

## How do ethnicity, participation in political organization, party affiliations, and civic engagement level factor into students' opinions of politics?

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"At one point or another, young people will become the majority that can vote compared to baby boomers and other demographics. Therefore, it is important to address the political efficacy and engagement of youth, because they will be-or already are- making change. However, this is by no means a new idea. There have been studies in the past, however, this in particular will be addressing the question of, "To what extent do ethnicity, participation in political organization, party affiliations, and civic engagement level factor into students' opinions of politics and their civic engagement?" After collecting 220 responses, students ethnicity, political affiliation, their level of civic engagement, and whether they were involved in a political organization was taken into account to determine the effect on their opinions of politics and how they interacted with government. It was found that involvement in a political organization was the greatest factor when looking at the data quantitatively and qualitatively.

**Keywords:** High School Student; High School; Civic Participation

### Introduction

At one point or another, young people will become the majority that can vote compared to baby boomers and other demographics. Therefore it is important to address the political efficacy and engagement of youth, because they will be-or already are- making change. However, this is by no means a new idea. There have been studies in the past, however, this in particular will be addressing the question of, "To what extent do ethnicity, participation in political organization, party affiliations, and civic engagement level factor into students' opinions of politics and their civic engagement?"

### Literature Review

The motivation behind civic engagement and political opinions among student has been gauged several times over by various researchers. Factors that have been explored via survey include new consumption (Hao, 2014), religious commitment (Strawhun, 2014), opinion of the electoral system (Sola-Morales, 2017), and even the classroom (Stockemer, 2012).

These different sources claim different reasoning and suggestions to increase civic engagement among students. For example, "Voter Turnout and New Forms of Political Participation of Young People: A Comparative Analysis between Chile and Spain" found that only 11.4% of said they were not interested in politics or active participation. It also found that 16.9% of college students in Spain only voted in national politics. Comparatively, studies have tried to evaluate the effect personal factors. For instance, "Civic Engagement Among University Students," conducted by Alexandra Strawhun, Jessica Perry, and Carrie Lloyd, evaluated the students attitudes towards civic engagement and religious commitment. They found that there was no difference based on religion in civic engagement. In another questionnaire, even the proximity to governmental institutions was analyzed for student political savviness (Stockemer, 2012). While these studies may analyze different factors, they all analyze the same population: college students.

However, other studies analyzed civically engaged high school students. For example, "Listening to the Voices of Civically Engaged High School Students," was a case study where they identified what influenced the students to be involved. This was found to be their peers and a sense of purpose. They also felt that they gained awareness about issues in both their school and community. Another research looked at that intrinsic sense of purpose gained in, "The Development of Youth Purpose Through Community Service and Social Action." When asked more in depth, the students said that PeaceJam wasn't necessarily their sense of purpose but it gave them a little push to strive for the betterment of all people. They also clarified that this was a personal purpose versus a professional one and raised their self worth. Youth organizing also led to being more civically engaged as an adult, as found in, "Training Young Activists: Grassroots Organizing and Youths' Civic and Political Trajectories." They were more likely to vote, to attend rallies, and to remain involved.

Regardless of the factors that influenced youth, it is clear that these youth must become engaged to be able to contribute to society, especially as the growing population. Despite millennials becoming the majority, "63% of Gen X eligible voters reported voting in 2016, versus 49% of Millennials," according to the, "Millennials and Gen Xers outvoted Boomers and older generations in 2016 election" study. However, many are still not voting, many because of a dislike of candidates. Additionally, minorities made up a third of non voters (Lopez & Flores, 2017) However, there has been a growth in seeing youth advocates as delinquents. In "From the Editorial Board: Human Democracy in the Age of Standards," they attempted to address this by using schools as a conduit to support students to be active students as they are in high school.

My study aims to address the gap in high school level youth and their opinions, and cross these results with their engagement in politics. While, it has been reported of high school activists, they fail to look at the general population, or to even divide this by ethnicity. By the end, my study should add more information on high school youth activists.

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## Methodology

When putting together the study to procure viable results, the study was designed to get both a large quantity of respondents as well as qualitative responses. The distributed survey was designed by going through other studies about civic engagement. Some surveys utilized Likert scale statements, multiple choice, while others used solely short answers, or long answers. Other were case studies or simply distributed surveys to members of a certain groups. However, my purpose for having this study was to be able to get the results of the general public and compare it to smaller communities. These communities would be people involved in organizations, party affiliations, civic engagement level and ethnicities. It became clear that a survey would be the best method to get to this end. Therefore, the best way to do so was to use Likert scales immediately followed by a short answer to explain. However, to avoid survey taker fatigue, it was decided to use more Likert statements or other options (such as check boxes).

