

### 3.11 Social Trust

Name of scale: **Social trust**

Items composing a scale after factor analysis and reliability analysis:

“How much would you say you can trust the following people?”:

- “People of a different ethnic group”
- “People of the same ethnic or racial group as you”
- “People of a different religious group”
- “People of the same religious group as you”

Answer categories: <not at all> <only a little> <some> <a lot>

#### 3.11.1 Interpretation of results

The social trust scale, which captures items on both in- and out-group trust, shows a high level of internal cohesion. Every item is loading above .8. The reliability analysis reveals high alpha values both for European countries and for Singapore (.84 and higher). This means that students who tend to trust people of their own ethnic and religious group also trust people of other ethnic and religious groups. In- and out-group trusts thus do not appear to be mutually exclusive, which is a most relevant finding for the debate on bonding and bridging social capital.

With a mean value of 5.8, young people in France are on balance only slightly more trusting than distrusting. Trust levels are significantly higher in the other countries. The most positive views were expressed in Denmark with a mean higher than 7. Denmark's score is also significantly higher than that of any of the other countries. The high score of Denmark and the low score of France is in agreement with the findings of other surveys.

In England, France and Singapore students of the lower secondary level express the highest level of trust, compared to other education groups. In Germany the mean for lower secondary is quite similar, but it is not the highest mean. In Denmark the difference is significant between university students and lower and upper secondary students. University students have a higher level of social trust than students of the lower and upper secondary level.

In all countries girls have slightly higher social trust levels than boys but the differences are not significant anywhere. Trust does not appear to be related to place of birth. There are no significant differences between immigrant and native students in any of the countries. The differences between native and immigrant students should be interpreted with some caution given the large error bars for immigrant students.

Social background has a strong positive relation with social trust in England, Denmark, Germany and Singapore, while no relation appears for France.

### 3.11.2 Results in tables

#### *Factor analysis*

##### **Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 3,002               | 75,060        | 75,060       | 3,002                               | 75,060        | 75,060       |
| 2         | ,511                | 12,768        | 87,828       |                                     |               |              |
| 3         | ,278                | 6,953         | 94,781       |                                     |               |              |
| 4         | ,209                | 5,219         | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### **Component Matrix<sup>a</sup>**

|                                     | Component |
|-------------------------------------|-----------|
|                                     | 1         |
| trust in different ethnic groups    | .874      |
| trust in same ethnic group          | .883      |
| trust in different religious groups | .879      |
| trust in same religious group       | .828      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### *Reliability analysis*

##### **Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,889             | 4          |

### Reliability Statistics

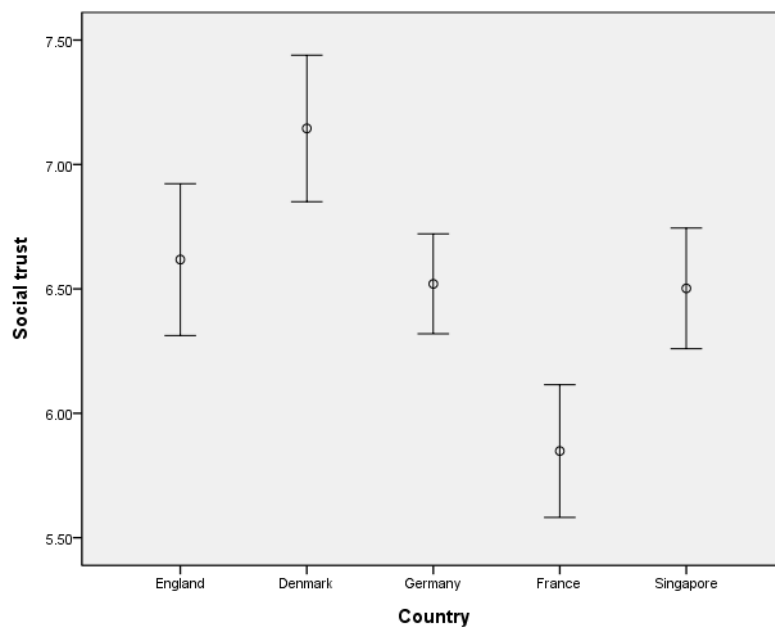
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,917             | 4          |
| Denmark   | ,890             | 4          |
| Germany   | ,842             | 4          |
| France    | ,902             | 4          |
| Singapore | ,861             | 4          |

*Descriptive statistics, error plots and correlations*

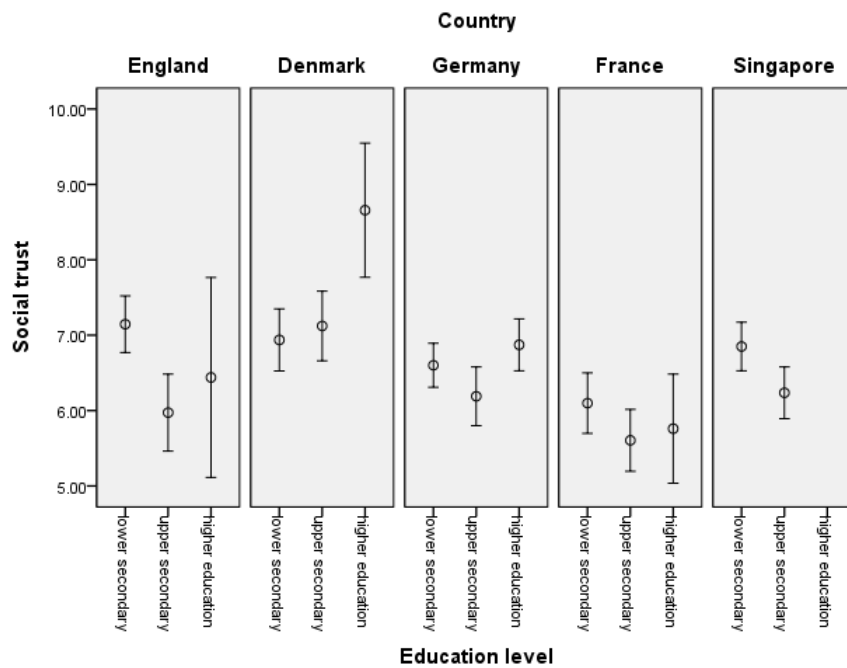
### Descriptive Statistics

|                    | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|------|---------|---------|--------|----------------|
| Social trust index | 1361 | ,00     | 10,00   | 6,4824 | 2,25341        |
| Valid N (listwise) | 1361 |         |         |        |                |

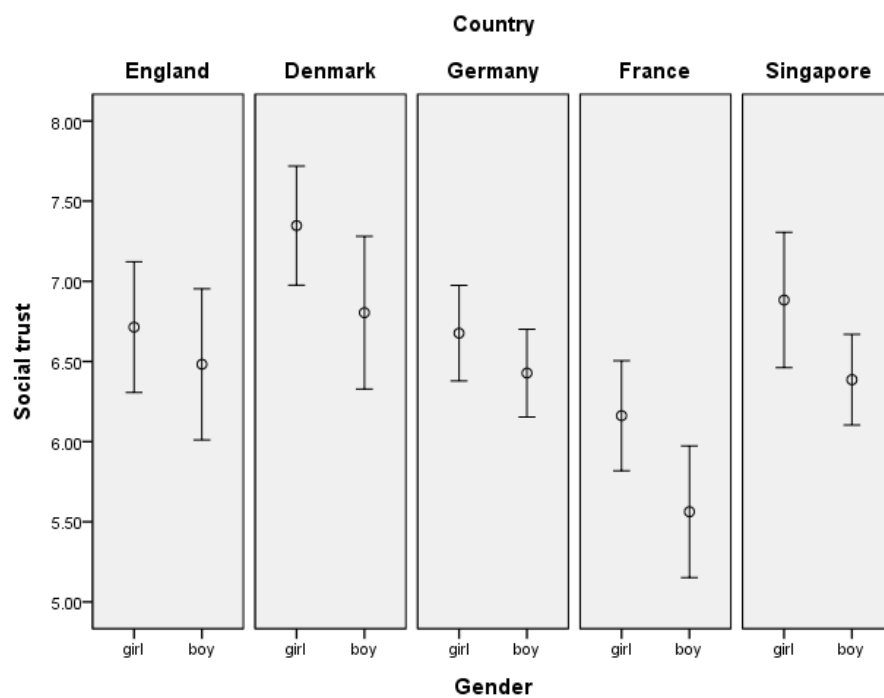
Social trust: country means



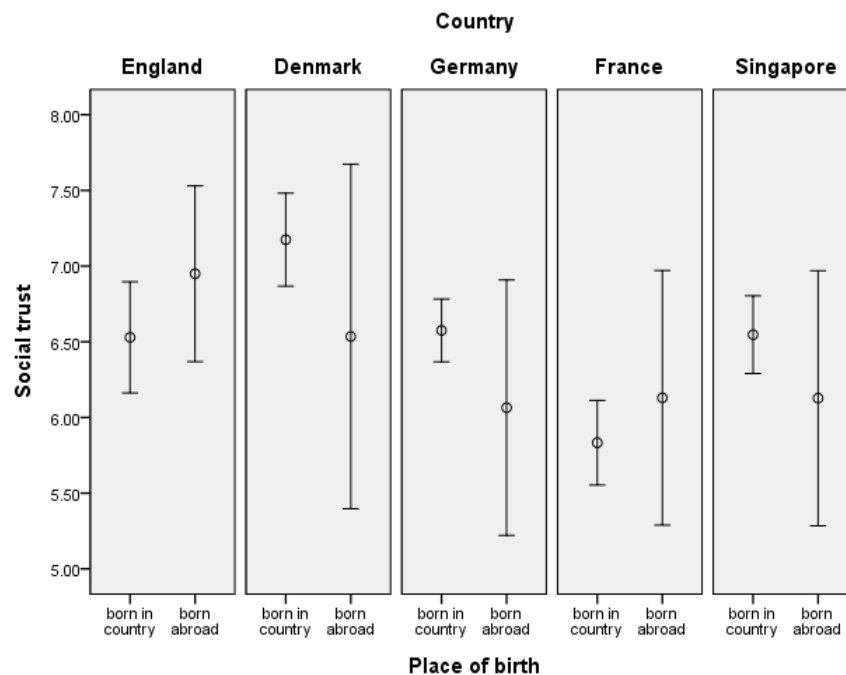
Social trust: means by educational level and country



Social trust: means by gender and country



Social trust: means by place of birth and country



Social trust: correlations with social background

#### Correlations

| Country   |                                |                     | social trust |
|-----------|--------------------------------|---------------------|--------------|
| England   | number of books in family home | Pearson Correlation | ,317**       |
|           |                                | Sig. (1-tailed)     | ,000         |
|           |                                | N                   | 234          |
| Denmark   | number of books in family home | Pearson Correlation | ,254**       |
|           |                                | Sig. (1-tailed)     | ,000         |
|           |                                | N                   | 239          |
| Germany   | number of books in family home | Pearson Correlation | ,157**       |
|           |                                | Sig. (1-tailed)     | ,001         |
|           |                                | N                   | 379          |
| France    | number of books in family home | Pearson Correlation | ,034         |
|           |                                | Sig. (1-tailed)     | ,267         |
|           |                                | N                   | 334          |
| Singapore | number of books in family home | Pearson Correlation | ,233**       |
|           |                                | Sig. (1-tailed)     | ,002         |
|           |                                | N                   | 157          |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

### 3.12 Perception of unequal chances

Name of scale: **perception of unequal chances**

Items composing a scale after factor analysis and reliability analysis:

- "Children who are members of certain ethnic groups (immigrant groups, national groups, racial groups) have fewer chances than other children to get a (good) secondary education in this country"
- "Girls have fewer chances than boys to get a (good) secondary education in this country"
- "Children from poor families have fewer chances than others to get a good secondary education in this country"
- "Children who live in rural (farming) areas have fewer chances than others to get a good secondary education"
- "Adults who are members of certain ethnic groups (immigrants, national groups, racial groups) have fewer chances than others to get good jobs in this country"
- "Women have fewer chances than men to get good jobs in this country"

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>.

#### 3.12.1 Interpretation of results

The views on chances for different social groups were measured with six items with five-point answer scales. Except one item about the chances of rural children, which loads with .5 on the factor, each item loads on the scale with .68 or higher. The alpha value for the pooled data is .7; all national alpha values are higher than .7, which indicates that the scale has quite an acceptable level of internal consistency across the board.

As all mean values are lower than the midpoint students everywhere are not inclined to believe that people, whatever their background, have unequal chances. Singaporean students are least convinced of the idea that there is no equality of opportunity, followed by students from England and Denmark. The mean value for Singapore is significantly different to that of Germany and France, but not to that of England and Denmark. German and French students are more sceptical about equality of opportunity, yet they too, on balance, would not agree with the notion that opportunities are uneven for different social groups.

Perceptions of unequal chances are strongly related to educational attainment. In all European countries university students perceive significantly more inequality of opportunity than lower secondary students. While in France the views of upper secondary students are very similar to those of university students, in the other countries they are much closer to those of lower secondary students.

Gender and ethnicity are not related to perceptions of unequal chances as there are no significant differences between either boys and girls or immigrants students and native born students born in any of the countries.

While there is a positive relation between social background and perceptions of unequal chances in Denmark and France, social background is unrelated to such perceptions in England, Germany and Singapore.

### 3.12.2 Results in tables

#### *Factor analysis*

| Total Variance Explained |                     |               |              |                                     |               |              |
|--------------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| Component                | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|                          | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1                        | 2.596               | 43.273        | 43.273       | 2.596                               | 43.273        | 43.273       |
| 2                        | .911                | 15.191        | 58.464       |                                     |               |              |
| 3                        | .780                | 12.995        | 71.459       |                                     |               |              |
| 4                        | .721                | 12.012        | 83.471       |                                     |               |              |
| 5                        | .571                | 9.510         | 92.981       |                                     |               |              |
| 6                        | .421                | 7.019         | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

| Component Matrix <sup>a</sup> |           |
|-------------------------------|-----------|
|                               | Component |
|                               | 1         |
| recoded ethnic groups         | .716      |
| fewer education chances       |           |
| recoded girls fewer           | .572      |
| education chances             |           |
| recoded poor children fewer   | .709      |
| education chances             |           |
| recoded rural children fewer  | .559      |
| education chances             |           |
| recoded ethnic groups         | .691      |
| fewer job chances             |           |
| recoded women fewer job       | .681      |
| chances                       |           |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

## Reliability analysis

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .737             | 6          |

**Reliability Statistics**

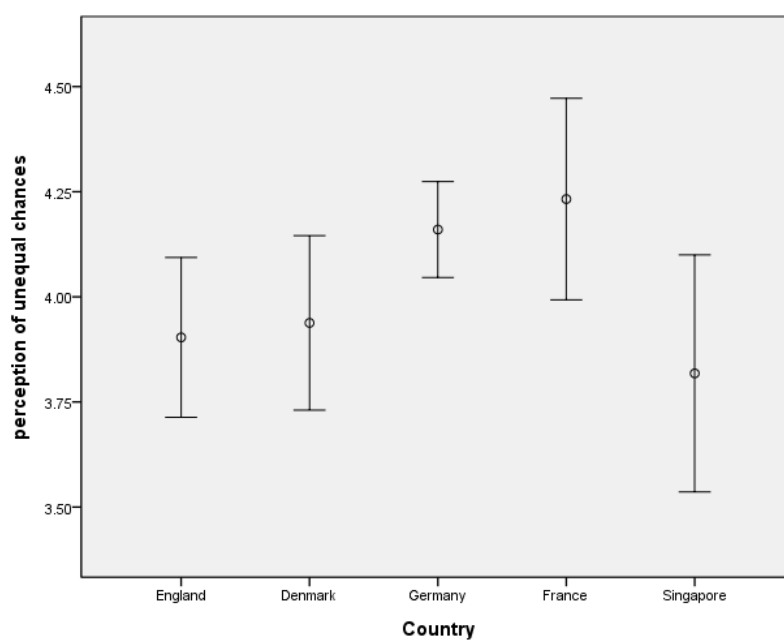
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | .727             | 6          |
| Denmark   | .754             | 6          |
| Germany   | .721             | 6          |
| France    | .783             | 6          |
| Singapore | .769             | 6          |

## Descriptive statistics, error plots and correlations

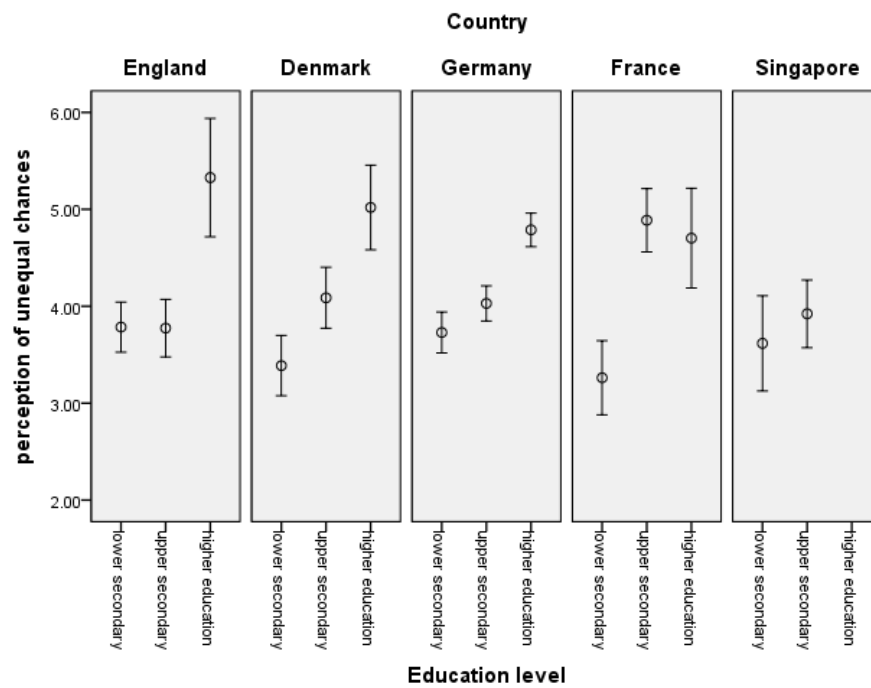
**Descriptive Statistics**

|   | N    | Minimum | Maximum | Mean   | Std. Deviation |
|---|------|---------|---------|--------|----------------|
| Perception of unequal chances sum index | 1870 | .00     | 9.58    | 4.0608 | 1.79836        |
| Valid N (listwise)                      | 1870 |         |         |        |                |

