	(-.13)	(.25**)	(.30)**	-

* p<.05; ** p<.01

Notes: Ed. Level= Educational Level; SE= Self-efficacy; FE= Future Expectations

Table 3. 4: Standardized, estimates and 95% confidence intervals for Model 3

Paths	Standardized estimates	S.E	Standardized 95% CI
Educational level → Self-efficacy - strengths	.01	.08	[-.17; .15]
Educational level → Self-efficacy - barriers	-.01	.08	[-.17; .18]
Contract in the last 12 months →Self-efficacy - strengths	.05	.07	[-.01; .26]
Contract in the last 12 months → Self-efficacy - barriers	.13	.08	[-.08, .21]
Household → Self-efficacy - strengths	-.10	.08	[-.26, .06]
Household → Self-efficacy - barriers	-.04	.08	[-.20; .11]
Self-efficacy - strengths → Future expectations - work	.27**	.07	[.10; .43]
Self-efficacy - strengths → Future expectations - community	-.02	.09	[-.20; .17]
Self-efficacy - barriers → Future expectations - work	-.18*	.09	[-.31; .04]
Self-efficacy - barriers →Future expectations - community	.11	.09	[-.08; .29]

*p <.05; **p <.01

SEM analysis did not support the study hypothesis. The full-mediated model presented a better fit, $\chi2$ (53, 135) = 1.10, TLI = .96, CFI = .98, RMSEA = .023 [90% CI = .00, .05], SRMR = .055, compared to the model testing partially mediated associations, $\chi2$ (58, 130) = 1.16, TLI = .93, CFI = .97, RMSEA = .029 [90% CI = .00, .06], SRMR = .054, and the model which tested for direct effects only, $\chi2$ (56, 135) = 1.15; TLI = .94, CFI = .96, RMSEA = .028 [90% CI = .00, .06], SRMR = .060. Covariance paths between latent variables and/or latent change variables are not depicted because they are the same as the latent correlations presented in Table 3.2. The fully

mediated model predicted 10.30% of future professional expectation outcomes. The same model predicted 1.20% of the future community involvement expectations. Post-hoc tests based on the total number of predictors, the r^2 value and the number of participants was above the .95 threshold for each of the outcome variables included in the model.

According to the fully-mediated model, depicted in Table 3.4, we found that participants showing more positive perceptions regarding the self-efficacy of their strengths showed stronger expectations regarding their professional future ($B = .27$; $p < .001$). In turn, the participants who assessed their resources as a barrier to self-efficacy had more negative expectations about their professional future ($B = -.18$; $p < .05$).

MGA testing for gender moderating effects showed a freely estimated model, which resulted in a χ^2 (14, $n = 174$) = 1.08, p = .26. The change in Chi square statistic between the freely estimated model and the fully constrained model was not significant, $\Delta\chi^2$ (10, $n = 178$) = 3.94, $p = .69$, signaling that constraining all paths to be equal across gender was not associated with a statistically significant worsening of fit. Nevertheless, we conducted a path by path analysis to check if there were differences between gender groups at path level. After freeing and constraining sets of parameters, we found a statistically significant worsening of model fit when we constrained the paths from having a contract in 12 months prior to the study and self-efficacy strengths, $\Delta\chi^2$ (1, $n = 179$) = 17.16, $p < .05$), family household income to self-efficacy strengths, $\Delta\chi^2$ (9, $n = 179$) = 17.04, $p < .05$), family household income to self-efficacy barriers, $\Delta\chi^2$ (1, $n = 187$) = 17.01, $p < .05$), and from self-efficacy barriers to future expectations regarding community involvement, $\Delta\chi^2$ (1, $n = 187$) = 17.14, $p < .05$). In our final model, all paths were constrained to be equal across gender except the four for which we found differences. This model delivered an acceptable to adequate fit, according to different fit indexes, χ^2 (106, 82) =

1.08, TLI = .93, CFI = .96, RMSEA = .021 [90% CI = .00, .05], SRMR = .073. According to standardized estimates of this model, men who had a contract in the 12 months prior to the research showed significant improvement of their perceived strengths associated with self-efficacy ($B = .36$; $p < .001$). In turn, greater independence from women regarding their parents' household showed to be detrimental to these women's sense of self-efficacy strengths ($B = .24$; $p < .05$). Moreover, women depicting more favorable perceptions about their self-efficacy strengths denoted higher expectations about their professional future ($B = .21$; $p < .01$). By the contrary, women with stronger perceived barriers to self-efficacy also denoted lower expectations regarding their professional future ($B = - .30$; $p < .01$).

IV. Discussion

Our study had two aims. First, we wanted to explore how professional and community involvement expectations were associated with SES indicators and the perceived self-efficacy of rural, underqualified NEETs. Second, we intended to examine how this model varied across gender groups. Our research aims are pertinent, because rural NEETs are among those youths that tend to remain in the countryside. Therefore, their socioeconomic situation is vulnerable, as they usually display lower skills, denote shorter academic trajectories and originate in poorer households (Hatayama, 2018).

A first finding emerging from the different analyses is that self-efficacy among these youths presented a dichotomic structure. While the original structure of the instrument involved three dimensions (agency and persistence, efficacy towards adversity and social efficacy), the participants self-efficacy perceptions were organized in two dimensions: self-efficacy strengths and self-efficacy barriers. A lower complexity among these youths regarding personal trust in their abilities to succeed in different domains and tasks may be shaped by their lives hardship.

