

A Cross-National Analysis of Political and Civic Involvement Among Adolescents¹

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Encouraging the development of a meaningful citizen identity during adolescence has always been a challenge, but it has been especially perplexing in the last decade because of changes in political, economic, societal, and media institutions, in the expectations that adults have for young people, and in the expectations youth have for themselves. Much of the existing research on the development of political attitudes and behavior was conducted from 1950 to 1975 (and what follows is a very brief overview). Jennings and Niemi's work following secondary school students into adulthood was pivotal for political scientists (1974, 1981). Other research from this period suggested that schools contribute little to the civic education process (Langton and Jennings 1974) and that each young adult generation recreates itself in response to the political climate (Barnes and Kaese 1979). As more compelling issues and theoretical models took a central place on the research agenda, Cook (1985) commented that a "bull market" in political socialization research had become a "bear market."

A few psychologists and educators continued to study politically relevant attitudes building on earlier studies using interviews (Connell 1971) and surveys (Hess and Torney 1967). In the early 1970s, a Civic Education Study organized

by IEA (the International Association for the Evaluation of Educational Achievement) tested 32,000 students in nine countries. That study concluded that an open climate for classroom discussion of controversial issues was especially likely to foster greater civic knowledge and less authoritarianism. A reanalysis of the 1971 IEA data from three countries, including the United States, showed that older students gave less positive ratings of both local and national government than younger students, were more comfortable with conflict in the political system, and showed more interest in political discussion (Torney-Purta, Oppenheim, and Farnen 1975; Torney-Purta 1984). Some psychologists suggested that the adolescent develops concepts in the political and economic domain through processes similar to those operating in other domains (Berti and Bornhi 1988) and that background knowledge influences whether a socialization agent's message is understood or internalized. However, there was a gap of 15 years in research on the developmental perspective in political socialization. A "bear market" for psychological studies of political socialization appeared without an earlier "bull market."

Since the early 1990s there has been new attention to research relating to the citizenship and political education of adolescents. Special issues of journals focusing on political socialization and engagement appeared (Haste and Torney-Purta 1992; Niemi and Hephburn 1995; Sherrod, Flanagan, and Youniss 2002). Qualitative studies identified the "hidden curriculum" and its political dimensions in informal and formal educational settings (Bhavnani 1991; Gordon, Holland, and Labelma 2000). Conover and Searing's (2000) study contrasted four communities in the United States. Niemi and Junn (1998) analyzed 1988 NAEP data from high school seniors and found that taking civic-related classes in school made a difference for high school seniors' civic knowledge. Studies by Hahn (1998) and by Flanagan and her colleagues (1999) took a cross-national perspective, although no database for adolescents available in the mid-1990s approached the scope of the World Values Survey of adults (Ingle-

hart 1997). It was in this context that the IEA Civic Education Study began.

The Origin of the IEA Civic Education Study and its Methodology

The IEA, a consortium of educational research institutes in nearly 60 countries, focused its large-scale data collections on literacy, mathematics, and science during the 1980s. In the early 1990s, spurred by recent massive changes in political and social structures, some member countries asked IEA to organize a study of civic education that would have a strong knowledge measure as well as measures of young people's attitudes and behaviors.

The first phase of the IEA Civic Education Study (1994–1998) consisted of the collection of structured national case studies used as the basis for a consensus process to develop content specifications for a test of civic knowledge (with right and wrong answers) and also a survey of political attitudes and civic behavioral report items. These data also provided contextual information for interpreting the more quantitative data collected in 1999–2000. For analysis within and across countries of the data collected during Phase 1 see Torney-Purta, Schwillie, and Amadeo (1999) and Steiner-Khamisi, Torney-Purta, and Schwillie (2002).

The second phase of the IEA Civic Education Study began in 1997. An International Steering Committee, together with National Research Coordinators, constructed items, pre-piloted, and then piloted an instrument (test and survey) that would be suitable for early and late adolescents and would take about two class periods to complete. The attitude survey included a number of scales drawn from political scientists' surveys of adults and was substantially the same for the two age groups. The test of civic knowledge administered to the older students, however, contained some more difficult items as well as items about economics, political efficacy, and international relations not administered to the 14-year-olds. A series of scales based on Item Response Theory (IRT) were

Judith Torney-Purta is professor of human development and affiliate professor of public affairs at the University of Maryland. She recently won the Nevitt Sanford Award from the International Society for Political Psychology recognizing her work over nearly 10 years as the Chair of the International Steering Committee for the IEA Civic Education Study. She can be contacted at j22@umail.umd.edu

Jo-Ann Amadeo is a faculty research associate in the department of human development and co-director of *Advocates for Children*—a living-learning program for students at the University of Maryland. She has worked on both phases of the IEA Civic Education Study and is co-author of the international report of the findings from the older adolescents. She can be contacted at jamadeo@cam.umd.edu.