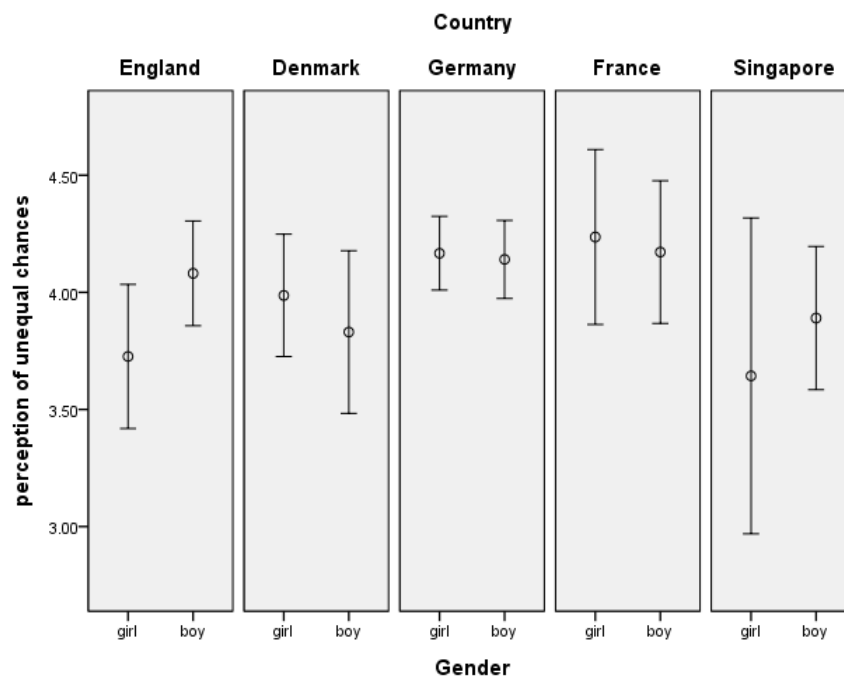
## Perception of unequal chances: country means



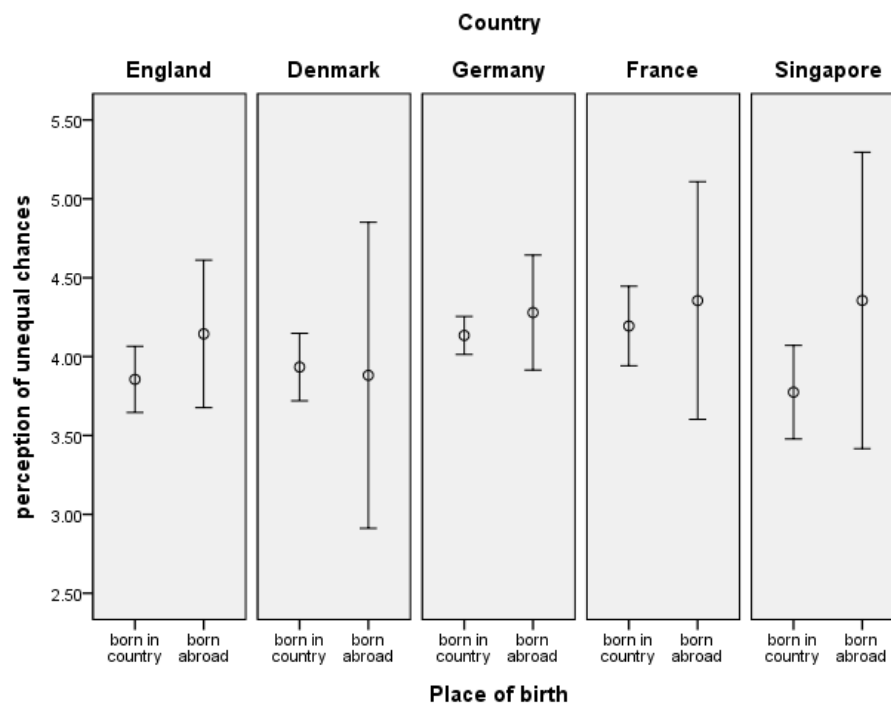
Perception of unequal chances: means by educational level and country



Perception of unequal chances: Means by gender and country



Perception of unequal chances: means by place of birth and country



Perception of unequal chances: correlation with social background

| Correlations |                                |                     | Perception of unequal chances sum index |
|--------------|--------------------------------|---------------------|---|
| Country      |                                |                     |   |
| England      | number of books in family home | Pearson Correlation | .031                                    |
|              |                                | Sig. (1-tailed)     | .280                                    |
|              |                                | N                   | 346                                     |
| Denmark      | number of books in family home | Pearson Correlation | .130*                                   |
|              |                                | Sig. (1-tailed)     | .012                                    |
|              |                                | N                   | 306                                     |
| Germany      | number of books in family home | Pearson Correlation | .020                                    |
|              |                                | Sig. (1-tailed)     | .291                                    |
|              |                                | N                   | 737                                     |
| France       | number of books in family home | Pearson Correlation | .212**                                  |
|              |                                | Sig. (1-tailed)     | .000                                    |
|              |                                | N                   | 317                                     |
| Singapore    | number of books in family home | Pearson Correlation | -.089                                   |
|              |                                | Sig. (1-tailed)     | .142                                    |
|              |                                | N                   | 147                                     |

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\* Correlation is significant at the 0.01 level (1-tailed).

### 3.13 Fair treatment in school

Name of scale: **fair treatment in school**

Items composing a scale after factor and reliability analysis:

- "In my school teachers treat me fairly"
- "In my school the rules are fair"
- "In my school the marks I got were fair"

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>

#### 3.13.1 Interpretation of results

The scale for fair treatment in school has an acceptable degree of internal consistency with an alpha of .68 for the pooled data and national alpha values all above .7 except in France (.55).

Generally students perceive their schools as fair as all mean values are higher than the midpoint. The highest mean value for fair treatment is reported by students in Singapore and Denmark. On the other side French students have a mean value just a little higher than the midpoint. Differences between French students and Danish and Singaporean students are significant.

We only asked this question to students in lower and upper secondary education, because it is directly linked to their experiences in daily life. In England, Denmark and Germany lower secondary students are slightly more negative about fair treatment in school than upper secondary ones. In Denmark this difference is significant. In France and Singapore there is no difference between lower and upper secondary students in their appraisals of school fairness.

Girls in four of the five countries perceive marks, rules and teachers as fairer than boys do, but this difference is only significant in England. In Denmark there is almost no difference between boys and girls. There are no significant differences between native and immigrant students in their perceptions of school fairness in any of the countries.

A strong positive relation between social background and perceptions of fair treatment in school appears in England and Denmark, while there is no relation in Germany, France and Singapore.

### 3.13.2 Results in tables

#### *Factor analysis*

##### **Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 1,836               | 61,214        | 61,214       | 1,836                               | 61,214        | 61,214       |
| 2         | ,705                | 23,495        | 84,708       |                                     |               |              |
| 3         | ,459                | 15,292        | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### **Component Matrix<sup>a</sup>**

|                                   | Component |
|-----------------------------------|-----------|
|                                   | 1         |
| recoded teachers treats me fairly | ,836      |
| recoded rules are fair            | ,808      |
| recoded marks I got were fair     | ,697      |

Extraction Method: Principal Component Analysis.

#### *Reliability analysis*

##### **Reliability Statistics**

|                  |            |
|------------------|------------|
| Cronbach's Alpha | N of Items |
|------------------|------------|

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,682             | 3          |

### Reliability Statistics

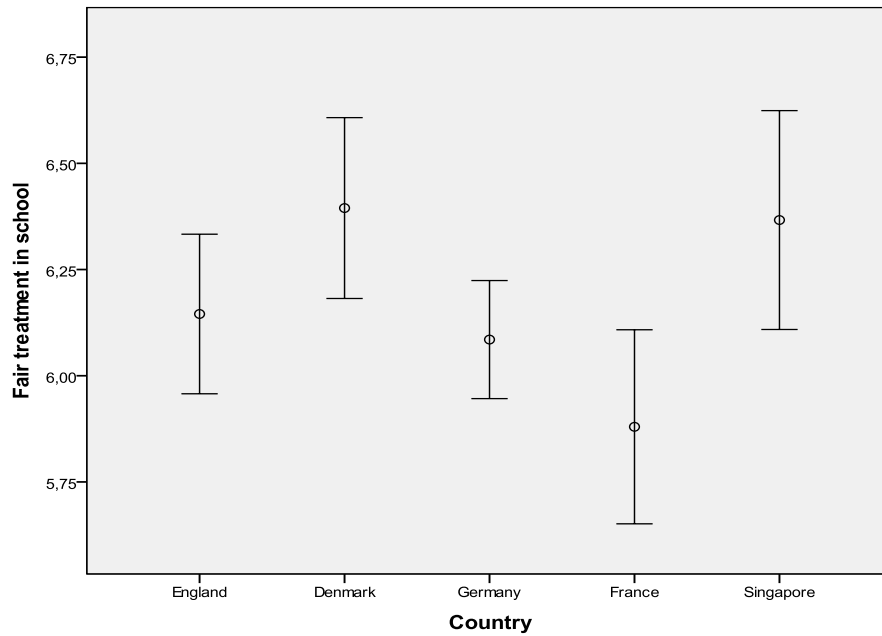
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,703             | 3          |
| Denmark   | ,717             | 3          |
| Germany   | ,732             | 3          |
| France    | ,551             | 3          |
| Singapore | ,725             | 3          |

*Descriptive statistics. error bars and correlations*

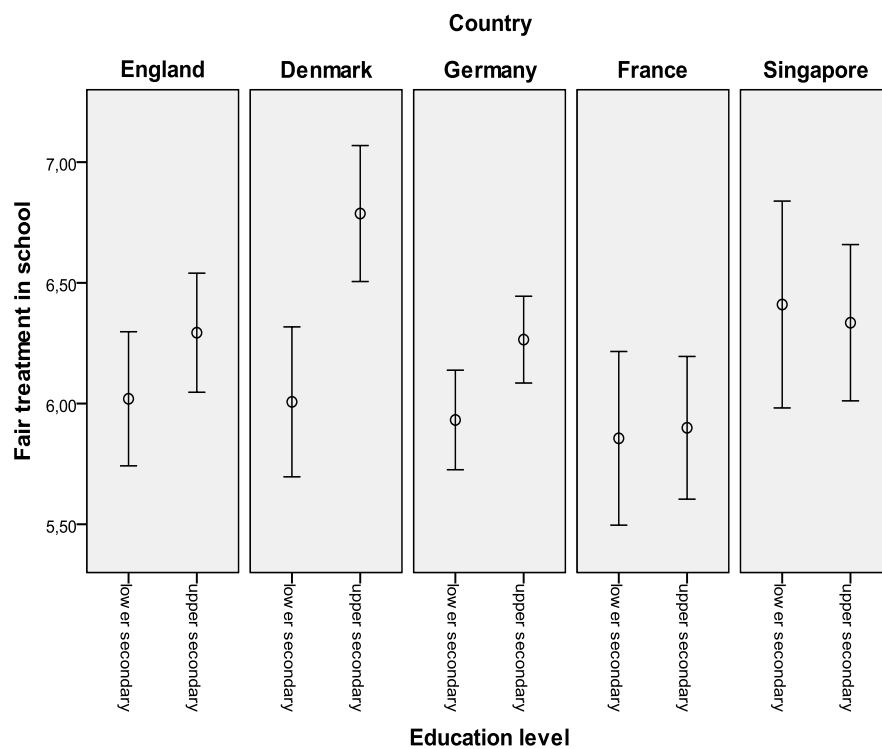
### Descriptive Statistics

|                                | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------------------|------|---------|---------|--------|----------------|
| Fair treatment in school index | 1890 | ,00     | 10,00   | 6,1464 | 1,91805        |
| Valid N (listwise)             | 1890 |         |         |        |                |

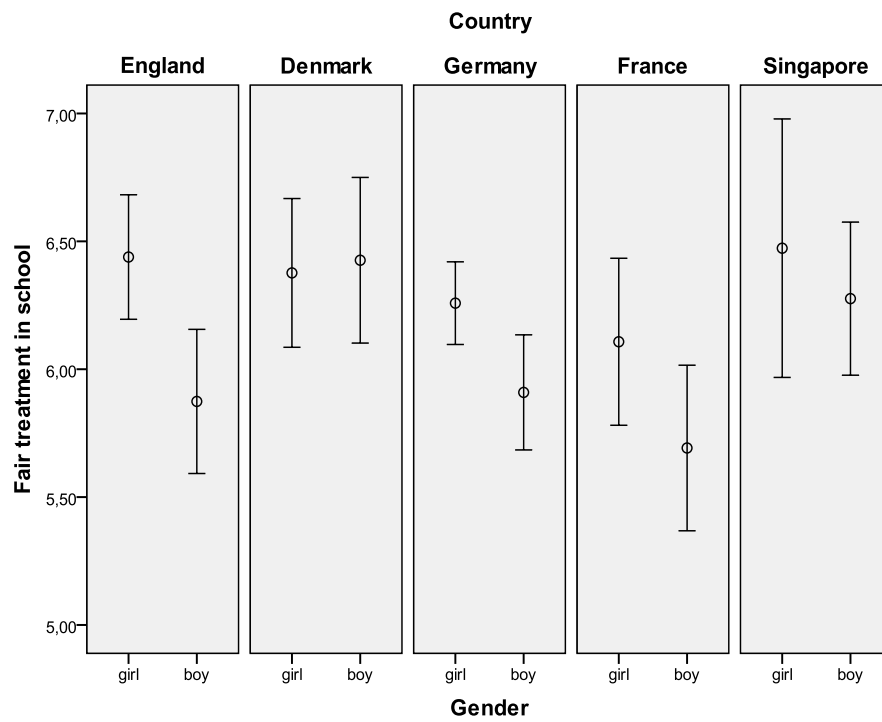
Fair treatment in school: means by country



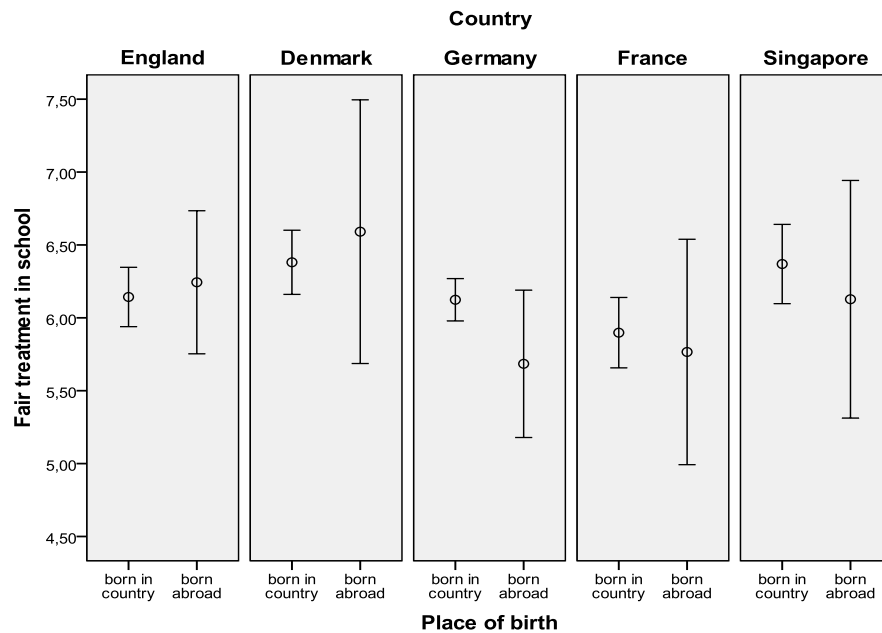
Fair treatment in school: means by educational level and country



Fair treatment in school: means by gender and country



Fair treatment in school: means by place of birth and country



## Fair treatment in school: correlations with social background

### Correlations

| Country   |                                   |                     | Fair treatment in school<br>sum index |
|-----------|-----------------------------------|---------------------|---------------------------------------|
| England   | number of books in<br>family home | Pearson Correlation | ,204**                                |
|           |                                   | Sig. (1-tailed)     | ,000                                  |
|           |                                   | N                   | 434                                   |
| Denmark   | number of books in<br>family home | Pearson Correlation | ,219**                                |
|           |                                   | Sig. (1-tailed)     | ,000                                  |
|           |                                   | N                   | 331                                   |
| Germany   | number of books in<br>family home | Pearson Correlation | ,061                                  |
|           |                                   | Sig. (1-tailed)     | ,069                                  |
|           |                                   | N                   | 598                                   |
| France    | number of books in<br>family home | Pearson Correlation | -,033                                 |
|           |                                   | Sig. (1-tailed)     | ,279                                  |
|           |                                   | N                   | 323                                   |
| Singapore | number of books in<br>family home | Pearson Correlation | ,098                                  |
|           |                                   | Sig. (1-tailed)     | ,092                                  |
|           |                                   | N                   | 186                                   |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

### 3.14 Perception of good citizenship (political participation)

Name of scale: **Perception of good citizenship (political participation)**

Items composing a scale after factor analysis and reliability analysis:

“An adult who is a good citizen...”