Rural, underqualified NEET are particularly exposed to the risk of poverty and complex school to work transitions (Corbett & Forsey, 2017; Tele, 2017; EUROSTAT, 2019), due to individual vulnerabilities, but also to limited job offers (Simões et al. 2017; Hatayama, 2018). Other works have shown how vulnerable populations tend to deal with a complex, unpredictable live conditions using more primitive cognitive processes, such as minimization of achievements, catastrophizing, in terms of anticipating the worse possible scenario for a challenging task or situation or dichotomic thinking (reasoning between extremes of self-idealization and self-depreciation) (Hatcher, Rayens, Peden, & Hall, 2008). Self-perceptions tend to be even more distorted by primitive cognitive processes among those with lower qualifications. In fact, in this study around two thirds of the participants only completed upper middle school (9th grade). Thus, it is not surprising that while average results for self-efficacy barriers are well above the middle point of the scale, average results for self-efficacy strengths are well below the middle point of its scale.

A note is also necessary regarding future expectations structure. While a five-factor structure was found for this instrument, similar to the version in Brazilian Portuguese (Dutra-Thomé et al., 2015), EFA showed a somewhat different dimensional structure. Children and Marriage were dimensions present in the solutions of both versions. Similarly to the Brazilian Portuguese version, a dimension related to Health was also delivered by this analysis. However, in this case, some items related to professional expectations and spirituality were part of this dimension, pointing to a larger scope of Health and Well-Being. The Work and Education dimension was shorter and reflected only the work expectations in our analysis, as the only item related to educational expectations presented a very low loading and considerably worsened the fit of the model. Finally, a Church dimension was not evident in the present analysis, as the items

that loaded in this factor reflected community participation in both the church and the community in the broader sense. However, the results among these participants should not be interpreted as a solid indicator of cultural differences between Brazilian and Portuguese future expectations structure.

Our first hypothesis was not sustained by the results. None of the SES indicators was related with professional or community involvement expectations. This is a surprising result, as structural factors such as lower income and worst educational and professional backgrounds are seen in the literature as the main drivers of NEETs negative outcomes (e.g. Carcillo et al., 2015). Moreover, expectations are more driven by reality than other future-oriented cognitions such as aspirations (Gottfredson, 2002). This would imply a greater relevance of structural factors in explaining the participants' professional and community expectations. An explanation to these unexpected results is that the strength of family support and other forms of informal support in rural areas buffers the effects of structural risks (Carcillo et al., 2015; Han et al., 2015; Papadakis et al., 2017; Simões et al., 2017). This may open up a way for a greater relationship of self-efficacy perceived strengths with improved future expectations (Betz & Hackett, 1981; Lent, Brown, & Hackett, 1994; Lent, Ezeofor, Morrison, Penn, & Ireland, 2015), even among populations facing greater adversity.

Our second hypothesis was also not sustained by the literature. First, men who had a job contract 12 months prior to the research presented higher levels of self-efficacy strengths. This extends prior research results, including with rural NEETs, showing that not having access to job contracts are detrimental to self-efficacy perceptions (Simões et al., 2017). When compared to men, women denoting more positive perceptions of their self-efficacy resources were more likely

to have higher professional expectations. An opposite path was found for women with stronger perceptions of self-efficacy barriers.

This bulk of results, some of them counterintuitive, can be interpreted altogether as reflecting the conditions of a rural employment structure. Although the region where this research took place does have an employment structure based on services, men and women that participated in this research are underqualified. This means that the available job offers are male-dominated (Leibert, 2016). Thus, job contracts will be more easily available to man, contributing to improve their self-image. In this scenario, underqualified woman have a reduced chance to fulfill their professional expectations. Still, if women trust their abilities, they also acknowledge that their expectations can be fulfilled, in spite of a male-dominated work structure or of greater barriers to improve educational standards in rural areas (Farrugia, 2016; Little, 2002). Conversely, if women acknowledge greater barriers to self-efficacy fulfillment, they expect less of their professional future. Moreover, for these women being more independent means being more pessimistic about their strengths to improve their self-efficacy. These results seem to reflect other findings showing that women self-efficacy development in rural areas is limited to the family sphere and to narrower, gender-biased tasks such as caring and raising a family (Sadler et al., 2014). In other words, low-qualified female NEETs participating in this study seem to be falling into a young care givers subcategory of NEETs (Eurofound, 2012).

Regarding possible implications stemming from our study, we suggest that future interventions have to be adjusted and somehow tailor-made, in order to reverse this scenarium. The Youth Guarantee initiative is based on a general conception of European NEET's and the set of individuals that participated in our study suggest a different reality, not only for being underqualified, but also because they live in a rural area, fragmented and outermost, presenting a

poor range of formative and academic offer. On the other hand, the intervention of the public employment services is still standardized and result-focused, not allowing for a true understanding of these youths background and future expectations. Educational systems that have dual tracks of academic alongside vocational learning routes have been shown to generate better labour market outcomes for school leavers and smooth the school-to-work transition (Simões et al., 2017; Strakova, 2015). As these NEET's are underqualified, it would be recommendable that this type of intervention should take place in high school. Our study also points out that improving women's perception of self-efficacy may act as an alternative to address their needs. In rural labor markets where most jobs are masculinized, it is important to work on gender issues so that women can more often undertake activities that are not normally associated with the female stereotype. Primary sector jobs may emerge as an opportunity to these women at activities such as horticulture. The Regional Government of the Azores, through the "Marca Açores" Program has developed a series of national and international initiatives that intend to open these markets for products from a region where traditional farming methods are still adopted, without the use of chemicals, portraying a huge potential for the organic products' market.

