



Social inequalities and political engagement: How schools can respond

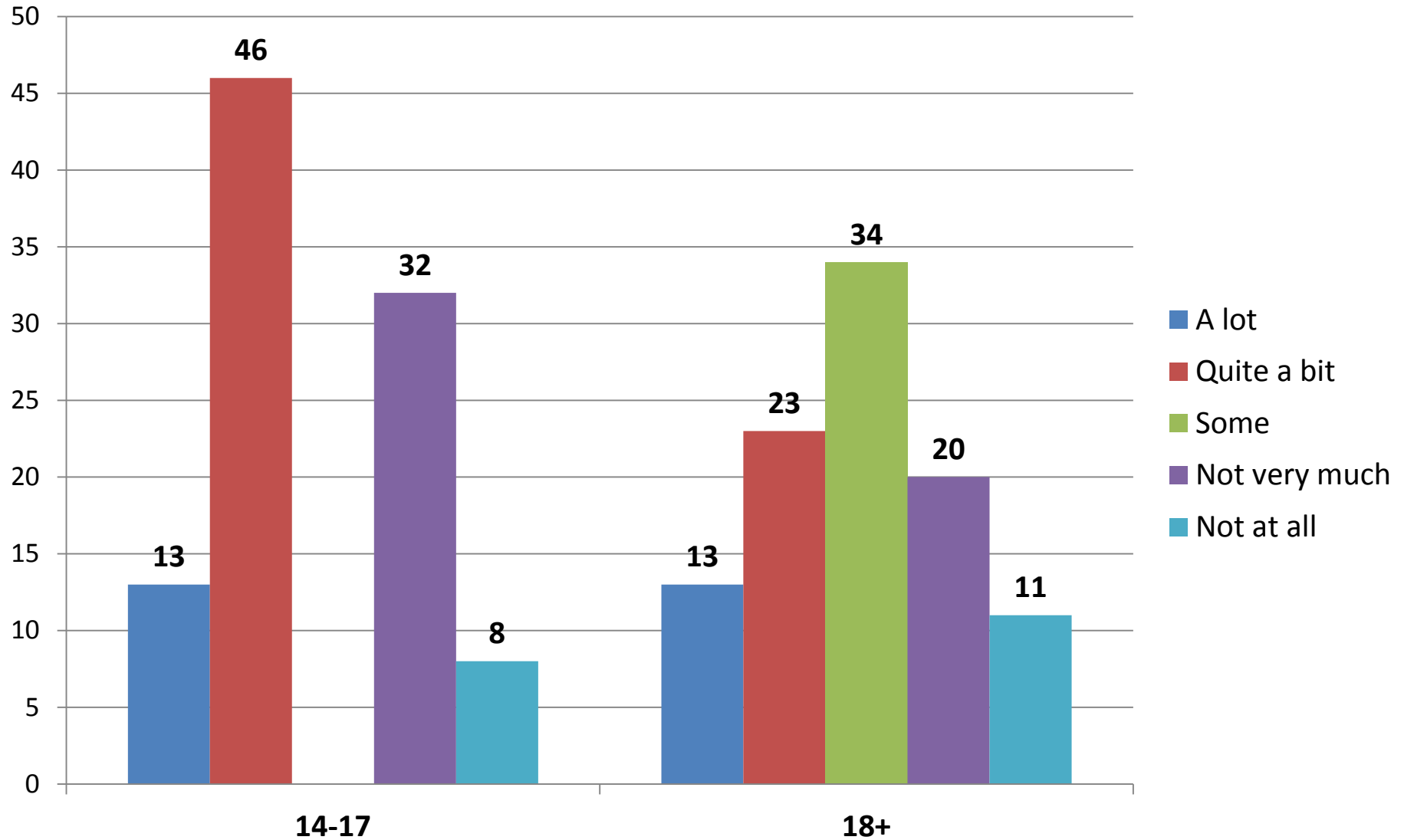
Belfast, 29/11/2014

Dr Jan Eichhorn

Methodological background

- Previously, no comprehensive probability sample based surveys of under 18-year olds' political attitudes
- Conducting two surveys (April/May 2013 & 2014) of 14-17 year olds in Scotland
- Funded through the Future of the UK and Scotland programme
- Team: Jan Eichhorn, Lindsay Paterson, John MacInnes, Michael Rosie (all UoE SPS)