- “votes in every election”
- “follows political issues in the newspaper, on the radio, or on TV”
- “shows respect for government representatives [leaders, officials]”
- “engages in political discussion”

Answer categories: <not important> <somewhat unimportant> <somewhat important> <very important>

The items of the scale were tested firstly in a common factor analysis together with items of the scale for “perception of good citizenship (civic participation)” (see 3.15). Items loaded on two factors.

#### 3.14.1 Interpretation of results

The good citizen scale refers to participation in the political sphere. It comprises four items loading between .6 and .82 on the factor. The alpha value for the pooled data is .7. The

scale best fits to England with a national alpha value of .8. The lowest alpha values are for Denmark and France (.6).

On balance students in all five countries think that it is important for citizens to engage in politics as the mean values are all higher than the midpoint of the scale. The highest appreciation for politically engaged citizens is expressed by Singaporean students (above .7). Students in Denmark, Germany and France express their appreciation with a mean value higher than .6. Mean values of these three countries differ significantly to Singapore and England. In England political engagement is seen as least important.

Perceptions of good citizenship appear to be related to education level in quite different ways across the five countries. While in France upper secondary students express the highest appreciation for politically engaged citizens, in Denmark they show the lowest appreciation of the three education groups. In England, Denmark and Germany university students attach the greatest importance to political engaged citizens.

Girls in all countries express a higher appreciation for politically engaged citizens than boys, but these differences are not significant anywhere. In England immigrant students express a significant higher appreciation than native students. In the other countries there are no differences between immigrant and native-born students.

The scale for political participation of citizens shows a positive relation to social background in Denmark, Germany and France, while no relation appears in England and Singapore.

### 3.14.2 Results in tables

#### *Factor analysis*

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2,228               | 55,701        | 55,701       | 2,228                               | 55,701        | 55,701       |
| 2         | ,770                | 19,258        | 74,959       |                                     |               |              |
| 3         | ,585                | 14,615        | 89,574       |                                     |               |              |
| 4         | ,417                | 10,426        | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

|                         | Component |
|-------------------------|-----------|
|                         | 1         |
| votes in every election | ,761      |
| follows news in media   | ,828      |
| respect leaders         | ,607      |
| political discussions   | ,771      |

Extraction Method: Principal  
Component Analysis.  
a. 1 component extracted.

*Reliability analysis*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,727             | 4          |

**Reliability Statistics**

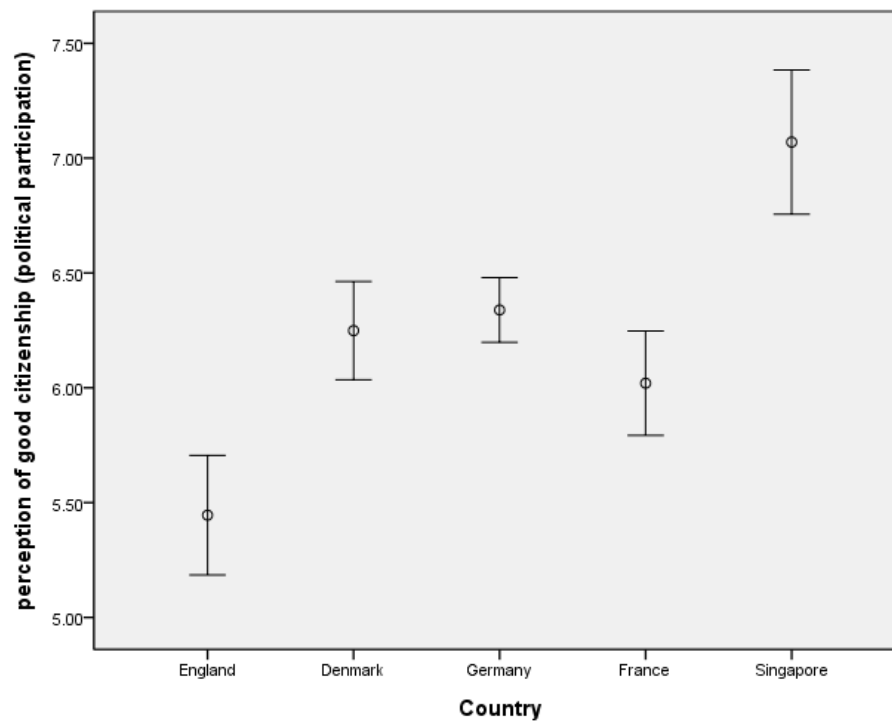
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,821             | 4          |
| Denmark   | ,646             | 4          |
| Germany   | ,709             | 4          |
| France    | ,665             | 4          |
| Singapore | ,781             | 4          |

*Descriptive statistics, error bars and correlations*

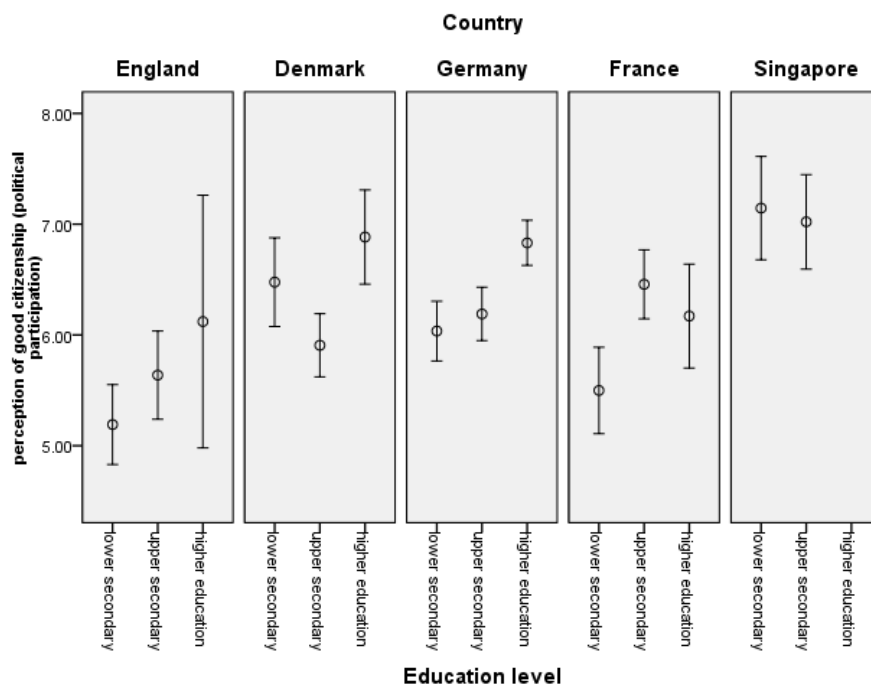
**Descriptive Statistics**

|  | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--|------|---------|---------|--------|----------------|
| perception of good citizenship (political participation) | 2014 | .00     | 10.00   | 6.1412 | 2.21666        |
| Valid N (listwise)                                       | 2014 |         |         |        |                |

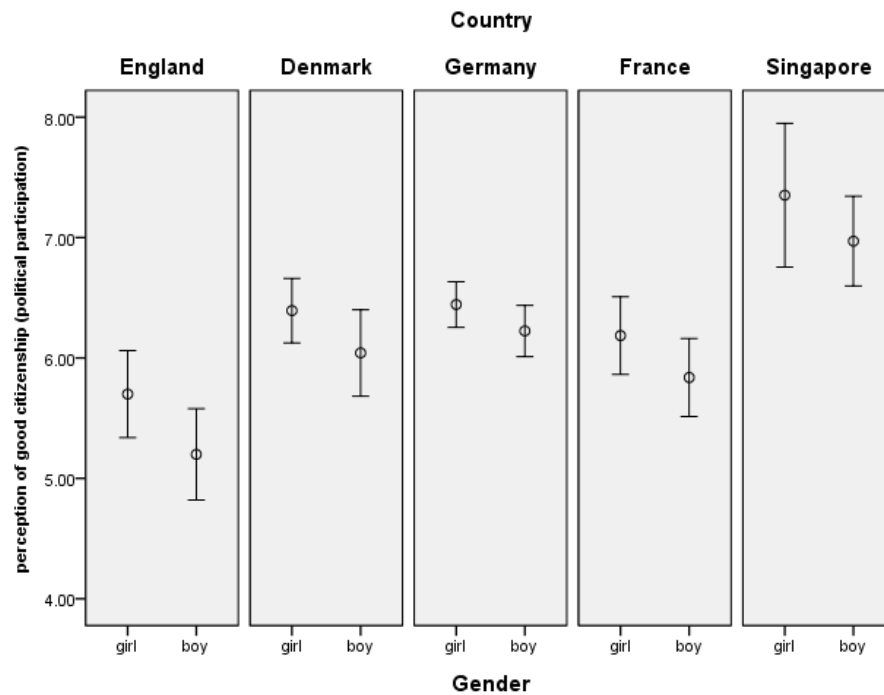
Perception of good citizenship (political participation): means by country



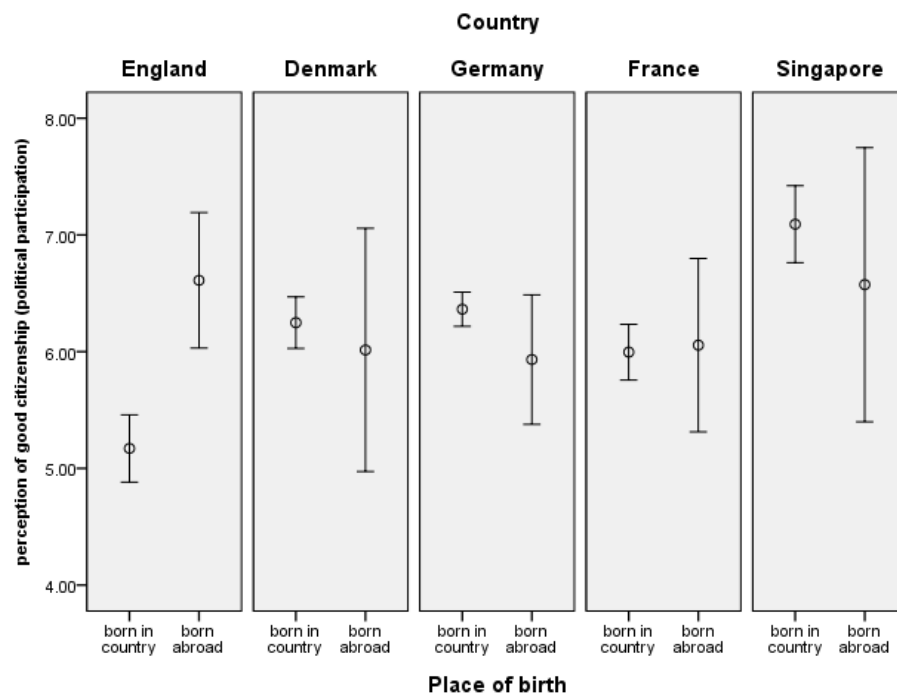
Perception of good citizenship (political participation): means by educational level and country



Perception of good citizenship (political participation): means by gender and country



Perception of good citizenship (political participation): means by place of birth and country



### Perception of good citizenship (political Participation): correlations with social background

| Correlations |                                |                     |  |
|--------------|--------------------------------|---------------------|--|
| Country      |                                |                     | Perception of good citizenship (political participation) sum index |
| England      | number of books in family home | Pearson Correlation | -.013  |
|              |                                | Sig. (1-tailed)     | .397   |
|              |                                | N                   | 397  |
| Denmark      | number of books in family home | Pearson Correlation | .170**   |
|              |                                | Sig. (1-tailed)     | .001   |
|              |                                | N                   | 337  |
| Germany      | number of books in family home | Pearson Correlation | .104**   |
|              |                                | Sig. (1-tailed)     | .003   |
|              |                                | N                   | 728  |
| France       | number of books in family home | Pearson Correlation | .129**   |
|              |                                | Sig. (1-tailed)     | .006   |
|              |                                | N                   | 375  |
| Singapore    | number of books in family home | Pearson Correlation | -.096  |
|              |                                | Sig. (1-tailed)     | .118   |
|              |                                | N                   | 155  |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

### 3.15 Perception of good citizenship (civic participation)

Name of scale: **Perception of good citizenship (civic participation)**

Items composing a scale after factor analysis and reliability analysis:

“An adult who is a good citizen...”

- “would participate in a peaceful protest against a law believed to be unjust”
- “participates in activities to benefit people in the community [society]”
- “takes part in activities promoting human rights”
- “takes part in activities to protect the environment”

Answer categories: <not important> <somewhat unimportant> <somewhat important> <very important> <don't know>

The items of the scale were tested firstly in a common factor analysis together with items of the scale for “perception of good citizenship (political participation)” (see 3.14). Items loaded on two factors.

### 3.15.1 Interpretation of results

The second good citizen scale refers to civic participation and social movements. The four items load with values of .77 or higher on the factor. Results of the reliability analysis gives an alpha value of .8 on the pooled dataset, as well as national alpha values around .8. Thus the scale has a robust level of internal cohesion.

Young people generally think that it is important for citizens to engage in civic participation and social movement-type activities. For all countries the mean values are above .6, therefore considerably higher than the midpoint. The highest appreciation for civic participation citizenship is expressed by Singaporean students and their level of appreciation is significantly different from that of England, Denmark and France. Within Europe, German students express the highest appreciation, followed by those in England, Denmark and France.

Perceptions of good citizenship are generally unrelated to level of education, except in England and Germany where university students express much higher appreciation for citizens engaging in civic participation than students in lower and upper secondary.

In all countries girls express more appreciation for citizens engaging in civic participation and social movement activities than boys. This difference is significant in England and Germany. As was the case for perceptions of good citizenship regarding political participation, immigrant students express significantly more appreciation for civic participation citizenship than native students in England. In the other countries there are no significant differences between immigrant students and students born in the country.

While perceptions of good citizenship regarding civic participation are positively related with social background in Denmark, and a little in Germany, social background does not appear to matter in England, France and Singapore.

### 3.15.2 Results in tables

#### *Factor analysis*

| Total Variance Explained |                     |               |              |                                     |               |              |
|--------------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| Component                | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|                          | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1                        | 2,600               | 65,005        | 65,005       | 2,600                               | 65,005        | 65,005       |
| 2                        | ,576                | 14,405        | 79,409       |                                     |               |              |
| 3                        | ,441                | 11,028        | 90,437       |                                     |               |              |
| 4                        | ,383                | 9,563         | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

|   | Component |
|---|-----------|
|   | 1         |
| participation in protests                 | ,770      |
| participation in community activities     | ,845      |
| participation in human rights activities  | ,838      |
| participation in environmental activities | ,769      |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

*Reliability analysis*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,817             | 4          |

**Reliability Statistics**

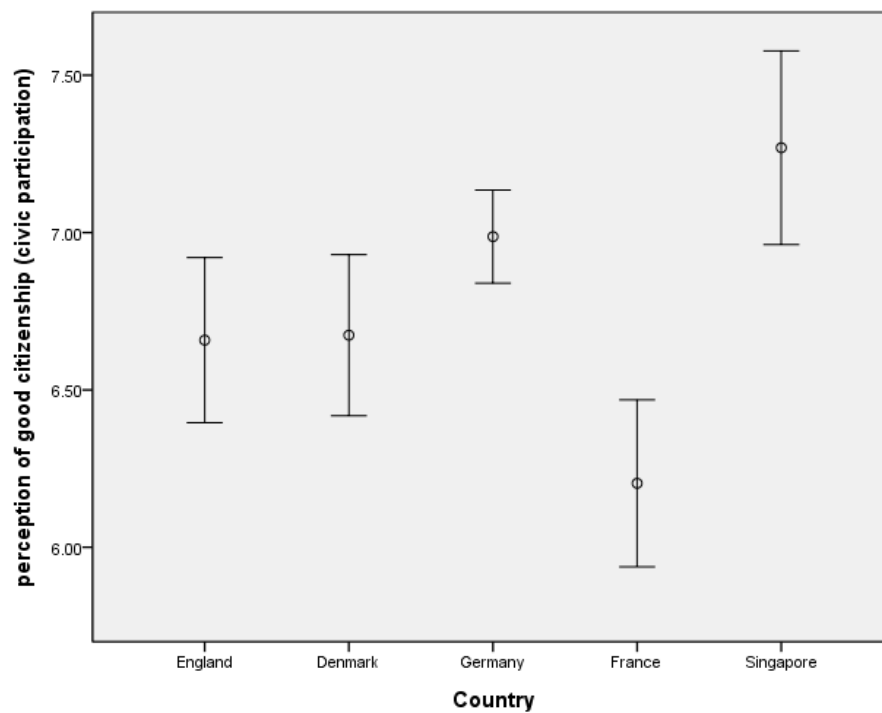
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,865             | 4          |
| Denmark   | ,840             | 4          |
| Germany   | ,786             | 4          |
| France    | ,805             | 4          |
| Singapore | ,788             | 4          |