Our study has limitations. Our research was implemented with the collaboration of the employment services of the region. A calendar and a schedule was negotiated and the participants were invited in advance to participate. However, some participants did not show up on time, which caused some disturbance in some of the sessions held with small groups to fill in the study protocol. In two of the groups, the internet connection failed and the group had to fill in the protocol on paper. These implementation problems may have affected the results. Finally, due to shortage of instruments in European Portuguese to assess future expectations, our option

was to use the Brazilian Portuguese version of FESA. Although the items were revised by the

first author, who is fluent in Brazilian Portuguese, and EFA was implemented to examine the

questionnaire structure, the instrument has to be further analyzed in terms of temporal stability

and reliability with other groups, including groups with low incidence of social risk.

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APPENDIX A

Call letter to the participants – Template

Exmo(a) Senhor(a),

Assunto: Convocatória para participação em projeto de investigação.

A Agência de Qualificação, Emprego e Trabalho de Angra do Heroísmo está a colaborar com o ISCTE-Instituto Universitário de Lisboa num projeto de investigação que pretende estudar o desemprego jovem nos Açores.

O projeto de investigação pretende conhecer melhor as características e contexto dos jovens desempregados, bem como entender quais são as suas necessidades e expectativas profissionais.

A sua participação no projeto de investigação consistirá no preenchimento de um questionário online, que terá a duração de cerca de 30 minutos. Antes do preenchimento, a investigadora explicar-lhe-á como será este preenchimento e responderá às dúvidas dos participantes, caso seja necessário. Todos os dados que irá providenciar durante a sua participação serão tratados pela equipa de investigação de forma confidencial, e a Agência apenas receberá os resultados gerais.

Para isto, convocamos V. Exa. a comparecer no dia **XX/XX/2019** no **sítio XXX**, às **XX:XX**, onde estará à sua espera a investigadora Amanda Almeida do ISCTE-IUL. Solicita-se que traga consigo um documento de identificação para que possa ser atestada a sua presença nesta sessão.

Ao participar deste estudo, poderá ser sorteado pela equipa de investigação do ISCTE-IUL de e ganhar um voucher comercial no valor de 50 euros, que será sorteado até 30 de maio de 2019.

Com os melhores cumprimentos,

A Chefe de Divisão,

XX XXX.

APPENDIX B

Research Survey

Questionário - Perspetivas e necessidades dos jovens NEET em zonas rurais – o caso específico do arquipélago dos Açores

Consentimento informado

O presente estudo surge no âmbito do projeto de investigação do Mestrado em Psicologia Social e das Organizações do ISCTE – Instituto Universitário de Lisboa. O projeto de investigação intitula-se Perspetivas e necessidades dos jovens NEET em zonas rurais – o caso específico do arquipélago dos Açores e será realizado em colaboração com a Agência de Emprego, Qualificação e Emprego de Angra do Heroísmo. Este estudo pretende avaliar as perspetivas e necessidades que os jovens nem em emprego, nem em educação/formação têm face ao seu futuro profissional. O estudo é realizado por Amanda Almeida (a22471@iscte-iul.pt) que poderá contactar caso deseje colocar uma dúvida ou partilhar algum comentário. A sua participação, que será muito valorizada, consiste em responder a um questionário online que poderá durar cerca de trinta minutos. Não existem riscos significativos expectáveis associados à participação no estudo. Ainda que possa não beneficiar diretamente com a participação no estudo, as suas respostas vão contribuir para um conhecimento mais aprofundado sobre o desemprego jovem na Região Autónoma dos Açores e quais questões podem estar subjacentes a esta temática. A participação neste estudo é estritamente voluntária: pode escolher participar ou não. Se escolher participar, pode interromper a participação em qualquer momento sem ter de prestar qualquer justificação. Para além de voluntária, a participação é também anónima e confidencial. Os dados destinam-se apenas a tratamento estatístico. Em nenhum momento do estudo precisa de se identificar. Face a estas informações, por favor indique se aceita participar no estudo:

	Aceito
	Não aceito

O presente estudo surge no âmbito do projeto de investigação do Mestrado em Psicologia Social e das Organizações do ISCTE – Instituto Universitário de Lisboa.

A intenção do estudo é avaliar a situação dos jovens desempregados na ilha Terceira e perceber melhor as suas necessidades e ambições em relação ao futuro profissional.

A sua participação neste estudo é feita através do preenchimento de um questionário online. O preenchimento do questionário terá a duração aproximada de 20 minutos. As instruções de cada parte do questionário serão lidas pela investigadora. Qualquer dúvida que possa ter será esclarecida pela investigadora durante o preenchimento.

A sua participação é também anónima e confidencial.

No final deste estudo, os participantes que concluírem este questionário habilitam-se ao sorteio de um voucher de 50 euros na Worten.

Agradecemos, uma vez mais, a sua colaboração!

PERCEIVED SELF-EFFICACY AND FUTURE EXPECTATIONS

Vai encontrar a seguir um conjunto de afirmações acerca da maneira como você pensa sobre si próprio. À frente de cada afirmação, encontrará uma escala de 1 a 7. Se assinalar o número 1, significa que discorda totalmente da afirmação e que ela não corresponde, de maneira nenhuma, ao que você pensa sobre si. Se assinalar o número 7, significa que a afirmação corresponde totalmente ao que você pensa sobre si próprio/a.

Entre estes dois extremos pode escolher os restantes números consoante estiver mais ou menos em desacordo com a sua maneira de pensar.

Assinale um dos números na escala. Não há respostas certas ou erradas, todas as respostas que der são igualmente corretas. Peço-lhe que pense bem na resposta de modo a que ela expresse corretamente a sua maneira de pensar.