Political Involvement Of Adolescents

Joerg Forbrig



Political Involvement Of Adolescents:

Revisiting Youth Political Participation Joerg Forbrig, 2005-01-01 The Political Involvement of Adolescents
Roberta S. Sigel, Marilyn B. Hoskin, 1981 Youth and Political Participation in Europe Reingard Spannring, Günther Ogris, Wolfgang Gaiser, 2008-09-17 Youth and Politics How do young people in Europe perceive politics How do they engage in the political realm Which groups of young people are actively involved And which learning environments and opportunity structures can foster participation Furthermore methodological problems of comparative participation research are discussed and the measurement instrument that was developed in this European research project and is certainly useful for similar studies is presented From the Contents Reingard Spannring The meaning of and relationship with politics Wolfgang Gaiser Johann de Rijke Forms of political participation among young Europeans Sabine Westphal and Natalia Waechter Learning for participation family peers schools voluntary organisations Ruth Picker Gender a female way of participation young women and politics Günther Ogris The measurement instrument Johann de Rijke Wolfgang Gaiser and Franziska Waechter Stability of political behaviour Reingard Spannring Günther Ogris Wolfgang Gaiser Conclusion Youth political participation Tomaž Deželan, Cristina Bacalso, Anna Lodeserto, 2023-01-09 Young people's participation is crucial for shaping and transforming democracies Youth political participation is taking place within a context of democratic transformation including a global decline in the state of democracy shrinking space for civil society polarisation of the political and social space economic crisis and precarity rapid digitalisation the impact of the Covid 19 pandemic and most recently war In this setting we are witnessing a lack of trust in political institutions an increasing disengagement from the political system and a decline in youth participation in institutional politics This Youth Knowledge book reminds us that while the context might be changing young people's participation is crucial for shaping and transforming democracies Moving beyond the traditional binary of conventional and nonconventional the authors ask the question How are young people engaging with democracies in transformation seeking to understand the ways in which young people are defining their own participation This volume includes eight chapters ranging from the mapping of young people's involvement in environmental justice movements and climate strikes dissent and radical kindness political participation of young refugees in Europe as well as explorations of the understanding of the concepts of liberal democracy youth voice and European citizenship as well as the importance and role of values and the context In addition to the chapters four personal essays written by young people themselves give a glimpse into the ways young people are engaging in political participation to shape their schools communities and Europe but also the broader systems on which our current politics is built Young people's political participation citizenship and relationship with democracy remain a complex topic for youth research policy and practice While this publication does not claim to answer all the questions or represent the realities of all young people across Europe it gives a glimpse into the landscape of youth engagement in a changing world highlighting realities trends and main issues Young People's Political

Participation in Western Europe Gema Garcia Albacete, 2014-10-10 Are young people today politically apathetic Or are they democratically mature citizens This book examines several types of involvement to reveal changes in young people s political participation in Europe in recent decades It uses various concepts of age to compare participation across countries and over time

Youth Political Participation in Greece: A Multiple Methods Perspective Stefania Kalogeraki, Maria Kousis, 2022-10-22 The overarching aim of this edited volume is to investigate different modes patterns and determinants of youth political participation in Greece since the economic crisis by incorporating a variety of quantitative and qualitative methods The chapters examine different forms of youth political participation from institutionalized such as voting or membership in political parties to non institutionalized such as signing petitions protesting through demonstrations or occupations and political consumerism Moreover the chapters shed light on diverse aspects of youth political participation such as the interlinkages between occupational precarity and political behaviour the spatial portrait of youth political engagement in rural suburban and urban Greek contexts the engendered aspects of political involvement the pivotal role of protest events in youth political socialization and in mobilization in contentious political actions the different impacts of priming inequality on youth s political beliefs depending on different modes of thinking as well as the key features of youth related and youth led non state organisations operating in Greece The aforementioned aspects are examined at the micro meso or and macro level through distinct methodological approaches including panel survey experimental survey biographical interviews in depth interviews and action organization analysis carried out in the context of the EURYKA European Commission project