# *Descriptive statistics, error bars and correlations*

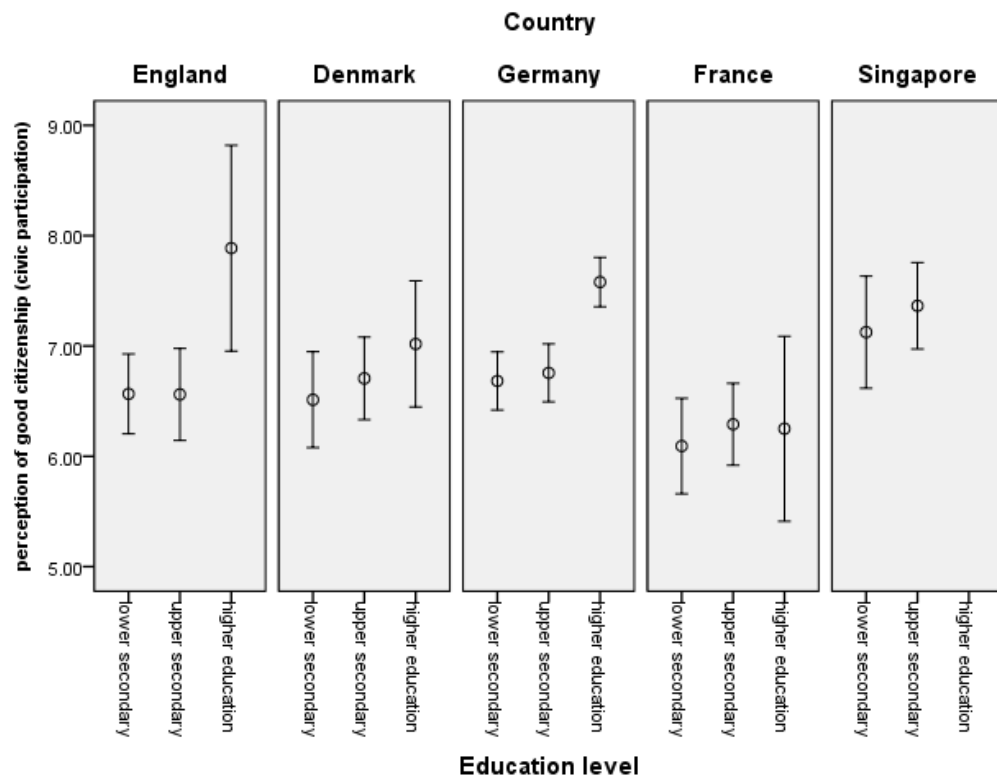
**Descriptive Statistics**

|  | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--|------|---------|---------|--------|----------------|
| Perception of good citizenship (civic participation) sum index | 1982 | .00     | 10.00   | 6.7487 | 2.34299        |
| Valid N (listwise)   | 1982 |         |         |        |                |

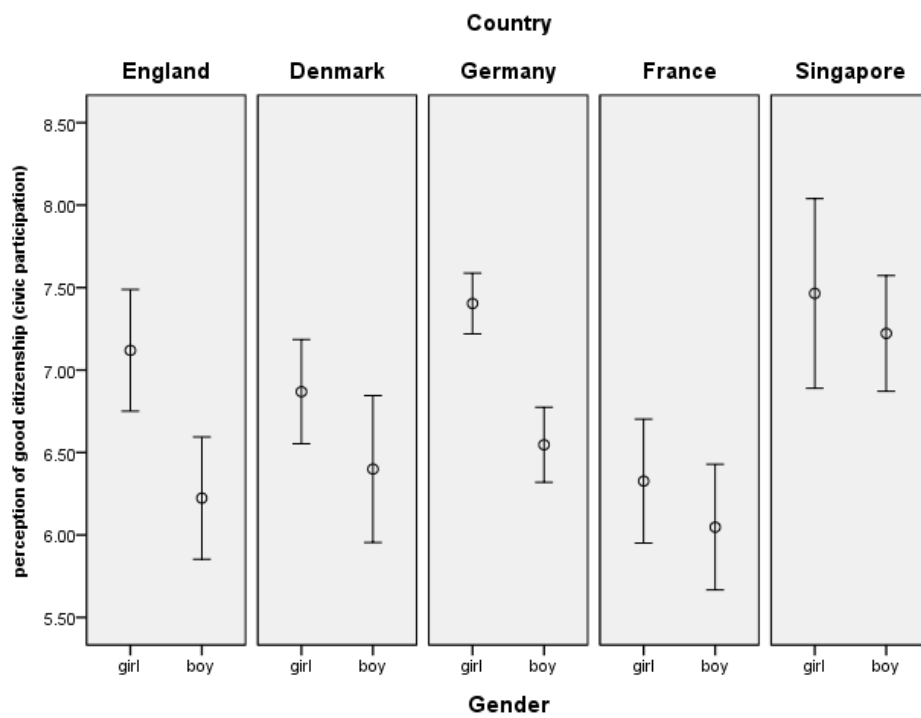
Perception of good citizenship (civic participation): means by country



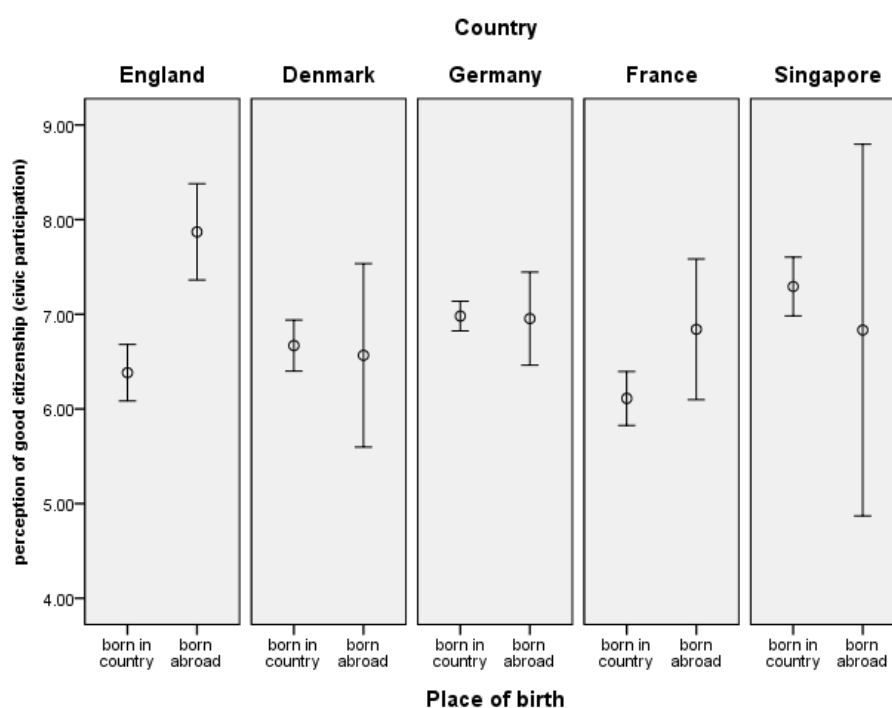
Perception of good citizenship (civic participation): means by educational level and country



Perception of good citizenship (civic participation): means by gender and country



Perception of good citizenship (civic participation): means by place of birth and country



Perception of good citizenship (civic participation): correlations with social background

| Correlations |                                |                     | Perception of good citizenship (civic participation) sum index |
|--------------|--------------------------------|---------------------|--|
| Country      |                                |                     |  |
| England      | number of books in family home | Pearson Correlation | .079   |
|              |                                | Sig. (1-tailed)     | .060   |
|              |                                | N                   | 388  |
| Denmark      | number of books in family home | Pearson Correlation | .190**   |
|              |                                | Sig. (1-tailed)     | .000   |
|              |                                | N                   | 336  |
| Germany      | number of books in family home | Pearson Correlation | .070*  |
|              |                                | Sig. (1-tailed)     | .030   |
|              |                                | N                   | 730  |
| France       | number of books in family home | Pearson Correlation | .078   |
|              |                                | Sig. (1-tailed)     | .071   |
|              |                                | N                   | 356  |
| Singapore    | number of books in family home | Pearson Correlation | .027   |
|              |                                | Sig. (1-tailed)     | .370   |
|              |                                | N                   | 152  |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

### 3.16 Political self-confidence

Name of scale: **political self-confidence**

Items comprising a scale after factor and reliability analysis:

- "I know more about politics than most people [in my age]"
- "When political issues or problems are being discussed, I usually have something to say"
- "I am able to understand most political issues easily"
- "I am interested in politics"

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>

#### 3.16.1 Interpretation of results

The political self-confidence scale shows a high level of internal coherence. All items load with values above .8 on the factor. According to the results of the reliability analysis, an alpha value of .86 can be reported for the pooled dataset. All the countries have alpha values of .8 or higher.

In four of the five countries young people have political self-confidence levels which are lower than the midpoint of the scale. The mean values for these countries (England, Germany, France and Singapore) are similar. Danish students express a significantly higher level of political self-confidence with a mean value above the midpoint.

Generally, political-self confidence increases with educational attainment as university students have higher confidence levels than lower secondary students in all four European countries. However, the relation does not appear to be linear in two countries. While in France, upper secondary student express higher levels of confidence than university students, in England upper secondary students have the lowest level of political self-confidence of the three education groups.

Boys show higher political self-confidence levels than girls in all five countries but it is only in Germany and France where the gap is huge and where the difference is thus very significant. There are no significant differences between immigrant and native students in levels of political self-confidence in any of the five countries.

In all four European countries political self-confidence is positive related to social background. Social background does not make a difference in Singapore.

### 3.16.2 Results in tables

#### *Factor analysis*

##### **Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2,826               | 70,638        | 70,638       | 2,826                               | 70,638        | 70,638       |
| 2         | ,437                | 10,914        | 81,552       |                                     |               |              |
| 3         | ,382                | 9,549         | 91,102       |                                     |               |              |
| 4         | ,356                | 8,898         | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### **Component Matrix<sup>a</sup>**

|  | Component |
|--|-----------|
|  | 1         |
| recoded know more about politics than most   | ,844      |
| recoded have something to say about politics | ,846      |
| recoded understand political issues          | ,817      |
| recoded interested in politics               | ,854      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### *Reliability analysis*

##### **Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,861             | 4          |

### Reliability Statistics

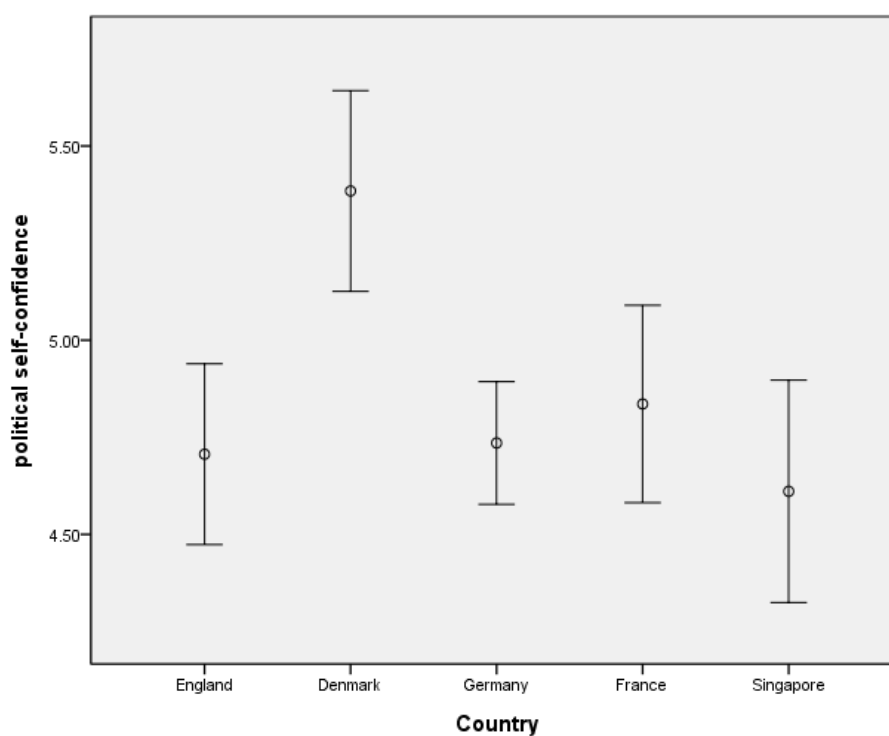
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,867             | 4          |
| Denmark   | ,865             | 4          |
| Germany   | ,886             | 4          |
| France    | ,817             | 4          |
| Singapore | ,807             | 4          |

*Descriptive statistics, error bars and correlations*

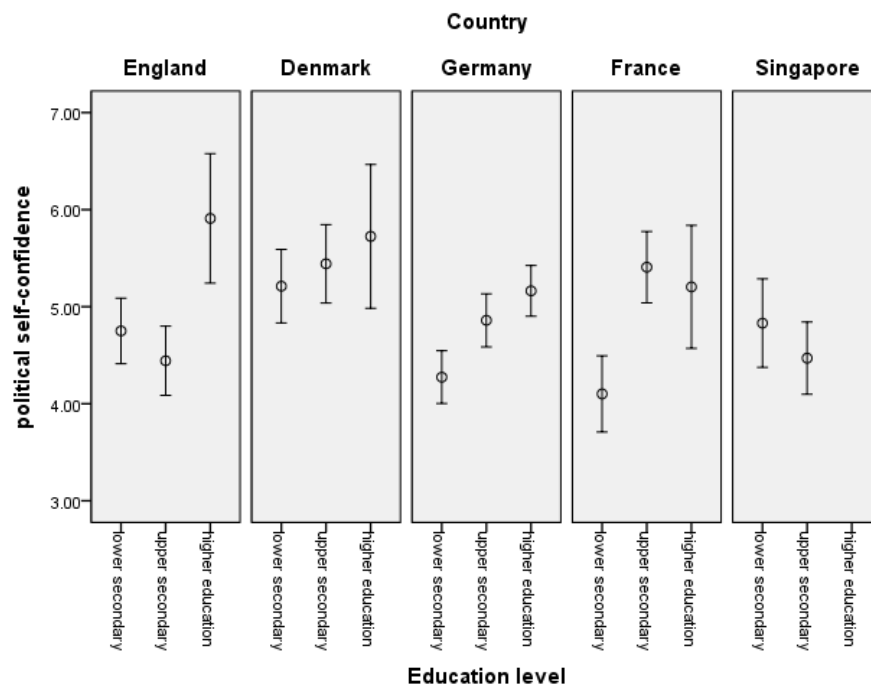
### Descriptive Statistics

|                                     | N    | Minimum | Maximum | Mean   | Std. Deviation |
|-------------------------------------|------|---------|---------|--------|----------------|
| Political self-confidence sum index | 2079 | ,00     | 10,00   | 4,8434 | 2,34530        |
| Valid N (listwise)                  | 2079 |         |         |        |                |

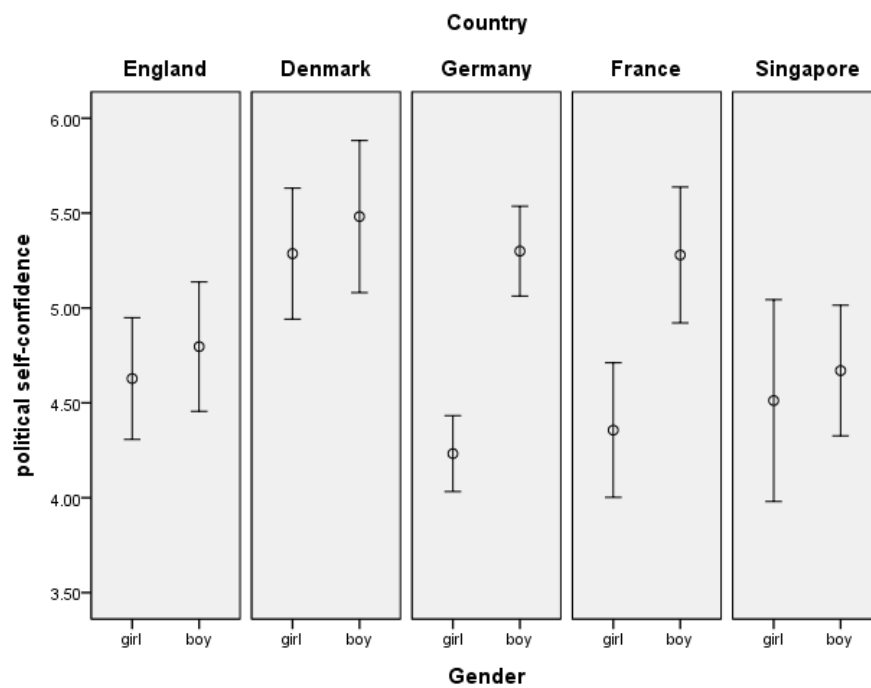
Political self-confidence: means by country



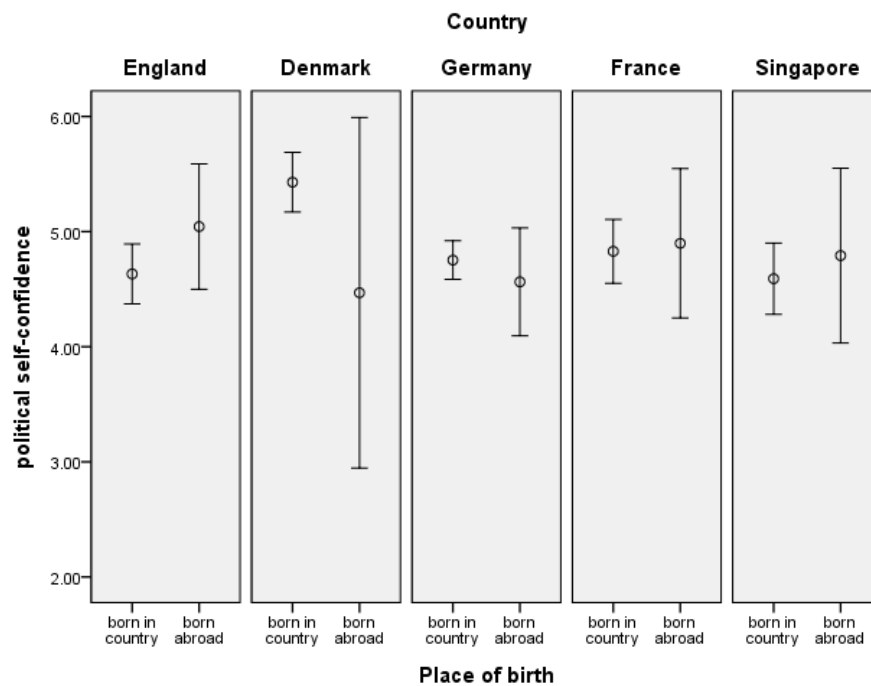
Political self-confidence: means by educational level and country



Political self-confidence: means by gender and country



# Political self-confidence: means by place of birth and country



# Political self-confidence: correlations with social background

## Correlations

| Country   |                                |                     | Political self-confidence sum score |
|-----------|--------------------------------|---------------------|-------------------------------------|
| England   | number of books in family home | Pearson Correlation | ,206**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 424                                 |
| Denmark   | number of books in family home | Pearson Correlation | ,299**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 337                                 |
| Germany   | number of books in family home | Pearson Correlation | ,131**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 798                                 |
| France    | number of books in family home | Pearson Correlation | ,245**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 350                                 |
| Singapore | number of books in family home | Pearson Correlation | ,131                                |
|           |                                | Sig. (1-tailed)     | ,054                                |
|           |                                | N                   | 151                                 |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

### 3.17 Self efficacy of learning and success

Name of scale: **self efficacy of learning and success**

Items comprising a scale after factor and reliability analysis:

“Do you think that you are able to make a difference...”