	1 Discordo totalmente	2 Discordo bastante	3 Discordo um pouco	4 Não concordo nem discordo	5 Concordo um pouco	6 Concordo bastante	7 Concordo totalmente
1. Quando faço planos tenho a certeza que sou capaz de realizá-los.							
2. Quando não consigo fazer uma coisa à primeira insisto e continuo a tentar até conseguir.							
3. Tenho dificuldades em fazer novos amigos.							
4. Se uma coisa me parece muito complicada não tento sequer realizá-la.							
5. Quando estabeleço objetivos que são importantes para mim, raramente os consigo alcançar.							
6. Sou uma pessoa autoconfiante.							
7. Não me sinto capaz de enfrentar muitos dos problemas que se deparam na minha vida.							
8. Normalmente desisto das coisas antes de as ter acabado.							
9. Quando estou tentar aprender alguma coisa nova, se não obtenho logo sucesso, desisto facilmente.							
10. Se encontro alguém interessante com quem tenho dificuldade de fazer amizade, rapidamente desisto de tentar fazer amizade com essa pessoa.							
11. Quando estou a tentar tornar-me amigo de alguém que não se mostra interessado, não desisto logo de tentar.							

	1 Discordo totalmente	2 Discordo bastante	3 Discordo um pouco	4 Não concordo nem discordo	5 Concordo um pouco	6 Concordo bastante	7 Concordo totalmente
12. Desisto facilmente das coisas.							
13. As amizades que tenho foram conseguidas através da minha capacidade pessoal para fazer amigos.							
14. Sinto insegurança acerca da minha capacidade de fazer as coisas.							
15. Um dos problemas, é que não consigo fazer as coisas como devia.							

1. Por favor, indique uma profissão que, de uma forma realista, espera estar a desempenhar quando tiver 25 anos. (Se já tiver mais de 25 anos, coloque a sua idade)

_____

2. Por favor, indique uma profissão que, de uma forma realista, espera estar a desempenhar quando tiver 30 anos.

_____

3. Por favor, indique uma profissão que, de uma forma realista, espera estar a desempenhar quando tiver 35 anos.

_____

4. Por favor, indique o nível escolar que, de forma realista, espera ter quando tiver 25 anos. (Se já tiver mais de 25 anos, coloque a sua idade)

_____

5. Por favor, indique o nível escolar que, de forma realista, espera ter quando tiver 30 anos.

_____

6. Por favor, indique o nível escolar que, de forma realista, espera ter quando tiver 35 anos.

_____

PERCEIVED SELF-EFFICACY AND FUTURE EXPECTATIONS

Por favor leia as frases apresentadas abaixo e classifique o quanto cada uma delas pode influenciar o seu sucesso em atingir as profissões que quer ter. Por favor, classifique as suas respostas conforme as seguintes opções, assinalando a resposta que melhor descreve a sua situação.

	1 Não influencia	2 Influencia um pouco	3 Influencia mais ou menos	4 Influencia bastante	5 Influencia completamente
1. As condições oferecidas na minha terra são uma barreira.					
2. Eu não tenho dinheiro suficiente para ir a universidade ou para uma escola profissional					
3. A escola que frequentei foi uma barreira.					
4. Não tenho apoio da minha família.					
5. Não tenho apoio na minha terra.					
6. Não conheço pessoas que possam servir como exemplo nas profissões que gostaria de ter.					
7. A minha raça ou nacionalidade é uma barreira.					
8. Ser homem/mulher é uma barreira nas áreas profissionais em que gostaria de me ocupar.					
9. Querer permanecer na minha terra é uma barreira.					
10. Não há oportunidades de emprego na minha terra.					
11. O aconselhamento dado na agência de emprego não é disponibilizado no concelho onde vivo.					
12. A minha escolaridade é uma barreira.					
13. A experiência anterior de trabalho é uma barreira.					
14. Não tenho oportunidades de formação profissional nas minhas áreas de preferência.					
15. Os meus pais ou membros da minha família não tem os contatos "certos".					
16. Fui pai/mãe demasiado cedo.					

PERCEIVED SELF-EFFICACY AND FUTURE EXPECTATIONS

	1 Não influencia	2 Influencia um pouco	3 Influencia mais ou menos	4 Influencia bastante	5 Influencia completamente
17. Não tenho as competências para exercer o emprego que eu quero.					
18. Sou vítima de racismo nas ocupações da minha preferência.					
19. Sou vítima de discriminação nas ocupações da minha preferência.					
20. Os meus pais ou a minha família querem que eu escolha uma ocupação diferente daquelas que eu mais gosto.					
21. Eu preciso sustentar a minha família financeiramente.					
22. A minha inteligência é uma barreira.					
23. Eu não tenho interesse em estar empregado por outra pessoa. (por conta de outrem).					
24. O meu uso de drogas e álcool é uma barreira.					
25. A minha baixa autoconfiança é uma barreira.					
26. Os meus amigos não me dão motivação para exercer as profissões que eu mais gosto.					

Classifique as seguintes afirmações, pensando sobre o seu futuro. Classifique-as com um valor de 1 (não acredito nada disto) a 5 (acredito nisto totalmente).

No futuro…

	1 Não acredito nada disto	2	3	4	5 Acredito nisto totalmente
1. Irei alcançar o nível de educação que eu quero.					
2. Irei dar aos meus filhos um lugar seguro para viverem.					
3. Irei casar-me.					
4. Irei à missa ou outros serviços religiosos regularmente.					
5. Terei uma alimentação saudável.					
6. Encontrarei um bom trabalho.					