- RDD telephone survey of c. 1000 respondents per survey (cross-sectional)
- Parental approval sought for ethical reasons (and brief interview of one parent)
- Stratified by 8 Scottish parliamentary electoral regions and parental educational attainment + weights for highest parental education attainment
- Piloting of questions (mostly SSA based) with 110 school students
- Development of teaching materials (www.aqmen.ac.uk)

Political interest of young people and adults (SSA '14)

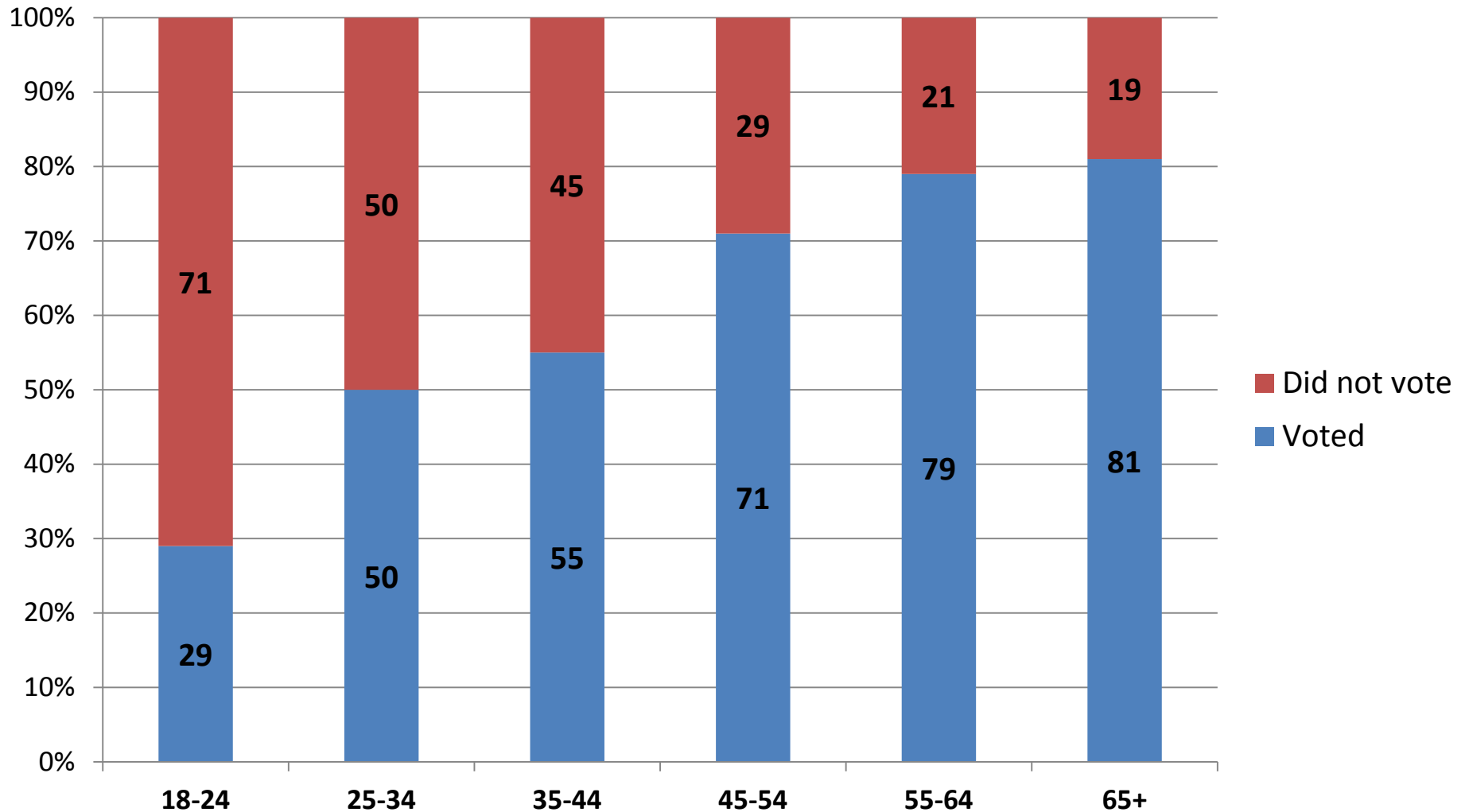


Who have young people talked to about the referendum?