- “To your own learning”
- “To your own career”

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>.

The items of the scale were tested firstly in a common factor analysis together with items of the scale for “self efficacy of civic engagement” (see 3.18). Items loaded on two factors.

#### 3.17.1 Interpretation of results

The scale for self efficacy of one’s own learning and career consists only of two items, both loading with .889 on the scale. According to the reliability analysis the scale reaches an alpha value of .7 on the pooled data. National alpha values range between .62 and .82.

Students in four of five countries believe that they can make a great difference to their own learning and to their career (England, Denmark, Germany, and Singapore). In France the mean value is a little lower, but clearly higher than the midpoint. Mean values of England and Denmark differ significantly from those of Germany and Singapore. For France the difference to all other countries is significant.

The differences between educational levels vary by country. In France and Denmark belief in self-efficacy increases with educational level, with differences between educational levels being significant in Denmark. In England the upper secondary students express the lowest beliefs in efficacy. The reverse applies In Germany where the upper secondary students express the highest beliefs.

In four of the five countries girls have a stronger belief in self-efficacy regarding one’s own learning and career than boys, but this difference is only significant in Denmark and Singapore. In England there are no differences between girls and boys. Differences between native and immigrant students are not significant anywhere.

Social background appears to have a positive relation to self-efficacy in England, Denmark and Germany, as well as in Singapore. In France social background is not related to self efficacy.

### 3.17.2 Results in tables

#### Factor analysis

##### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 1,582               | 79,093        | 79,093       | 1,582                               | 79,093        | 79,093       |
| 2         | ,418                | 20,907        | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### Component Matrix<sup>a</sup>

|   | Component |
|---|-----------|
|   | 1         |
| recoded make difference to own learning | ,889      |
| recoded make difference to own career   | ,889      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### Reliability analysis

##### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,734             | 2          |

##### Reliability Statistics

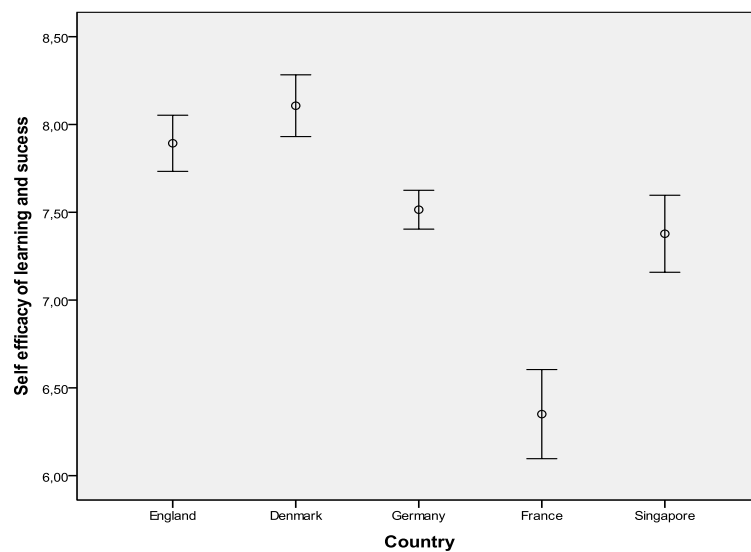
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,762             | 2          |
| Denmark   | ,817             | 2          |
| Germany   | ,628             | 2          |
| France    | ,673             | 2          |
| Singapore | ,822             | 2          |

*Descriptive statistics, error bars and correlations*

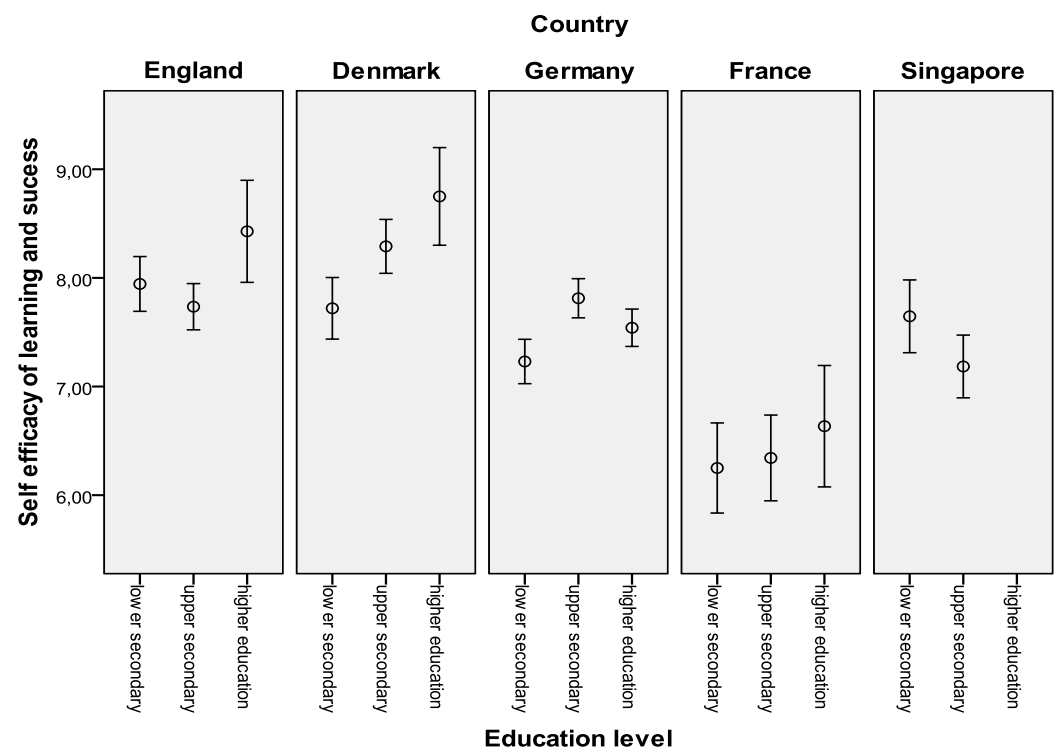
**Descriptive Statistics**

|                                       | N    | Minimum | Maximum | Mean   | Std. Deviation |
|---------------------------------------|------|---------|---------|--------|----------------|
| Self efficacy of learning and success | 2134 | ,00     | 10,00   | 7,5562 | 1,79688        |
| Valid N (listwise)                    | 2134 |         |         |        |                |

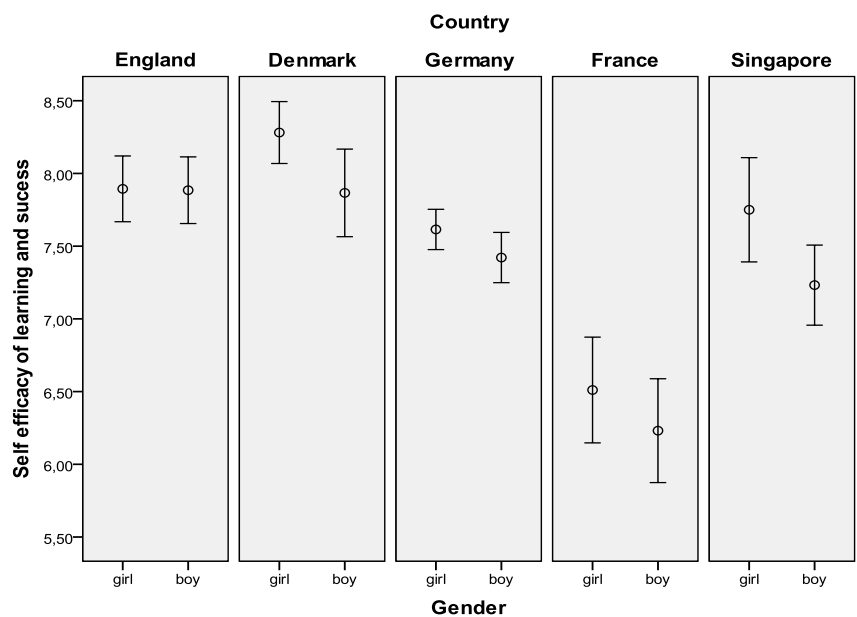
Self efficacy of learning and success: means by country



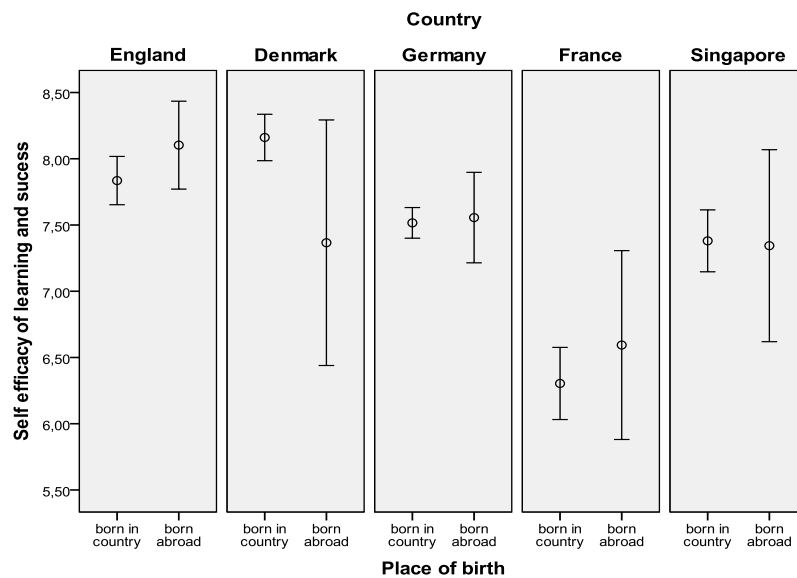
Self efficacy of learning and success: means by educational level and country



Self efficacy of learning and success: means by gender and country



# Self efficacy of learning and success: means by place of birth and country



## Self efficacy of learning and success: correlations with social background

### Correlations

| Country   |                                |                     | self efficacy in learning sum index |
|-----------|--------------------------------|---------------------|-------------------------------------|
| England   | number of books in family home | Pearson Correlation | ,108**                              |
|           |                                | Sig. (1-tailed)     | ,010                                |
|           |                                | N                   | 470                                 |
| Denmark   | number of books in family home | Pearson Correlation | ,240**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 376                                 |
| Germany   | number of books in family home | Pearson Correlation | ,145**                              |
|           |                                | Sig. (1-tailed)     | ,000                                |
|           |                                | N                   | 834                                 |
| France    | number of books in family home | Pearson Correlation | ,089                                |
|           |                                | Sig. (1-tailed)     | ,080                                |
|           |                                | N                   | 249                                 |
| Singapore | number of books in family home | Pearson Correlation | ,127*                               |
|           |                                | Sig. (1-tailed)     | ,043                                |
|           |                                | N                   | 184                                 |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

### 3.18 Self efficacy of civic engagement

Name of scale: **self efficacy of civic engagement**

Items comprising a scale after factor and reliability analysis:

“Do you think that you are able to make a difference...”

- “To the lives of people closest to you”
- “To your neighborhood”
- “To your country”

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>

The items of the scale were tested firstly in a common factor analysis together with items of the scale for “self efficacy of learning and success” (see 3.17). Items loaded on two factors.

#### 3.18.1. Interpretation of results

The scale for self efficacy of civic engagement includes three items, each loading with a value between .72 and .83 on the factor. The alpha value of the reliability analysis is .69 for the pooled data. The alpha value for the individual countries are .6 or higher (France has a national alpha value of .75).

Comparing the mean values of the five countries, only Germany has a mean value slightly lower than the midpoint. German students feel significantly less effective in terms of making an impact on their environment than students in the other countries. The gap between Germany and the other countries is considerable. By contrast Danish and Singaporean students have a high level of self efficacy regarding civic engagement. The mean values of Denmark and Singapore differ significantly to those of Germany, England and France.

In all European countries university students express the highest level of self efficacy in terms of having an impact on their environment. England and Denmark have the highest mean values for university students and the difference with school students is significant in these countries.

In four of the five countries girls have higher self-efficacy levels than boys but these differences are not significant. In Germany there are no gender differences. Boys express feelings that are better than these of girls. Results for gender comparison are not significant within countries.

In England and France immigrant students report a significantly higher self efficacy than native students. In the other countries there are no differences between students varying by country of birth.

Social background only shows a positive relation with self-efficacy in Germany. It is not related to self-efficacy in the other countries.

### 3.18.2 Tables of results

#### *Factor analysis*

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 1,878               | 62,607        | 62,607       | 1,878                               | 62,607        | 62,607       |
| 2         | ,662                | 22,078        | 84,685       |                                     |               |              |
| 3         | ,459                | 15,315        | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

|  | Component |
|--|-----------|
|  | 1         |
| recoded make difference to people closest to you | ,728      |
| toneighbourhoodnew                               | ,837      |
| recoded make difference to country               | ,805      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### *Reliability analysis*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,699             | 3          |

**Reliability Statistics**

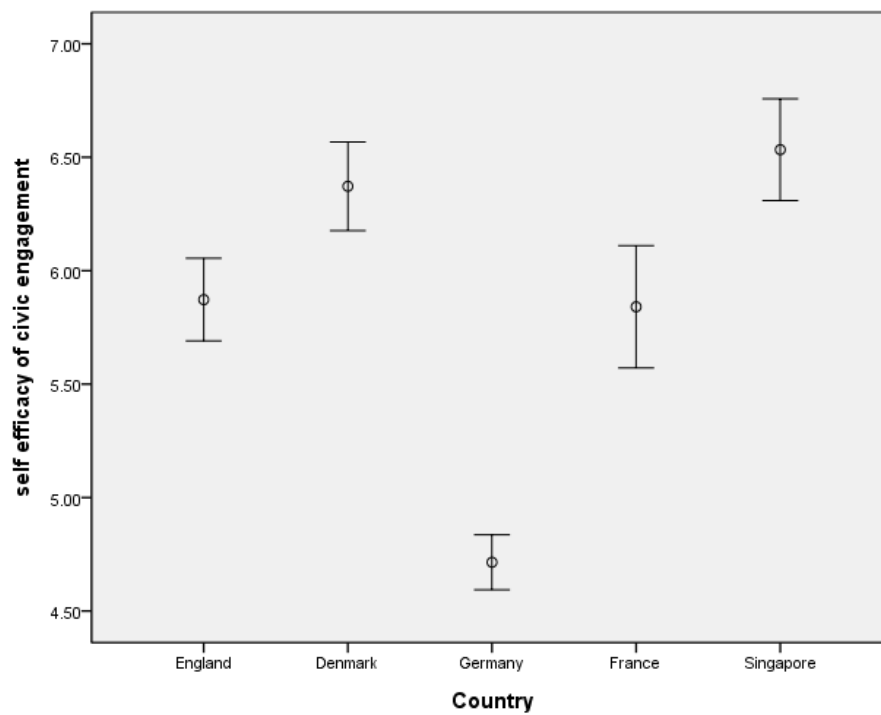
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,673             | 3          |
| Denmark   | ,648             | 3          |
| Germany   | ,614             | 3          |
| France    | ,750             | 3          |
| Singapore | ,698             | 3          |