PERCEIVED SELF-EFFICACY AND FUTURE EXPECTATIONS

	1 Não acredito nada disto	2	3	4	5 Acredito nisto totalmente
7. Encontrarei um trabalho estável.					
8. Irei casar antes de completar 30 anos.					
9. Serei um líder na minha comunidade.					
10. Terei filhos (as).					
11. Terei uma boa saúde.					
12. Irei saber o que quero fazer com a minha vida.					
13. Irei comprar as coisas que quero.					
14. O meu casamento durará para sempre.					
15. Irei fazer trabalho voluntário na minha comunidade.					
16. Terei uma vida longa.					
17. Encontrarei um trabalho de que eu goste.					
18. Os meus filhos terão uma vida longa.					
19. Dedicarei tempo à minha família.					
20. Irei participar em muitas atividades religiosas.					
21. Irei praticar desporto ou algum tipo de exercício físico, regularmente.					
22. Terei sempre recursos suficientes para viver e me alimentar bem.					
23. Os meus filhos (as) viverão em paz.					
24. Irei cultivar a fé nos meus filhos (as) ou sobrinhos (as).					

PERCEIVED SELF-EFFICACY AND FUTURE EXPECTATIONS

Parabéns! O questionário está quase a terminar! As últimas perguntas têm a ver com informações sobre si, o meio onde vive e as pessoas com quem se relaciona. Mais uma vez, relembramos que a confidencialidade dos dados está assegurada pela equipa de investigação.

Género

	Mulher
	Homem
	Prefiro não dizer

Idade

	18 a 24 anos
	25 a 29 anos

Profissão: _____

Qual o seu nível de escolaridade?

	Menor que o 4º ano
	4º ano
	6º ano
	9º ano
	12º ano
	Outro: _____

Profissão do pai: _____

Profissão da mãe: _____

O seu pai está empregado no momento?

	Sim
	Não

A sua mãe está empregada no momento?

	Sim
	Não

Escolaridade do pai

	Menor que o 4º ano
	4º ano

	6º ano
	9º ano
	12º ano
	Outro: _____

Escolaridade da mãe

	Menor que o 4º ano
	4º ano
	6º ano
	9º ano
	12º ano
	Outro: _____

Com quem vive?

	Pais
	Sozinho
	Cônjuge
	Outros

Há quanto tempo está desempregado?

	Menos de 1 mês
	1 a 3 meses
	4 a 6 meses
	6 meses a 1 ano
	entre 1 e 2 anos
	Mais de 2 anos

Neste momento, está empregado?

	Sim
	Não

Quanto tempo tem de experiência profissional?

	Até 6 meses
	Entre 6 meses a 1 ano
	Entre 1 a 2 anos
	Entre 2 a 3 anos
	Entre 3 a 4 anos

☐ Entre 4 a 5 anos

☐ Mais de 5 anos

Teve algum contrato de trabalho nos últimos 12 meses?

☐ Sim

☐ Não

Teve acesso ao subsídio de desemprego nos últimos 12 meses?

☐ Sim

☐ Não

Recebeu ofertas de trabalho nos últimos 12 meses?

☐ Sim

☐ Não

Recebeu alguma oferta formativa nos últimos 12 meses?

☐ Sim

☐ Não

Em média, qual o rendimento mensal total do seu agregado familiar?

☐ Menos de 500 euros mensais

☐ Entre 501 a 1000 euros mensais

☐ Entre 1001 a 1500 euros mensais

☐ Mais de 1500 euros mensais

Parabéns, você terminou o nosso questionário!

De modo a podermos divulgar os resultados deste trabalho assim como a poder informá-lo, caso vença o

prémio de participação, por favor indique-nos o seu perfil de Messenger do Facebook.

_____

APPENDIX C

Descriptive Statistics – Sample

Frequencies						
		Gender	Age	Educational Level	Father currently employed	Mother currently employed	Father's Educational Level
N	Valid	188	188	188	188	188	188
	Missing	0	0	0	0	0	0
Mean		0,59	0,46	2,15	0,53	0,47	1,60
Std. Deviation		0,49	0,50	0,76	0,50	0,50	1,03
Minimum		0,00	0,00	0,00	0,00	0,00	0,00
Maximum		1,00	1,00	3,00	1,00	1,00	5,00

Frequencies						
		Mother's Educational Level	Household	Period of unemployment	Job contract at the last 12 months	Training offer at the last 12 months	Income
N	Valid	188	188	188	188	188	188
	Missing	0	0	0	0	0	0
Mean		2,05	0,90	0,94	0,52	0,24	0,67
Std. Deviation		1,12	1,01	1,18	0,50	0,43	0,64
Minimum		0,00	0,00	0,00	0,00	0,00	0,00
Maximum		5,00	3,00	3,00	1,00	1,00	2,00

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	78	41,5	41,5	41,5
	Female	110	58,5	58,5	100,0
	Total	188	100,0	100,0	

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 24	102	54,3	54,3	54,3
	25 - 29	86	45,7	45,7	100,0
	Total	188	100,0	100,0	

Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4º grade	5	2,7	2,7	2,7
	6º grade	26	13,8	13,8	16,5
	9º grade	92	48,9	48,9	65,4
	12º grade	65	34,6	34,6	100,0
	Total	188	100,0	100,0	

Father currently employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	88	46,8	46,8	46,8
	Yes	100	53,2	53,2	100
	Total	188	100	100	

Mother currently employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Não	99	52,7	52,7	52,7
	Sim	89	47,3	47,3	100
	Total	188	100	100	

Father's Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't know	10	5,3	5,3	5,3
	4º grade	101	53,7	53,7	59
	6º grade	50	26,6	26,6	85,6
	9º grade	13	6,9	6,9	92,6
	12º grade	10	5,3	5,3	97,9
	Higher education	4	2,1	2,1	100
	Total	188	100	100	