Youth and Political Participation , 2007-01-01 Learning about politics and life as a citizen is part of the transition to adulthood During this stage young people in most Western democracies are introduced to political processes and issues as well as a range of political activities including voting and participation in social movements But young people make this transition differently The articles in this Book explore a range of ways that young people participate politically and also discuss those who are not active citizens The collection arose from a meeting of Australian experts in Youth Studies who came together to discuss and debate issues related to youth political participation Collectively it provides a compendium of our current state of knowledge about this topic While specific attention is directed to young people s introduction to enrolment and voting discussions include broader questions such as what does it mean to be political and what role do various social institutions play in the political learning process Articles include discussions of the legal requirements in Australia regarding enrolment and voting whether there is such a thing as a youth vote and the social psychological dimensions of youth confidence in voting Topics related to the role of the family the school the media and the internet are included Other important issues such as gender differences youth disenchantment and disadvantaged youth receive much needed attention

Young People, Citizenship and Political Participation Mark Chou, Jean-Paul Gagnon, Catherine Hartung, Lesley J. Pruitt, 2017-03-17 Prominent studies and opinion polls often claim that young people are

disengaged from political institutions distrustful of politicians and disillusioned about democracy *Young People Citizenship and Political Participation* challenges these political stereotypes by asking whether young people have been contributing to or rectifying our civic deficit In particular it examines the role of civics education in addressing the so called crisis of democracy Turning away from conventional suggestions often advocated by politicians and educators that offer civics education as the solution the book advances an alternate approach to civics one that acknowledges the increasingly diverse ways in which young people are both engaging and disengaging politically *Youth and Political Participation* Glenn H. Utter, 2011-09-12 This comprehensive reference examines the history and importance of youth participation in politics suggests reasons for their disengagement and discusses efforts to increase the interest of young voters in the political process a process in which they could be a controlling factor Surveys indicate that those under the age of 30 consistently score the lowest on factual questions about politics and young people are the least likely to engage in political activity online despite being the age group most likely to use the Internet Many political researchers and activists are justifiably concerned linking the low level of political participation among American youth to the overall health of our democratic system *Youth and Political Participation A Reference Handbook* sheds light on this important subject identifying and discussing factors that have influenced youth political participation in the past and those that play a role today including the mass media political parties interest groups and individual attitudes toward political engagement The book also provides historical perspective by addressing the early years of the Republic the protest politics of the 1960s the campaign for the 18 year old vote and the results of the 26th Amendment granting that right *Civic Education and Youth Political Participation* ,2009-01-01 Why does it appear that many young people are disengaging from democracy and political participation For many governments politicians academics social commentators and researchers this is a serious and challenging problem Consequently widespread interest exists on how to engage young people in politics and democracy Civic education has re emerged as a possible answer to this question though not necessarily in the form in which it may be currently known This book examines research into issues about the engagement of young people in politics and democracy and examines research on civic education applications and programs which may address concerns about youth political participation Murray Print and Henry Milner are professors from the University of Sydney and the Universite de Montreal respectively They have brought together a group of leading researchers exploring the relationship between political participation and civic education to examine this relationship in greater depth

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Table of Contents Political Involvement Of Adolescents

1. Understanding the eBook Political Involvement Of Adolescents
 - The Rise of Digital Reading Political Involvement Of Adolescents
 - Advantages of eBooks Over Traditional Books
2. Identifying Political Involvement Of Adolescents
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Political Involvement Of Adolescents
 - User-Friendly Interface
4. Exploring eBook Recommendations from Political Involvement Of Adolescents
 - Personalized Recommendations
 - Political Involvement Of Adolescents User Reviews and Ratings
 - Political Involvement Of Adolescents and Bestseller Lists
5. Accessing Political Involvement Of Adolescents Free and Paid eBooks

- Political Involvement Of Adolescents Public Domain eBooks
- Political Involvement Of Adolescents eBook Subscription Services
- Political Involvement Of Adolescents Budget-Friendly Options
- 6. Navigating Political Involvement Of Adolescents eBook Formats
 - ePub, PDF, MOBI, and More
 - Political Involvement Of Adolescents Compatibility with Devices
 - Political Involvement Of Adolescents Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Political Involvement Of Adolescents
 - Highlighting and Note-Taking Political Involvement Of Adolescents
 - Interactive Elements Political Involvement Of Adolescents
- 8. Staying Engaged with Political Involvement Of Adolescents
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Political Involvement Of Adolescents
- 9. Balancing eBooks and Physical Books Political Involvement Of Adolescents
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Political Involvement Of Adolescents
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Political Involvement Of Adolescents
 - Setting Reading Goals Political Involvement Of Adolescents
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Political Involvement Of Adolescents
 - Fact-Checking eBook Content of Political Involvement Of Adolescents
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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