Distribution had a similar thought process. While an ideal population in this situation would be a randomly national sample, this was not feasible. The sample is primarily students from a suburban high school in Los Angeles County and was on the basis of who was willing to take a survey about civic engagement. It was distributed at this school via a teacher of AP English Language and AP Government, which may have influenced the results. To balance this out, the program coordinator of the same public high school was also contacted and asked to distribute the survey. The survey was then sent out to all students at this high school via email. The survey was also sent out to a different urban high school. However, most results came from the first school.

After about 220 responses had been collected, analysis of the survey was started. The correlation between all Likert scales and the demographics were analyzed using their T-scores, critical value, mean, median, and mode. For all groups there were some liberties that had to be taken as a researcher. When looking at the ethnic groups provided, there is an option for Middle Eastern respondents, however, only 4 people identified as Middle Eastern. Thus, they were grouped with the Asian/Pacific Islanders, because oftentimes they are grouped together anyways. For those involved in political organizations, despite there being a definition of what a political or civically engaged group is, a few people considered items like "National Honor Society" or "Girl Scouts" to be political organizations. As a result, these had to be disregarded. Additionally, for political affiliation, while there was an option for no affiliation, many chose to enter moderate, so this became its own group. Others put in such items as "none;" these were grouped in with no affiliation. On the survey, the level of civic engagement is measured by the types of civic engagement. In this way, the people can be grouped by how many types they participated in. It was considered to have this grouped on a tier system (i.e. voting is a more impactful form than signing a petition), but had to take into account that some of my respondents may not be able to participate in some forms like voting. They were grouped based on how many checked: none, low (1-2), medium (3-4), and high (4+).

Content analysis of all short answers was also used. Similar, to the Likert statements, it was used for the whole population, but also to compare the different groups. These groups are the same from earlier: ethnicities, political affiliation, civic engagement levels, and party affiliations. Many responses were simply not usable. Usability was determined based of the depth of the response. Therefore, this cut down the sample size in this portion. Additionally, content analysis was only performed on the first two short answers as most of the the answers from the "politics affect my life," and the "I care about politics" had similar responses that did not seem to contribute much to the study. This method was intended to create data as viable as possible about the differences in perspectives about politics by students and the differences between them on the basis of ethnicity/race, level of civic engagement, participation in a political organization, and political affiliation.

## Data and Analysis

### Likert Scales

After 219 responses were collected, the process of analyzation began. This meant finding the general findings of the study. These are presented below.

Chart A

### Grade Level

217 responses

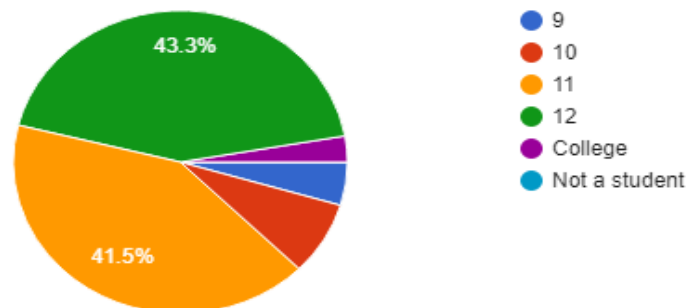
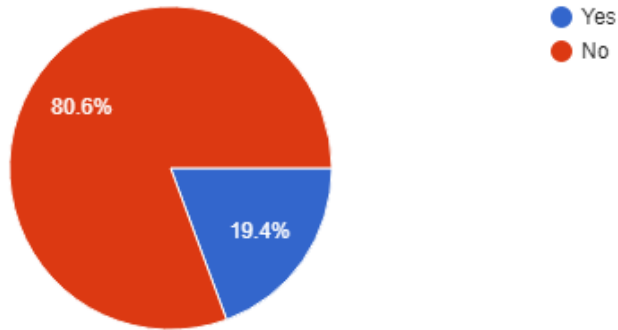


Chart B

### Are you involved in any political or civic engagement organizations?

217 responses



These demographics can also teach about some more peripheral parts of the study as well. While the fact that the vast of students are not involved in political or civic engagement organizations (Chart B) may hinder the study because those involved may not be enough, it also shows how few are involved.