Mother's Educational Level				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't know	3	1,6	1,6	1,6
	4º grade	76	40,4	40,4	42
	6º grade	43	22,9	22,9	64,9
	9º grade	44	23,4	23,4	88,3
	12º grade	19	10,1	10,1	98,4
	Higher education	3	1,6	1,6	100
	Total	188	100	100	

Household				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parents	90	47,9	47,9	47,9
	Other relatives	43	22,9	22,9	70,7
	Spouse	39	20,7	20,7	91,5
	Alone	16	8,5	8,5	100
	Total	188	100	100	

Period of unemployment				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 6 months	101	53,7	53,7	53,7
	7 to 12 months	33	17,6	17,6	71,3
	More than 1 year	19	10,1	10,1	81,4
	More than 2 years	35	18,6	18,6	100
	Total	188	100	100	

Job contract at the last 12 months				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	91	48,4	48,4	48,4
	Yes	97	51,6	51,6	100
	Total	188	100	100	

Training offer at the last 12 months		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Não	143	76,1	76,1	76,1
	Sim	45	23,9	23,9	100
	Total	188	100	100	

Income		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 500 euros	79	42	42	42
	501 to 1000 euros	92	48,9	48,9	91
	1001 to 1500 euros	17	9	9	100
	Total	188	100	100	

APPENDIX D

Self-Efficacy Scale Analysis

Table D.1: Perceived Self-Efficacy Scale: Minimum, Maximum, Skewness and Kurtosis values

Items		N	Minimum	Maximum	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
1	Quando faço planos tenho a certeza que sou capaz de realizá-los.	188	1	5	-.83	.18	.22	.35
2	Quando não consigo fazer uma coisa à primeira insisto e continuo a tentar até conseguir.	188	1	5	-.94	.18	.03	.35
3	Tenho dificuldades em fazer novos amigos.	188	1	5	.63	.18	-.62	.35
4	Se uma coisa me parece muito complicada não tento sequer realizá-la.	188	1	5	.58	.18	-.79	.35
5	Quando estabeleço objetivos que são importantes para mim, raramente os consigo alcançar.	188	1	5	.22	.18	-.98	.35
6	Sou uma pessoa autoconfiante.	188	1	5	-.41	.18	-.93	.35
7	Não me sinto capaz de enfrentar muitos dos problemas que se deparam na minha vida.	188	1	5	.31	.18	-.82	.35
8	Normalmente desisto das coisas antes de as ter acabado.	188	1	5	-.74	.18	-.63	.35
9	Quando estou tentar aprender alguma coisa nova, se não obtenho logo sucesso, desisto facilmente.	188	1	5	.89	.18	-.37	.35
10	Se encontro alguém interessante com quem tenho dificuldade de fazer amizade, rapidamente desisto de tentar fazer amizade com essa pessoa.	188	1	5	.69	.18	-.49	.35
11	Quando estou a tentar tornar-me amigo de alguém que não se mostra interessado, não desisto logo de tentar.	188	1	5	.30	.18	-.98	.35
12	Desisto facilmente das coisas.	188	1	5	.96	.18	-.30	.35
13	As amizades que tenho foram conseguidas através da minha capacidade pessoal para fazer amigos.	188	1	5	-.42	.18	-.92	.35

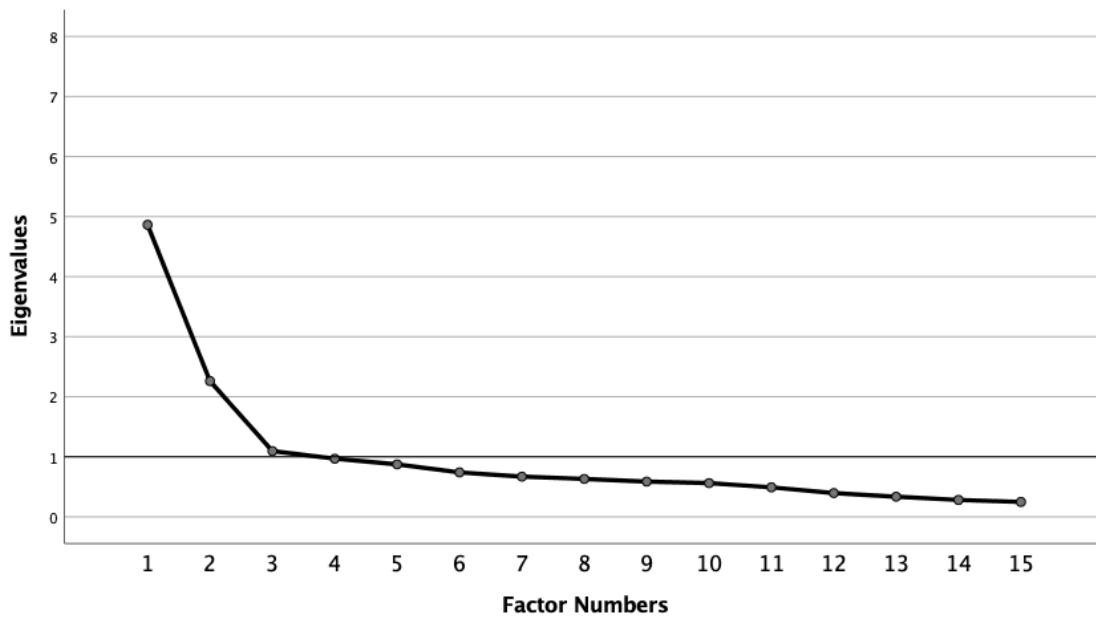| 14 | Sinto insegurança acerca da minha capacidade de fazer as coisas. | 188 | 1 | 5 | .31 | .18 | -1.03 | .35 |
| 15 | Um dos problemas, é que não consigo fazer as coisas como devia. | 188 | 1 | 5 | -.47 | .18 | -.68 | .35 |