	2013 (%)	2014 (%)
Parents	53	69
In class	45	68
Friends	53	65
Other	20	19
Nobody	12	7

Voting participation of young people

Voting participation in 2011 Scottish Parliament elections by age group



Voting participation of young people

Voting likelihood of youngest age group in referendum

	2013 (%)	2014 (%) (eligible voters only)
Very unlikely	7	6
Rather unlikely	6	6
Neither likely nor unlikely	19	15
Rather likely	26	21
Very likely	40	51
Don't know	2	2
Total (100%)	1018	725

Logistic regression: Political interest

Dep: Political interest	1		2		3	
	Odds-Ratio	Wald	Odds-Ratio	Wald	Odds-Ratio	Wald
Age: 14						
(non-eligible) 15	1.00	0.00	0.96	0.29	1.03	0.01
(eligible) 15	0.69	2.14	0.74	1.42	0.77	1.02
16	1.34	1.88	1.22	0.84	1.30	1.35
17	1.54*	4.00	1.45	2.68	1.60*	4.09
Male	1.06	0.12	1.11	0.59	1.18	1.32
Parental education: None						
Higher education degree	1.49	2.04	1.08	0.07	0.99	0.00
Tertiary below degree	1.65	2.80	1.41	1.21	1.23	0.43
Upper Secondary	1.03	0.01	0.78	0.66	0.67	1.63
Lower Secondary	0.79	0.74	0.63	2.49	0.50*	5.14
Discussed ref. with parents			2.39***	33.3	2.42***	32.6
Discussed ref. in class			2.01***	22.1	1.90***	18.1
Not taken Modern Studies						
Taken , as mandatory					1.19	0.87
Taken, as choice					2.40***	26.7
-2 Loglikelihood	1271		1203		1172	
Nagelkerke R²	0.050		0.102		0.176	

Ordinal regression: Politics being complicated

Dep: (Not) understanding politics	1		2		3	
	Odds-Ratio	Wald	Odds-Ratio	Wald	Odds-Ratio	Wald
Age: 14						
(non-eligible) 15	0.95	0.12	0.97	0.06	0.97	0.07
(eligible) 15	1.33*	4.16	1.34*	4.35	1.32*	3.86
16	1.25	3.61	1.26*	3.89	1.27*	3.94
17	1.32*	5.60	1.34*	6.23	1.36*	6.45
Male	0.73***	17.1	0.73***	17.6	0.73***	17.4
Parental education: None						
Higher education degree	0.59**	9.85	0.61**	8.59	0.64**	6.86
Tertiary below degree	0.70*	4.00	0.74	3.00	0.77	2.18
Upper Secondary	0.77	2.09	0.80	1.60	0.85	0.77
Lower Secondary	0.80	1.70	0.83	1.13	0.87	0.62
Discussed ref. with parents			1.05	0.36	1.04	0.19
Discussed ref. in class			0.81**	6.53	0.82*	5.77
Not taken Modern Studies						
Taken , as mandatory					1.11	1.06
Taken, as choice					0.90	1.35
Nagelkerke Pseudo R ²	0.051		0.058		0.061	
Test of parallel lines (Chi ²)	36.6 (df=27), p=0.10		36.6 (df=33), p.=0.10		49.7 (df=42), p=0.20	