*Descriptive statistics, error bars and correlations*

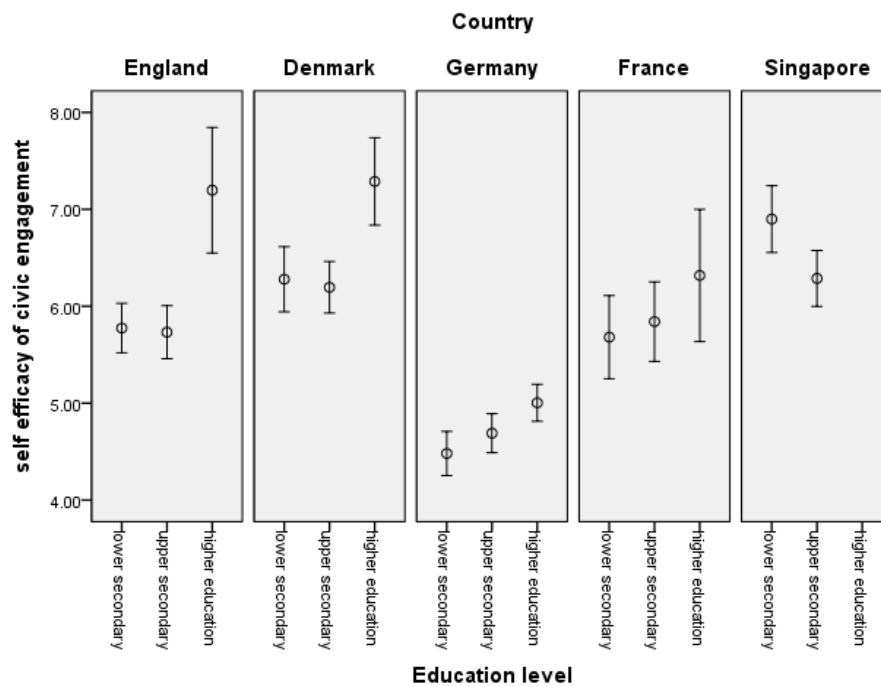
**Descriptive Statistics**

|   | N    | Minimum | Maximum | Mean   | Std. Deviation |
|---|------|---------|---------|--------|----------------|
| Self efficacy of civic engagement sum index | 1876 | ,00     | 10,00   | 5,5521 | 1,91344        |
| Valid N (listwise)                          | 1876 |         |         |        |                |

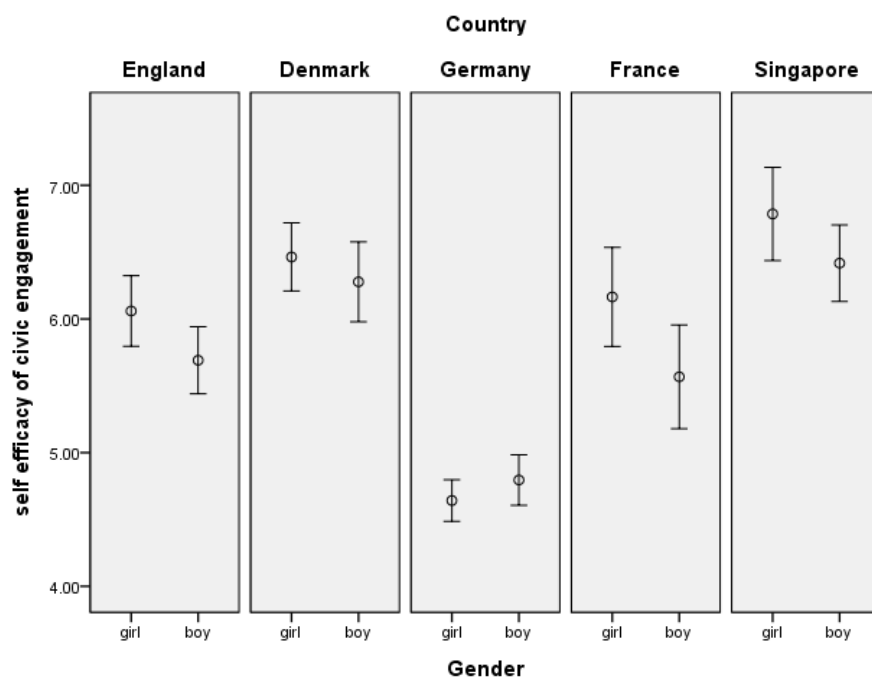
Self efficacy of civic engagement: means by country



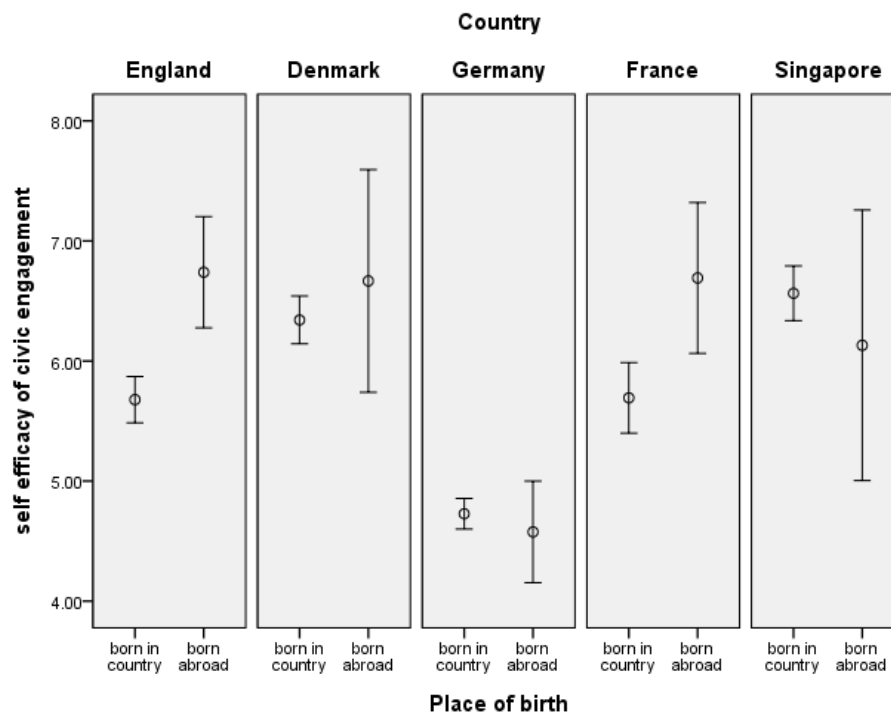
Self efficacy of civic engagement: means by educational level and country



Self efficacy of civic engagement: means by gender and country



Self efficacy of civic engagement: means by place of birth and country



Self efficacy of civic engagement: correlations with social background

| Correlations |                                |                     | self efficacy of civic engagement sum index |
|--------------|--------------------------------|---------------------|---|
| Country      |                                |                     |   |
| England      | number of books in family home | Pearson Correlation | ,042  |
|              |                                | Sig. (1-tailed)     | ,202  |
|              |                                | N                   | 401   |
| Denmark      | number of books in family home | Pearson Correlation | ,021  |
|              |                                | Sig. (1-tailed)     | ,351  |
|              |                                | N                   | 326   |
| Germany      | number of books in family home | Pearson Correlation | ,085*                                       |
|              |                                | Sig. (1-tailed)     | ,010  |
|              |                                | N                   | 738   |
| France       | number of books in family home | Pearson Correlation | ,066  |
|              |                                | Sig. (1-tailed)     | ,163  |
|              |                                | N                   | 223   |
| Singapore    | number of books in family home | Pearson Correlation | ,032  |
|              |                                | Sig. (1-tailed)     | ,338  |
|              |                                | N                   | 169   |

\*. Correlation is significant at the 0.05 level (1-tailed).

### 3.19 Efficacy of participation in school

Name of scale: **Efficacy of participation in school**

Items composing a scale after factor and reliability analysis:

- "Electing students representatives to suggest changes in how the school is run makes it better"
- "Lots of positive changes happen in this school when students work together"
- "Organizing groups of students to state their opinion could help solve problems in this school"
- "Students acting together [in groups], can have more influence on what happens in this school than students acting alone by themselves"

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>

#### 3.19.1 Interpretation of results

Efficacy of participation in school was measured with four items loading with .7 or higher on one factor. The reliability analysis shows that the scale has good alpha values, both on the pooled data (.78) and for the individual countries (.7 or higher).

Youngsters in four of the five countries are moderately confident about the possibilities of students to have a say in school matters. Among these four countries Danish students express the highest level of confidence (6.6), followed by youngsters in England, France and Singapore (differences are not significant). German students are most sceptical of the impact of student participation showing a mean value just a little higher than the midpoint (5.5) and significantly different to all other countries.

Upper secondary students are more confident about the impact of student participation than lower secondary students in Denmark, where this difference is significant, and in Germany. In the other countries there are no differences between education groups in efficacy levels.

Girls in all countries are more confident about the impact of student participation in school matters than boys, but differences are only significant in Germany and France. Efficacy of participation in schools does not vary by country of birth.

Social background is positively related to efficacy of school participation in England, Denmark and Germany, but not in France and Singapore.

### 3.19.2 Results in tables

#### Factor analysis

##### Total Variance Explained

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2,437               | 60,937        | 60,937       | 2,437                               | 60,937        | 60,937       |
| 2         | ,670                | 16,739        | 77,676       |                                     |               |              |
| 3         | ,513                | 12,821        | 90,496       |                                     |               |              |
| 4         | ,380                | 9,504         | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### Component Matrix<sup>a</sup>

|   | Component |
|---|-----------|
|   | 1         |
| recoded electing students reps                            | ,718      |
| recoded positive changes when students work together      | ,837      |
| recoded groups students can help solve problems in school | ,832      |
| recoded students acting together have more influence      | ,727      |

Extraction Method: Principal Component Analysis

a. 1 component extracted.

#### Reliability analysis

##### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,783             | 4          |

##### Reliability Statistics

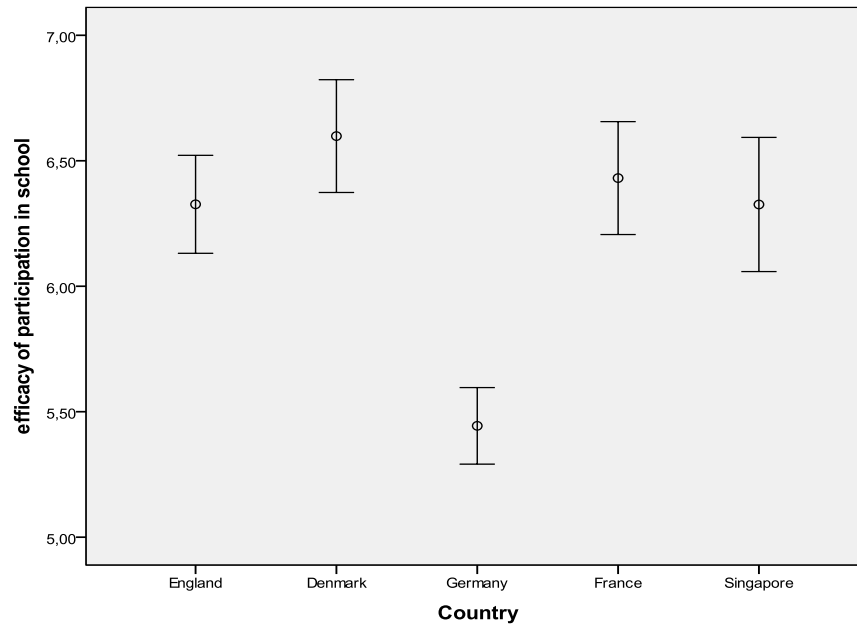
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,808             | 4          |
| Denmark   | ,784             | 4          |
| Germany   | ,772             | 4          |
| France    | ,735             | 4          |
| Singapore | ,795             | 4          |

*Descriptive statistics, error plots and correlations*

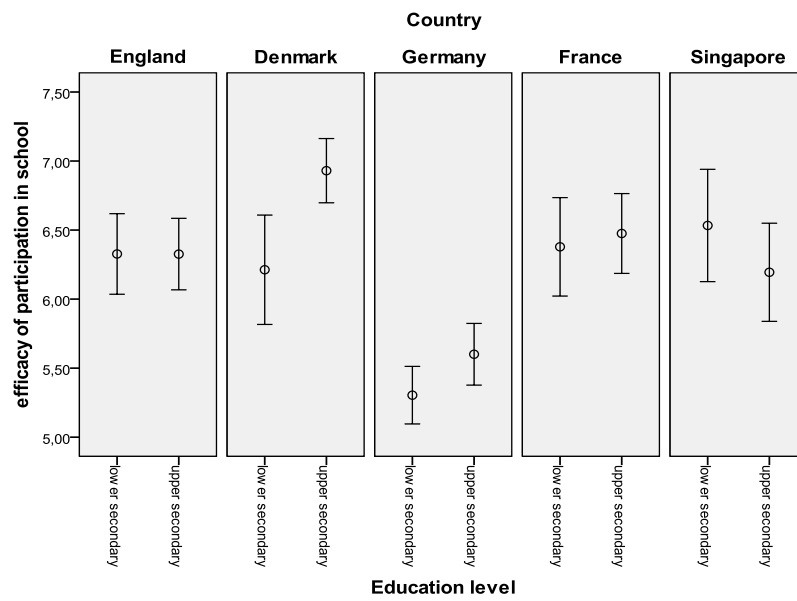
**Descriptive Statistics**

|                                     | N    | Minimum | Maximum | Mean   | Std. Deviation |
|-------------------------------------|------|---------|---------|--------|----------------|
| Efficacy of participation in school | 1577 | ,00     | 10,00   | 6,1176 | 1,88760        |
| Valid N (listwise)                  | 1577 |         |         |        |                |

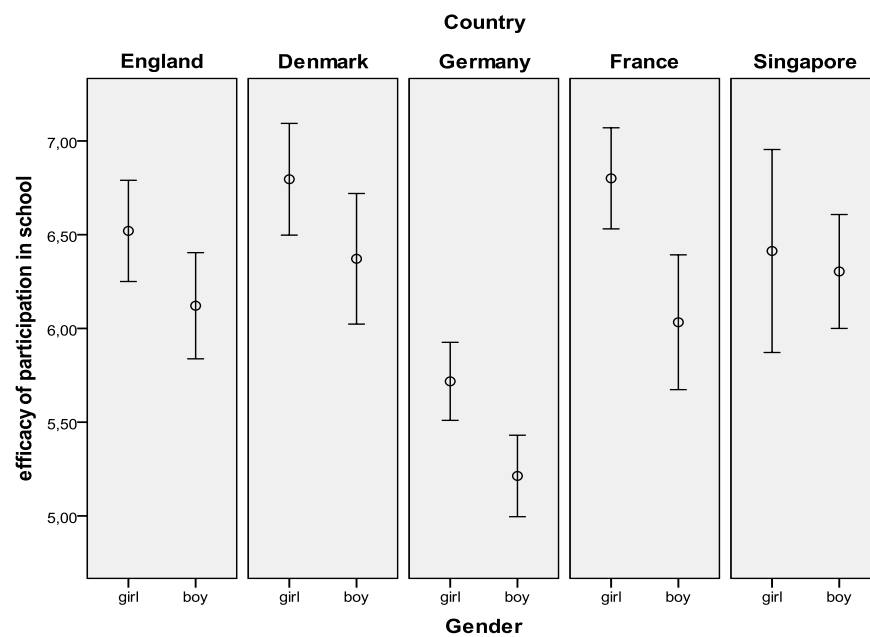
Efficacy of participation in school: means by country



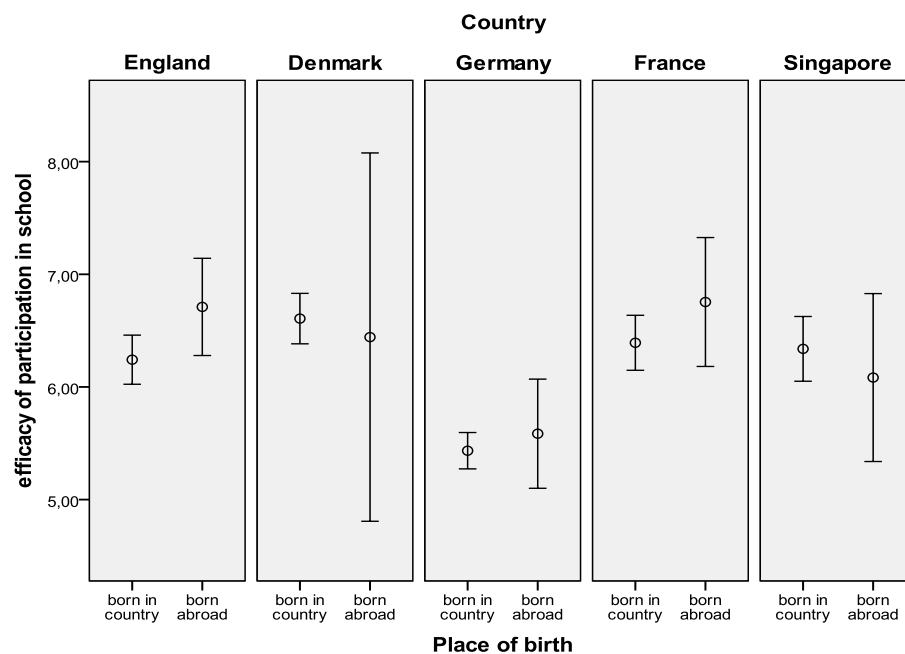
Efficacy of participation in school: means by educational level and country



Efficacy of participation in school: means by gender and country



# Efficacy of participation in school: means by place of birth and country



# Efficacy of participation in school: correlations with social background

| Correlations |                                |                     | efficacy of participation sum index |
|--------------|--------------------------------|---------------------|-------------------------------------|
| Country      |                                |                     |                                     |
| England      | number of books in family home | Pearson Correlation | ,192**                              |
|              |                                | Sig. (1-tailed)     | ,000                                |
|              |                                | N                   | 374                                 |
| Denmark      | number of books in family home | Pearson Correlation | ,253**                              |
|              |                                | Sig. (1-tailed)     | ,000                                |
|              |                                | N                   | 251                                 |
| Germany      | number of books in family home | Pearson Correlation | ,133**                              |
|              |                                | Sig. (1-tailed)     | ,002                                |
|              |                                | N                   | 478                                 |
| France       | number of books in family home | Pearson Correlation | -,015                               |
|              |                                | Sig. (1-tailed)     | ,400                                |
|              |                                | N                   | 297                                 |
| Singapore    | number of books in family home | Pearson Correlation | ,077                                |
|              |                                | Sig. (1-tailed)     | ,164                                |
|              |                                | N                   | 165                                 |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

### 3.20 Institutional trust

Name of scale: **institutional trust**

Items comprising a scale after factor and reliability analysis:

“Circle the score of 0-10 how much you personally trust each of the institutions below”

- “...the House of Commons” (national-specific answer category)
- “...political parties”
- “...the European parliament”
- “...banks and financial institutions”

Answer categories: 10 categories ranging from <1 - “No trust at all”> to <10 -“Complete trust”>.