Figure D. 1: Scree-plot with the eigenvalues of the Perceived Self-efficacy Scale

Table D. 2: Exploratory Factor Analysis of the Self efficacy Scale: Item loadings, eigenvalues, Cronbach alphas and means

Items		Factor loadings	
		Self-efficacy Barriers	Self-efficacy Strenghts
9	Quando estou tentar aprender alguma coisa nova, se não obtenho logo sucesso, desisto facilmente.	**.88** *	.05
12	Desisto facilmente das coisas.	**.79** *	.10
8	Normalmente desisto das coisas antes de as ter acabado.	**.76** *	.06
10	Se encontro alguém interessante com quem tenho dificuldade de fazer amizade, rapidamente desisto de tentar fazer amizade com essa pessoa.	**.58** *	.02
4	Se uma coisa me parece muito complicada não tento sequer realizá-la.	**.56** *	-.03
7	Não me sinto capaz de enfrentar muitos dos problemas que se deparam na minha vida.	**.51** *	-.10

		Self-efficacy Strenghts	Self-efficacy Barriers
14	Sinto insegurança acerca da minha capacidade de fazer as coisas.	**.46** *	-.04
5	Quando estabeleço objetivos que são importantes para mim, raramente os consigo alcançar.	**.44** *	-.28
3	Tenho dificuldades em fazer novos amigos.	**.31** *	-.08
1	Quando faço planos tenho a certeza que sou capaz de realizá-los.	.01	**.80** *
2	Quando não consigo fazer uma coisa à primeira insisto e continuo a tentar até conseguir.	.13	**.75** *
6	Sou uma pessoa autoconfiante.	-.07	**.59** *
13	As amizades que tenho foram conseguidas através da minha capacidade pessoal para fazer amigos.	.00	**.55** *

Factor indexes	Factors	
	Self-efficacy Strenghts	Self-efficacy Barriers
Eigenvalues	4.37	1.76
Coeficient alphas (**α**)	.85	.74
Means (*SD*)	18.20 (*6.56*)	14.20 (*3.75*)
Total variance explained (%)	**40,82%**	

* Significant factor loadings (.30 cut-off point).

APPENDIX E

FESA Scale Analysis

Table E. 1: FESA Scale: Minimum, Maximum, Skewness and Kurtosis values

Items		N	Minimum	Maximum	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
1	Irei alcançar o nível de educação que eu quero.	188	1	5	-.87	.18	-.35	.35
2	Irei dar aos meus filhos um lugar seguro para viverem.	188	1	5	-1.83	.18	2.58	.35
3	Irei casar-me.	188	1	5	-.03	.18	-1.52	.35
4	irei à missa ou a outros serviços religiosos regularmente	188	1	5	.87	.18	-.12	.35
5	Terei uma alimentação saudável	188	1	5	-.49	.18	-.71	.35
6	Encontrarei um bom trabalho	188	1	5	-1.04	.18	.18	.35
7	Encontrarei um trabalho estável	188	1	5	-.82	.18	-.49	.35
8	Irei casar antes de completar 30 anos	188	1	5	.66	.18	-1.10	.35
9	Serei um líder na minha comunidade	188	1	5	.72	.18	-.61	.35
10	Terei filhos(as)	188	1	5	-.81	.18	-.80	.35
11	Terei uma boa saúde	188	1	5	-.75	.18	-.01	.35
12	Irei saber o que quero fazer com a minha vida.	188	1	5	-1.26	.18	.78	.35
13	Irei comprar as coisas que quero.	188	1	5	-.62	.18	-.61	.35
14	O meu casamento durará para sempre.	188	1	5	.08	.18	-1.44	.35
15	Irei fazer trabalho voluntário, na minha comunidade.	188	1	5	.03	.18	-.88	.35
16	Terei uma vida longa.	188	1	5	-.54	.18	-.36	.35
17	Encontrarei um trabalho de que eu goste	188	1	5	-1.04	.18	.27	.35
18	Os meus filhos terão uma vida longa.	188	1	5	-1.46	.18	1.17	.35
19	Dedicarei tempo à minha família.	188	1	5	-2.20	.18	5.17	.35
20	Irei participar em muitas atividades religiosas.	188	1	5	.88	.18	-.22	.35
21	Irei praticar desporto ou algum tipo de exercício físico, regularmente.	188	1	5	-.47	.18	-.91	.35