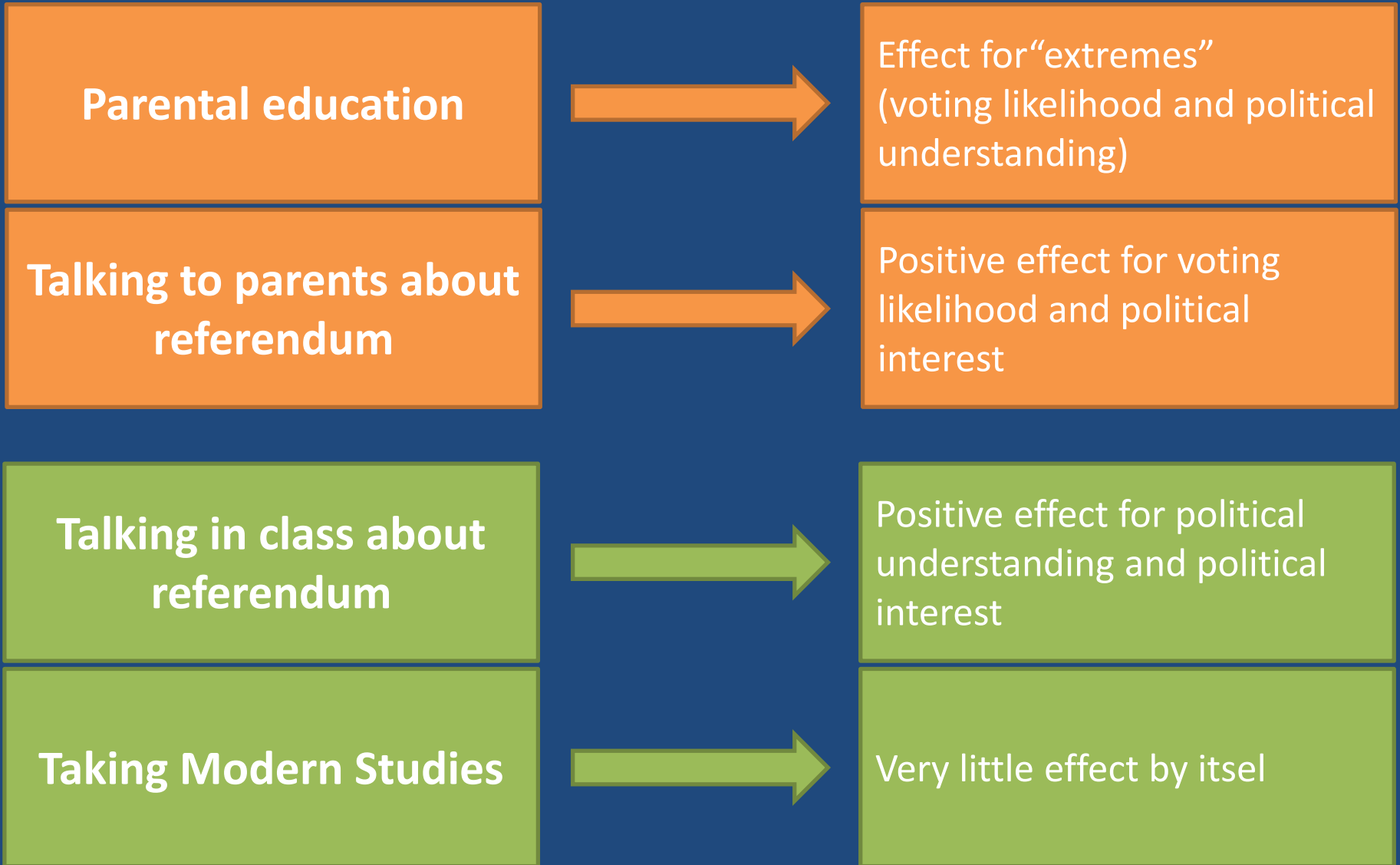
Ordinal regression: Voting likelihood

Dep: Voting likelihood	1		2		3	
	Odds-Ratio	Wald	Odds-Ratio	Wald	Odds-Ratio	Wald
Age: (eligible) 15						
16	1.75***	15.3	1.52**	8.55	1.51**	7.91
17	1.80***	16.3	1.67***	12.0	1.66***	11.4
Male	1.04	0.13	1.08	0.54	1.12	0.97
Parental education: None						
Higher education degree	1.81**	8.30	1.68*	5.69	1.67*	5.39
Tertiary below degree	1.07	0.10	1.09	0.14	1.07	0.09
Upper Secondary	1.00	0.00	0.97	0.02	0.94	0.08
Lower Secondary	1.19	0.63	1.20	0.72	1.15	0.40
Discussed ref. with parents			2.02***	36.4	2.06***	38.5
Discussed ref. in class			1.18	1.87	1.18	2.00
Not taken Modern Studies						
Taken , as mandatory					0.87	0.88
Taken, as choice					1.17	1.50
Nagelkerke Pseudo R ²	0.057		0.116		0.125	
Test of parallel lines (Chi ²)	49.9 (df=21), p<0.01		59.2 (df=27), p<0.01		48.5 (df=36), p=0.08	

Ordinal regression: Voting likelihood

Dep: Voting likelihood	1		2		3		4	
	Odds-Ratio	Wald	Odds-Ratio	Wald	Odds-Ratio	Wald	Odds-Ratio	Wald
Age: (eligible) 15								
16	1.75***	15.3	1.52**	8.55	1.51**	7.91	1.70***	13.5
17	1.80***	16.3	1.67***	12.0	1.66***	11.4	1.75***	14.2
Male	1.04	0.13	1.08	0.54	1.12	0.97	1.08	0.48
Parental education: None								
Higher education degree	1.81**	8.30	1.68*	5.69	1.67*	5.39	1.72*	5.90
Tertiary below degree	1.07	0.10	1.09	0.14	1.07	0.09	1.01	0.00
Upper Secondary	1.00	0.00	0.97	0.02	0.94	0.08	0.93	0.11
Lower Secondary	1.19	0.63	1.20	0.72	1.15	0.40	1.11	0.23
Discussed ref. with parents			2.02***	36.4	2.06***	38.5		
Discussed ref. in class			1.18	1.87	1.18	2.00	1.37**	7.31
Not taken Modern Studies								
Taken , as mandatory					0.87	0.88	0.88	0.73
Taken, as choice					1.17	1.50	1.16	1.29