#### 3.20.1 Interpretation of results

The institutional trust scale comprises four items. Three items load with values higher than .8 on the scale; the item on trust in banks and financial institution only loads with .633. Results of the reliability analysis show high alpha values in general. Particularly the scale fits for Singapore with an alpha value higher than .9. England, France and Denmark show an alpha of .8 or higher, and Germany an alpha value of .779. The reliability of the scale for the pooled data is good with a value of .833.

Comparing the mean values there are many significant differences between countries, but generally students in all countries display quite low levels of trust. Only the mean values for Germany and Denmark are similar and thus not significantly different. Singaporean students express trust levels just slightly above the mid-point of the scale (5.4). Levels of trust are much lower in the other countries and lowest in England (4.0) and France (3.5).

Institutional trust does not vary by education level in Denmark, Germany and France. In England and Singapore there is a negative relation between level of education and institutional trust. In England university students are significantly less trusting than lower and upper secondary students. In Singapore upper secondary students are less trusting than lower secondary ones.

In Denmark and Singapore girls express higher levels of trust in institutions than boys, but gender differences are not significant in the other three countries. In Denmark the native students show higher trust levels than immigrant students. There are no significant differences between immigrant and native students in the other countries.

Social background shows a significant positive relation to institutional trust in all countries except Germany.

### 3.20.2 Results in tables

#### *Factor analysis*

##### **Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2,723               | 68,068        | 68,068       | 2,723                               | 68,068        | 68,068       |
| 2         | ,704                | 17,601        | 85,669       |                                     |               |              |
| 3         | ,331                | 8,287         | 93,957       |                                     |               |              |
| 4         | ,242                | 6,043         | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

##### **Component Matrix<sup>a</sup>**

|   | Component |
|---|-----------|
|   | 1         |
| trust in parliament                       | ,890      |
| trust in political parties                | ,882      |
| trust in European / Asian parliament      | ,867      |
| trust in banks and financial institutions | ,633      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### *Reliability analysis*

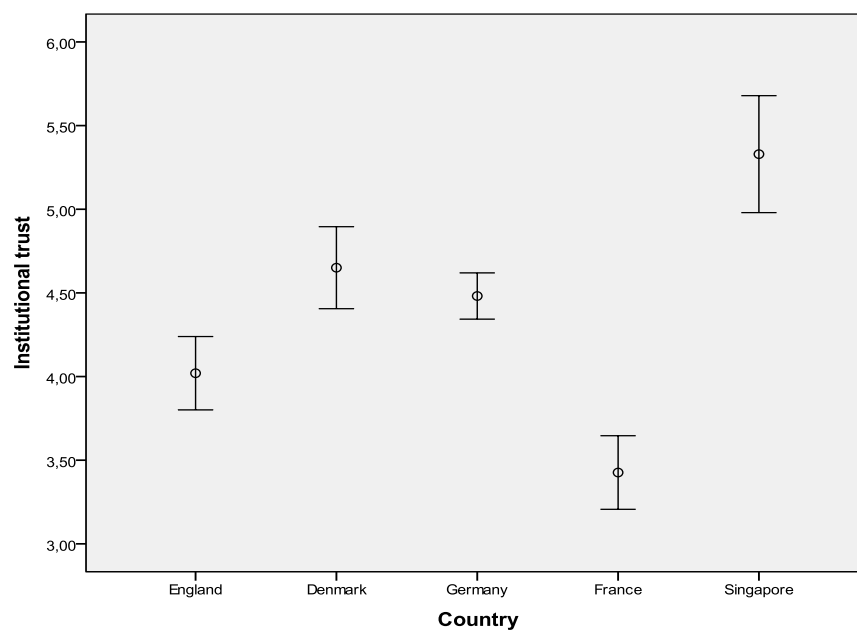
##### **Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,833             | 4          |

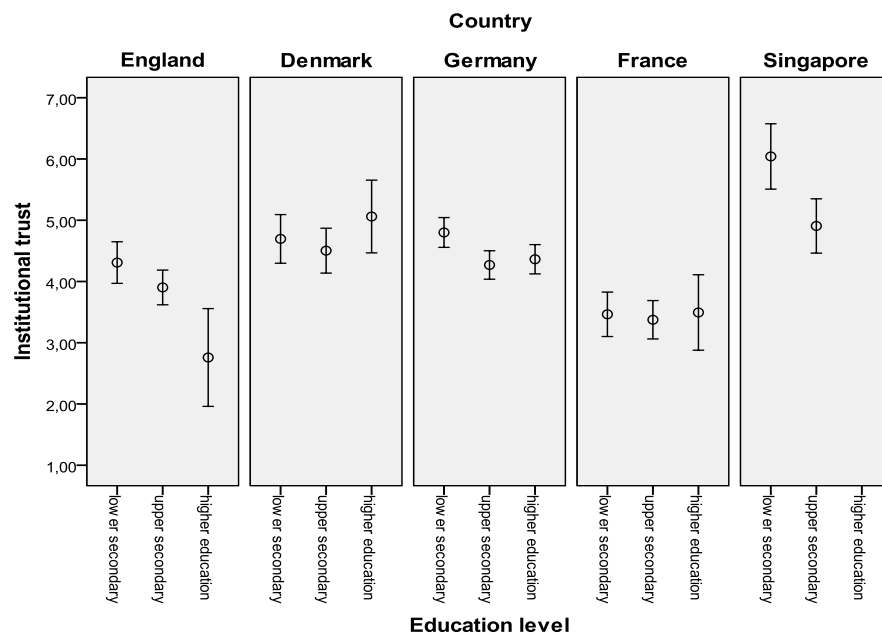
### Reliability Statistics

| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,838             | 4          |
| Denmark   | ,851             | 4          |
| Germany   | ,779             | 4          |
| France    | ,822             | 4          |
| Singapore | ,909             | 4          |

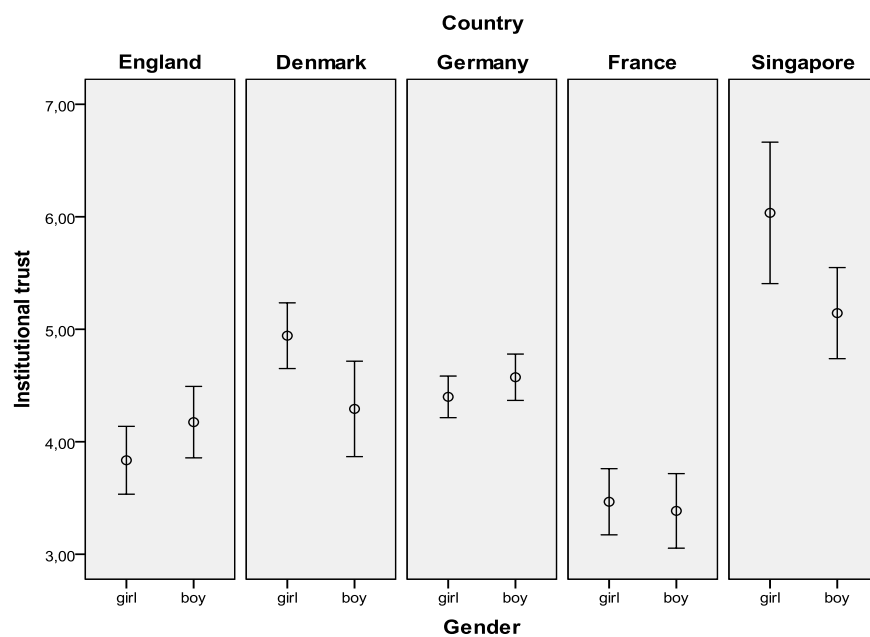
Institutional trust: mean values by country



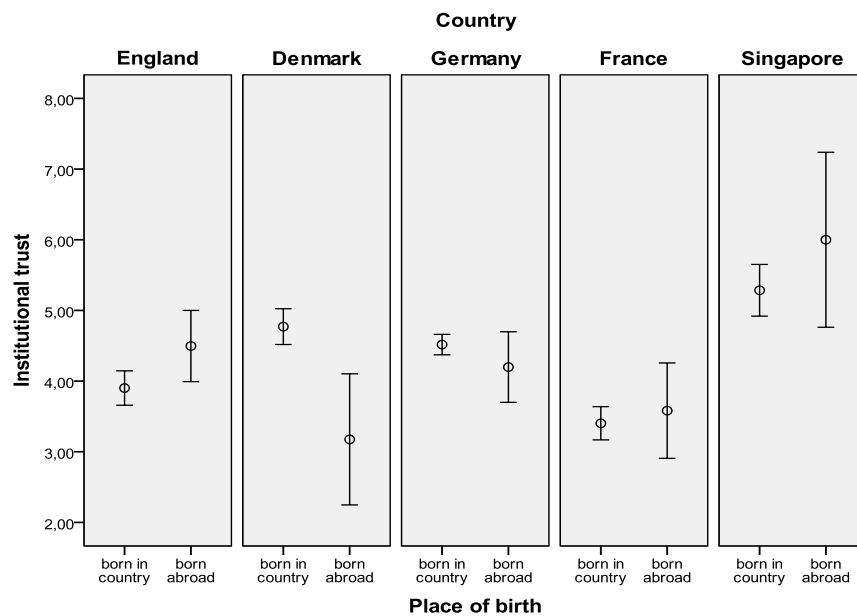
Institutional trust: mean values by educational level and country



Institutional trust: mean values by gender and country



# Institutional trust: mean values by place of birth and country



# Institutional trust: correlations with social background

| Correlations |                                |                 | Institutional trust |
|--------------|--------------------------------|-----------------|---------------------|
| England      | number of books in family home | Pearson         | ,099*               |
|              |                                | Correlation     |                     |
|              |                                | Sig. (1-tailed) |                     |
|              |                                | N               |                     |
| Denmark      | number of books in family home | Pearson         | ,145**              |
|              |                                | Correlation     |                     |
|              |                                | Sig. (1-tailed) |                     |
|              |                                | N               |                     |
| Germany      | number of books in family home | Pearson         | ,027                |
|              |                                | Correlation     |                     |
|              |                                | Sig. (1-tailed) |                     |
|              |                                | N               |                     |
| France       | number of books in family home | Pearson         | ,102*               |
|              |                                | Correlation     |                     |
|              |                                | Sig. (1-tailed) |                     |
|              |                                | N               |                     |
| Singapore    | number of books in family home | Pearson         | ,263**              |
|              |                                | Correlation     |                     |
|              |                                | Sig. (1-tailed) |                     |
|              |                                | N               |                     |

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\*. Correlation is significant at the 0.01 level (1-tailed).

### 3.21 School engagement

Name of scale: **School engagement**

Items comprising a scale after factor and reliability analysis:

- "I'm interested in participating in discussions about school problems"
- "When school problems are being discussed I usually have something to say"

Answer categories: <disagree strongly> <disagree> <neither agree nor disagree> <agree> <agree strongly>

#### 3.21.1 Interpretation of results

School engagement was measured by two items showing very high loadings of .913. The scale has alpha value of .8 for the pooled data. National alpha values vary between .667 and .836.

All countries show values on or around the midpoint of the scale. Nonetheless, differences between countries are significant. While French students have the highest school engagement level, German students have the lowest. There are no differences between England, Denmark and Singapore in school engagement levels.

There are no differences between education levels in school engagement except in Denmark where upper secondary students show a significantly lower level of school engagement than lower secondary students.

Girls show a higher level of school engagement than boys across the board, the difference being significant in England, Denmark and France. In none of the countries are there differences between immigrant and native students in levels of school engagement.

Social background only shows a significant positive relation with school engagement in England and Singapore. It is not related to school engagement in the other three countries.

#### 3.21.2 Results in tables

*Factor analysis*

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 1,667               | 83,367        | 83,367       | 1,667                               | 83,367        | 83,367       |
| 2         | ,333                | 16,633        | 100,000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

### Component Matrix<sup>a</sup>

|  | Component |
|--|-----------|
|  | 1         |
| recoded interested in discussions of school problems | ,913      |
| recoded sth to say about school problems             | ,913      |

Extraction Method: Principal

Component Analysis.

a. 1 components extracted.

### Reliability analysis

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,800             | 2          |

#### Reliability Statistics

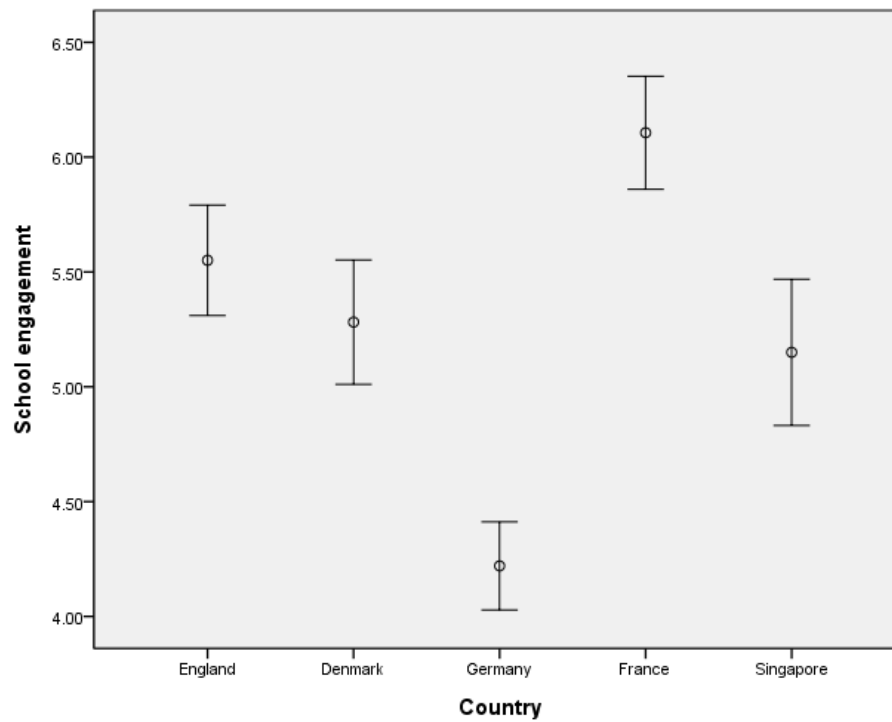
| Country   | Cronbach's Alpha | N of Items |
|-----------|------------------|------------|
| England   | ,822             | 2          |
| Denmark   | ,836             | 2          |
| Germany   | ,812             | 2          |
| France    | ,667             | 2          |
| Singapore | ,761             | 2          |

### Descriptive statistics, error plots and correlations

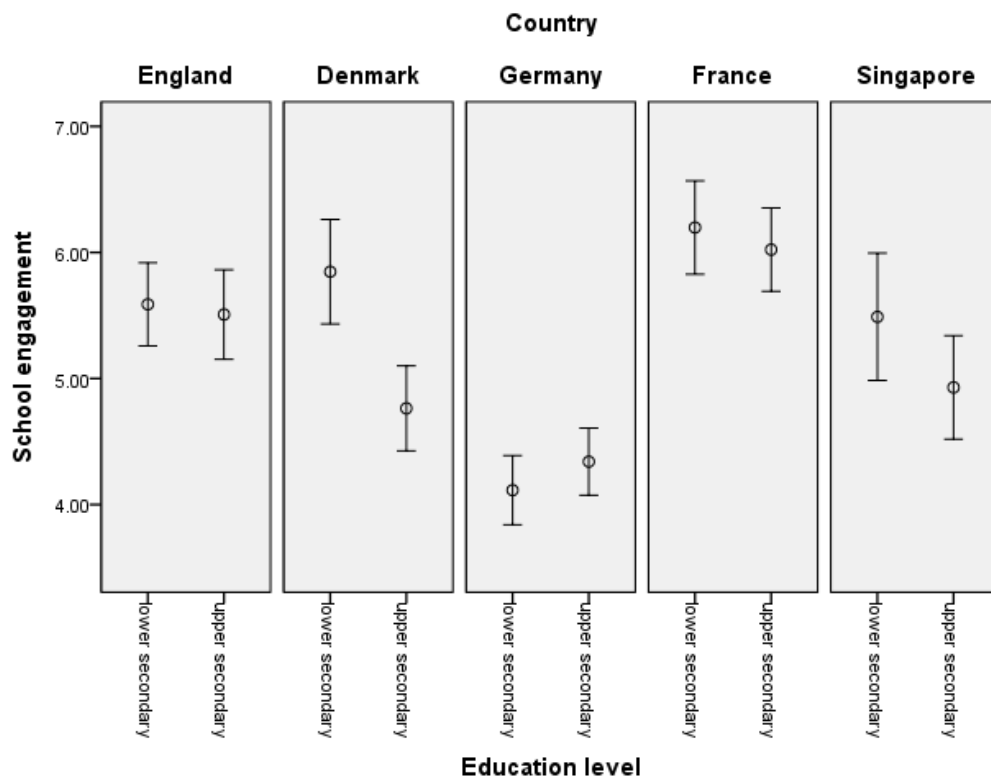
#### Descriptive Statistics

|                         | N    | Minimum | Maximum | Mean   | Std. Deviation |
|-------------------------|------|---------|---------|--------|----------------|
| School engagement index | 1845 | .00     | 10.00   | 5.1484 | 2.48214        |
| Valid N (listwise)      | 1845 |         |         |        |                |