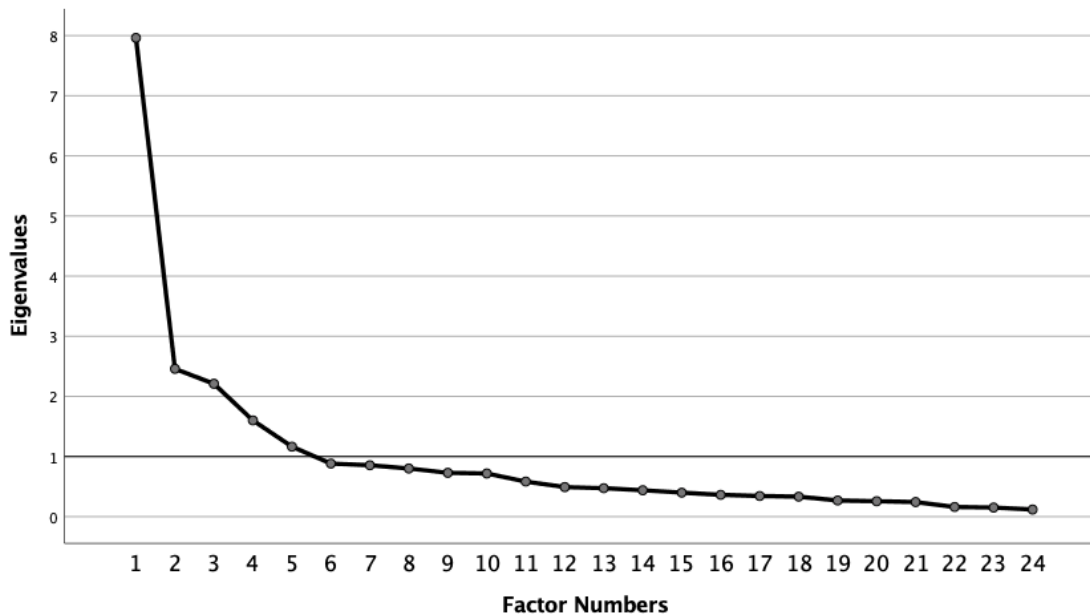|								
22	Terei sempre recursos suficientes para viver e me alimentar bem.	188	1	5	-.80	.18	.06	.35
23	Os meus filhos(as) viverão em paz.	188	1	5	-1.72	.18	2.13	.35
24	Irei cultivar a fé nos meus filhos/as ou sobrinhos/as.	188	1	5	-.90	.18	-.59	.35

Figure E. 1: Scree-plot of the eigenvalues of the FESA Scale

Table E. 2: Exploratory Factor Analysis of the 24-item FESA: Item loadings, eigenvalues, Cronbach alphas and means

Items	Items in the Brazilian version	Items in the Portuguese version	Factor loadings				
			HWB	Ch	CI	Ma	Wo
5	Terei uma alimentação saudável.	*Terei uma alimentação saudável.*	**.67***	-.05	.11	-.03	-.40
11	Terei uma boa saúde.	*Terei uma boa saúde.*	**.64***	.03	.06	.01	.08
12	Saberei o que quero fazer com a minha vida.	*Irei saber o que quero fazer com a minha vida.*	**.59***	.32	-.01	-.04	.04
13	Irei adquirir as coisas que quero.	*Irei comprar as coisas que quero.*	**.59***	.08	-.12	.02	.20
16	Terei uma vida longa.	*Terei uma vida longa.*	**.48***	-.03	-.08	.26	.17
21	Praticarei esportes ou algum tipo de exercício regularmente.	*Irei praticar desporto ou algum tipo de exercício físico, regularmente.*	**.42***	-.06	.23	-.02	.03

			HWB	Ch	CI	Ma	Wo
22	Sempre terei recursos suficientes para viver e me alimentar bem.	*Terei sempre recursos suficientes para viver e me alimentar bem.*	**.73***	.03	-.03	.03	.02
2	Darei aos meus filhos um lugar seguro para viver.	*Irei dar aos meus filhos um lugar seguro para viverem.*	-.09	**.73***	.01	.02	.09
10	Terei filhos(as).	*Terei filhos(as).*	.01	**.63***	.03	.23	-.04
18	Meus filhos terão uma vida longa.	*Os meus filhos terão uma vida longa.*	-.01	**.83***	-.07	.05	-.02
19	Dedicarei tempo para minha família.	*Dedicarei tempo à minha família.*	.08	**.56***	.06	.00	.21
23	Meus filhos(as) terão paz em suas vidas.	*Os meus filhos(as) viverão em paz.*	.09	**.87***	-.08	.08	-.09
24	Cultivarei a fé em meus filhos(as) e/ou sobrinhos(as).	*Irei cultivar a fé nos meus filhos/as ou sobrinhos/as.*	.11	**.53***	.28	-.14	-.00
4	Irei à missa ou a outros serviços religiosos regularmente.	*Irei à missa ou a outros serviços religiosos regularmente.*	-.06	.04	**.81** *	.10	.05
20	Participarei de muitas atividades religiosas.	*Irei participar em muitas atividades religiosas.*	.02	-.02	**.95** *	.02	.00
3	Me casarei.	*Irei casar-me.*	.02	.05	.05	**.83** *	-.02
8	Casarei antes de completar 30 anos.	*Irei casar antes de completar 30 anos.*	-.09	.03	.05	**.76** *	.08
14	Meu casamento durará para sempre.	*O meu casamento durará para sempre.*	.12	.10	.05	**.70** *	-.05
6	Encontrarei um bom trabalho.	*Encontrarei um bom trabalho.*	.03	-.08	.06	.06	**.92** *
7	Encontrarei um trabalho estável.	*Encontrarei um trabalho estável.*	-.04	-.05	.04	.04	**.91** *
17	Encontrarei um trabalho de que eu goste.	*Encontrarei um trabalho de que eu goste.*	.11	.10	.08	-.03	**.68** *

Factor indexes	Factors				
	HWB	Ch	CI	Ma	Wo
Eigenvalues	7.54	2.11	1.87	1.27	.77
Coeffecent alphas (α)	.84	.86	.90	.85	.89
Means (*SD*)	3.85 (*.80*)	4.16 (*.93*)	2.17 (*1.18*)	2.81 (*1.36*)	3.85 (*1.15*)
Total variance explained (%)	**56,49%**				

* Significant factor loadings (.30 cut-off point).
Note: HWB= Health and well-being; Ch= Children; CI= Community Involvement; Ma= Marriage; Wo= Work.