Nagelkerke Pseudo R ²	0.057		0.116		0.125		0.073	
Test of parallel lines (Chi ²)	49.9 (df=21), p<0.01		59.2 (df=27), p<0.01		48.5 (df=36), p=0.08		59.1 (df=33), p<0.01	

Summary



Subtle differences?

	Degree	HND/HNC	Upper 2ndary	Lower 2ndary	None
Not talked to parents	23	36	29	36	44
Talked to parents	77	64	71	64	56
N (100%)	312	177	176	256	66

Subtle differences?

	Degree	HND/HNC	Upper 2ndary	Lower 2ndary	None
Not talked to parents	23	36	29	36	44
Talked to parents	77	64	71	64	56
N (100%)	312	177	176	256	66

	Degree	HND/HNC	Upper 2ndary	Lower 2ndary	None
No closeness to any party	51	49	52	49	61
Closeness to a party	49	51	48	51	39
N (100%)	313	178	176	255	66

Subtle differences?

	Degree	HND/HNC	Upper 2ndary	Lower 2ndary	None
Not used news sources	94	88	86	88	84
Used news sources	6	12	14	12	16
N (100%)	311	177	176	256	67

	Degree	HND/HNC	Upper 2ndary	Lower 2ndary	None
Used Print newspapers	40	36	35	32	28
Used Online news sites	46	48	43	47	40
Used Broadcasting	69	63	58	61	64

Stratification

- Parental background differentiates, but not in a simple, linear way
- Rationale for intervention through schools (differences exist, but are limited)

Parents vs School

- Fulfil some complimentary functions (e.g. political interest)
- School addresses some issues uniquely (e.g. political understanding)

Mode of delivery

- Provision of “civics” oriented class per se is not sufficient
- Active classroom engagement with political issue is key

Conclusion

- Empowering/Enabling of teachers to actively discuss political issues in class
- Understanding resilience of pupils regarding viewpoints (qualitative work)

Thank you for your attention
Your questions, please.

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