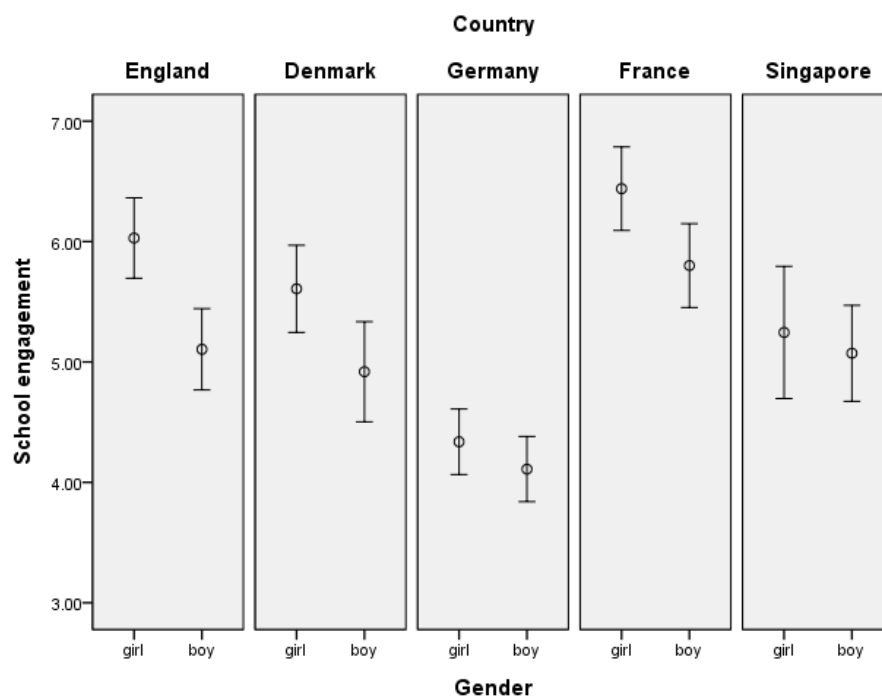
School engagement: means by country



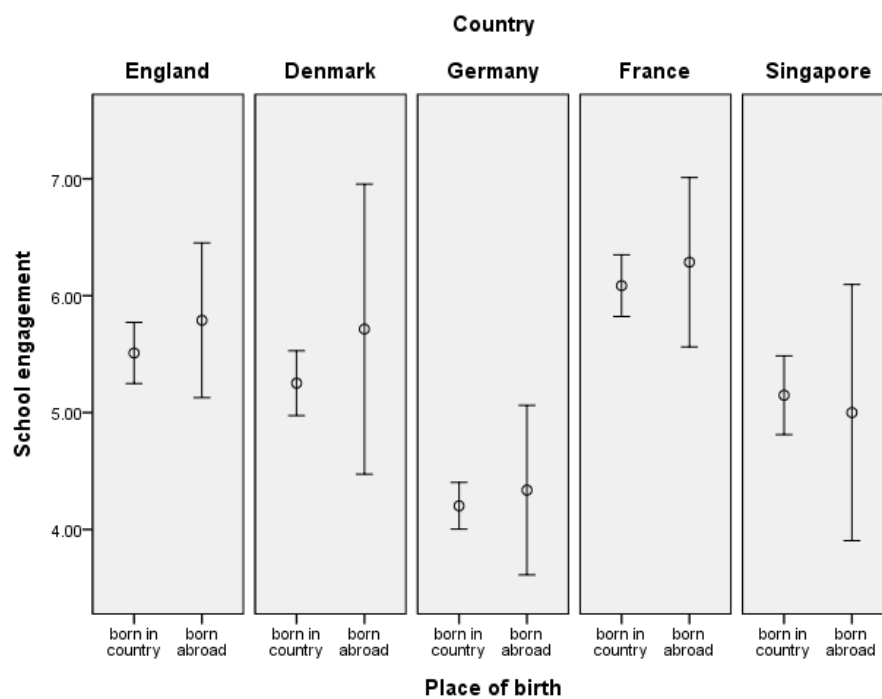
School engagement: means by educational level and country



School engagement: means by gender and country



School engagement: means by place of birth and country



School engagement: correlations with social background

**Correlations**

| Country   |                                |                     | School engagement index |
|-----------|--------------------------------|---------------------|-------------------------|
| England   | number of books in family home | Pearson Correlation | ,167**                  |
|           |                                | Sig. (1-tailed)     | ,000                    |
|           |                                | N                   | 409                     |
| Denmark   | number of books in family home | Pearson Correlation | -,004                   |
|           |                                | Sig. (1-tailed)     | ,470                    |
|           |                                | N                   | 322                     |
| Germany   | number of books in family home | Pearson Correlation | ,032                    |
|           |                                | Sig. (1-tailed)     | ,225                    |
|           |                                | N                   | 574                     |
| France    | number of books in family home | Pearson Correlation | -,073                   |
|           |                                | Sig. (1-tailed)     | ,086                    |
|           |                                | N                   | 348                     |
| Singapore | number of books in family home | Pearson Correlation | ,131*                   |
|           |                                | Sig. (1-tailed)     | ,042                    |
|           |                                | N                   | 175                     |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

### 3.22. Future conventional political participation

Name of scale: **Future conventional political participation**

Items composing scale after factor and reliability analysis:

“When you are older, what do you expect that you will do?”

- “Join a political party”
- “Write letters to a newspaper about social or political concerns”
- “Be a candidate for a local or city office”

Answer categories: <I will certainly not do this> <I will probably not do this> <I will probably do this> <I will certainly do this>

#### 3.22.1. Interpretation of results

As the items composing the scale refer to traditional and accepted ways of political participation, the scale was labelled ‘future *conventional* political participation’. The scale represents a very coherent construct, both overall and in each country, given the high factor loadings of the items and the high alpha reliabilities for both the pooled data and for the data of individual countries.

Youngsters appear to express rather low rates of expected future participation across the board. This comes as no surprise as the three ways of participation included in the scale represent quite demanding activities. People engaging in just one of these activities are normally considered to already be among the more active citizens. Rates of expected future participation are highest in Singapore and lowest in France, but the differences between the countries are small. Only the difference between Singapore and France, for instance, is significant.

There is no obvious link between levels of education and expected future participation. In Denmark, Germany and Singapore, there is no difference between students in lower and upper secondary in their expected future participation. In England students in upper secondary express a significantly lower rate while in France the lower secondary students show a significantly lower rate. The absence of a link between education level and expected future participation is most likely due to the omission of higher education. If students in higher education had been asked the questions on future participation, we would have most likely seen a positive relation between educational attainment and future participation.

Expected future participation does not vary much by place of birth or gender either. There are no significant differences between immigrant and native born students in any of the countries. There is a bit more variability in the relation of gender to expected future participation across the five countries. While girls show higher rates than boys in England, In Germany the reverse situation applies. In the other countries there are no significant gender differences.

By contrast, social background is strongly influencing expected future participation as there are strong positive correlations of the number of books in the home with this outcome in all countries except Singapore. Future conventional political participation therefore mainly appears to be driven by social factors, not ethnic and gender-related ones.

### 3.22.2. Results in tables and diagrams

#### *Factor analysis*

**Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Extraction Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                               | % of Variance | Cumulative % |
| 1         | 2.098               | 69.945        | 69.945       | 2.098                               | 69.945        | 69.945       |
| 2         | .481                | 16.021        | 85.966       |                                     |               |              |
| 3         | .421                | 14.034        | 100.000      |                                     |               |              |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

|                               | Component |
|-------------------------------|-----------|
|                               | 1         |
| join political party          | .848      |
| writer letters to newspapers  | .839      |
| be candidate for local office | .822      |

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

#### *Reliability analysis*

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .785             | 3          |

**Reliability Statistics**

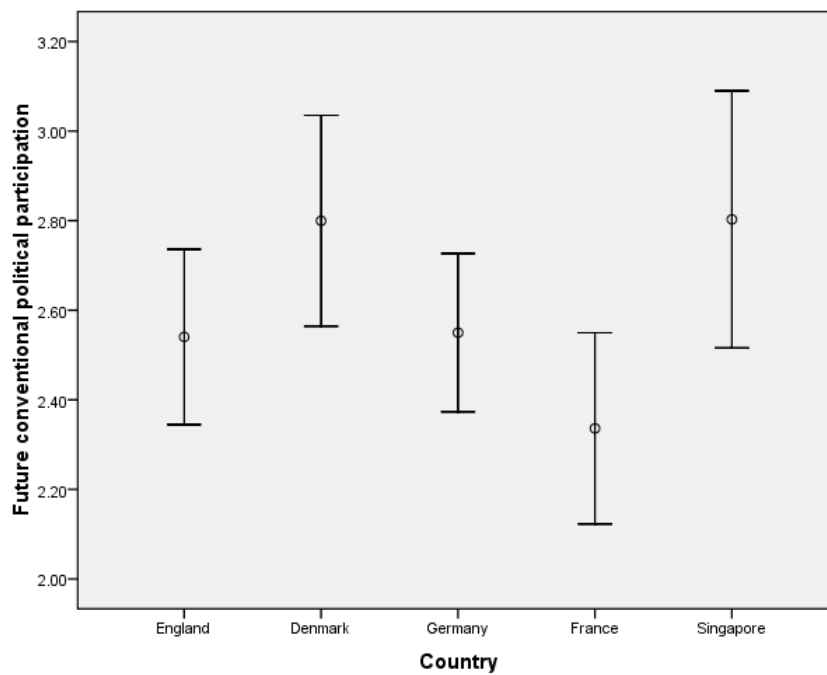
| Country | Cronbach's Alpha | N of Items |
|---------|------------------|------------|
| England | .832             | 3          |
| Denmark | .804             | 3          |
| Germany | .781             | 3          |
| France  | .711             | 3          |

| Reliability Statistics |                  |            |
|------------------------|------------------|------------|
| Country                | Cronbach's Alpha | N of Items |
| England                | .832             | 3          |
| Denmark                | .804             | 3          |
| Germany                | .781             | 3          |
| France                 | .711             | 3          |
| Singapore              | .836             | 3          |

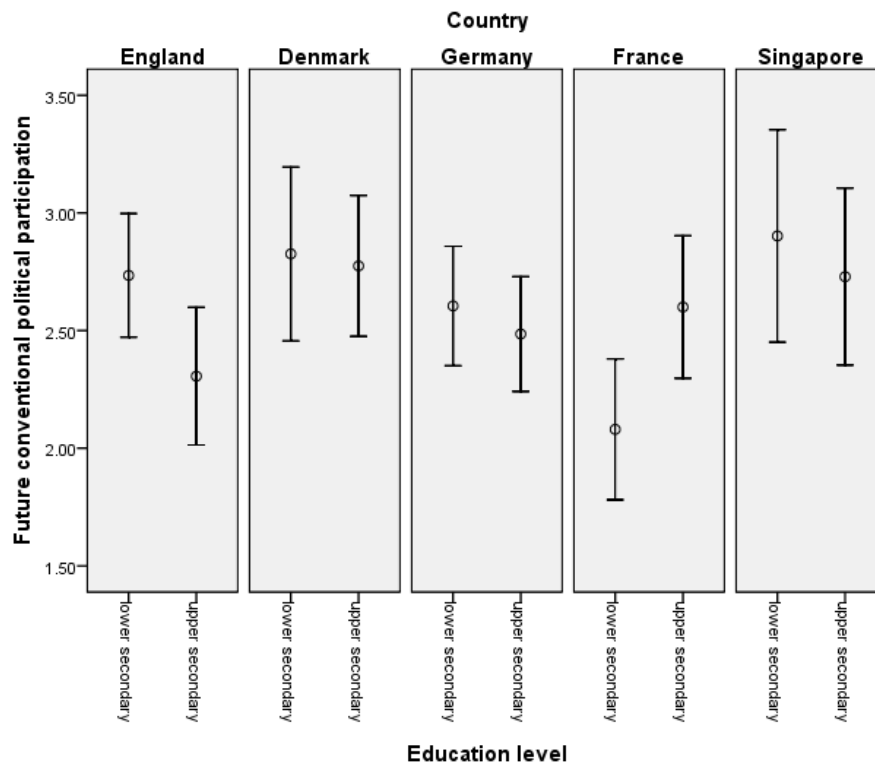
*Descriptive statistics, error plots and correlations*

| Descriptive Statistics                          |      |         |         |        |                |
|---|------|---------|---------|--------|----------------|
|   | N    | Minimum | Maximum | Mean   | Std. Deviation |
| future conventional political participation sum | 2045 | .00     | 10.00   | 2.5738 | 2.19904        |
| Valid N (listwise)                              | 2045 |         |         |        |                |

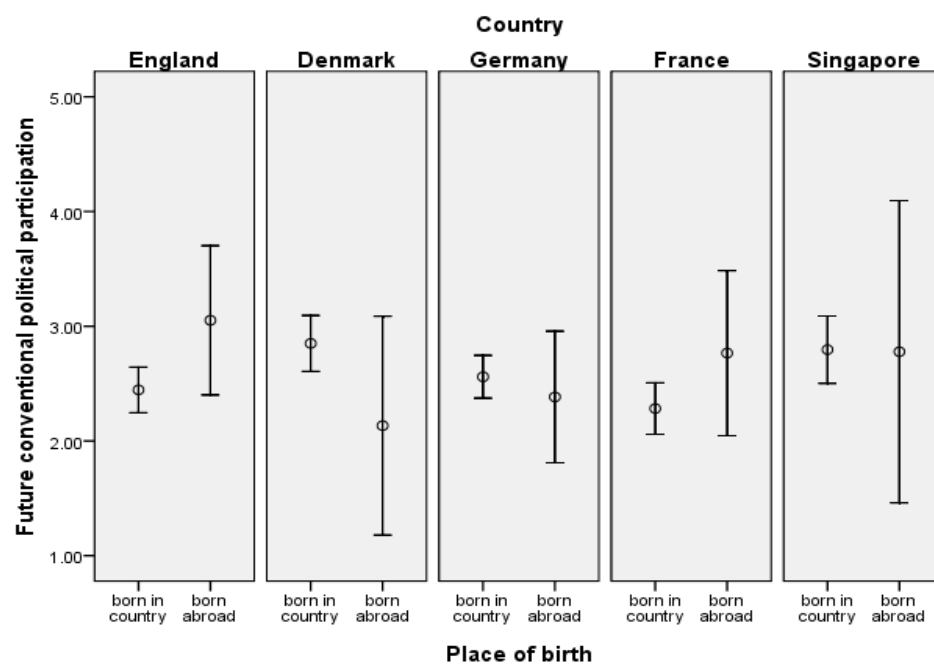
Future conventional political participation: means by country



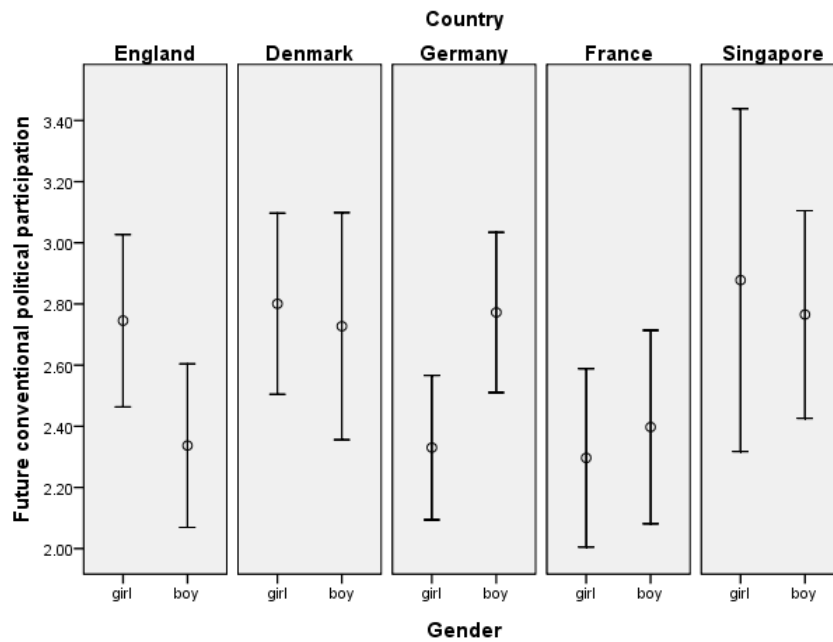
Future conventional political participation: means by education level and country



Future conventional political participation: means by place of birth and country



# Future conventional political participation: means by gender and country



# Future conventional political participation: correlations with social background

| Correlations |                                |                     | future conventional political participation |
|--------------|--------------------------------|---------------------|---|
| England      | number of books in family home | Pearson Correlation | .133**                                      |
|              |                                | Sig. (1-tailed)     | .002  |
|              |                                | N                   | 463   |
| Denmark      | number of books in family home | Pearson Correlation | .125**                                      |
|              |                                | Sig. (1-tailed)     | .009  |
|              |                                | N                   | 351   |
| Germany      | number of books in family home | Pearson Correlation | .067*                                       |
|              |                                | Sig. (1-tailed)     | .048  |
|              |                                | N                   | 613   |
| France       | number of books in family home | Pearson Correlation | .221**                                      |
|              |                                | Sig. (1-tailed)     | .000  |
|              |                                | N                   | 400   |
| Singapore    | number of books in family home | Pearson Correlation | -.076                                       |
|              |                                | Sig. (1-tailed)     | .142  |
|              |                                | N                   | 199   |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).