Chart C

### To what extent are you aware of politics at the national, state, and local level?

217 responses

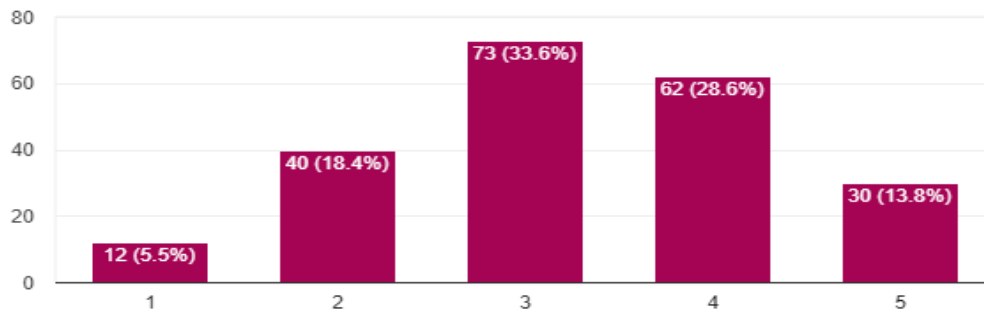
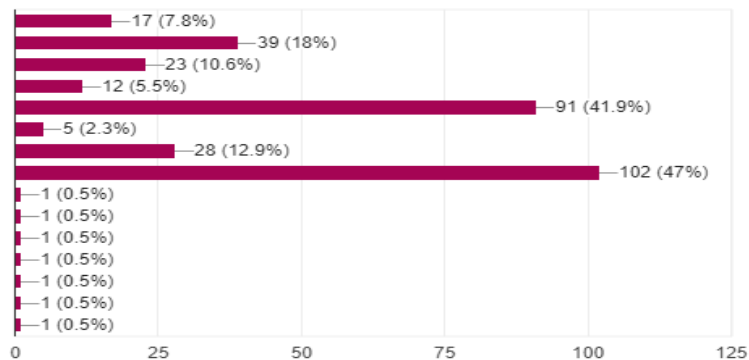


Chart D

### Which of these describe your civic engagement in the last year? (Check all that applied)

217 responses



Analyzed based on counting how many a person did, versus what kind to assign a numerical figure. Then analyzed as a demographic as well by changing these to groups (0: none, 1: low, 2-3: medium, 4+: high)

Chart E

### People have to be civically engaged to make a change

217 responses

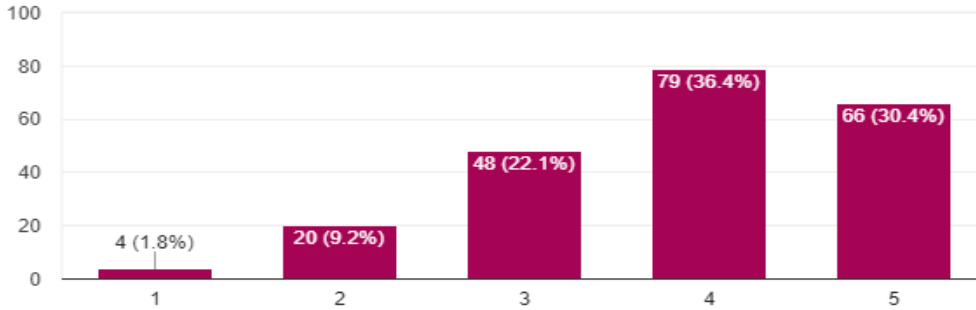


Chart F

### There is so much corruption in politics, my opinions don't matter

217 responses

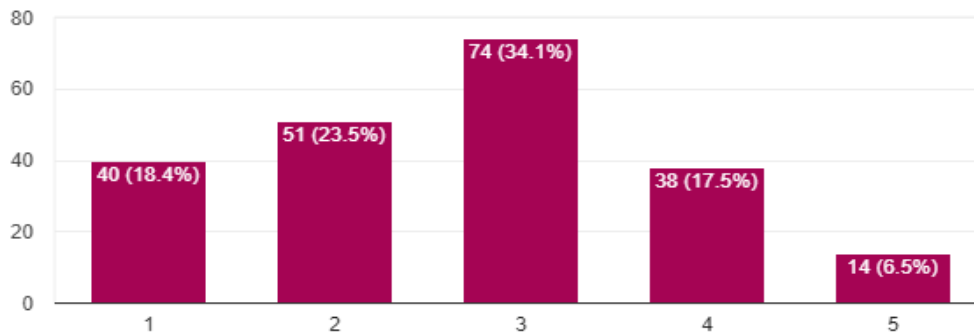


Chart G

### Politics affect my life

217 responses

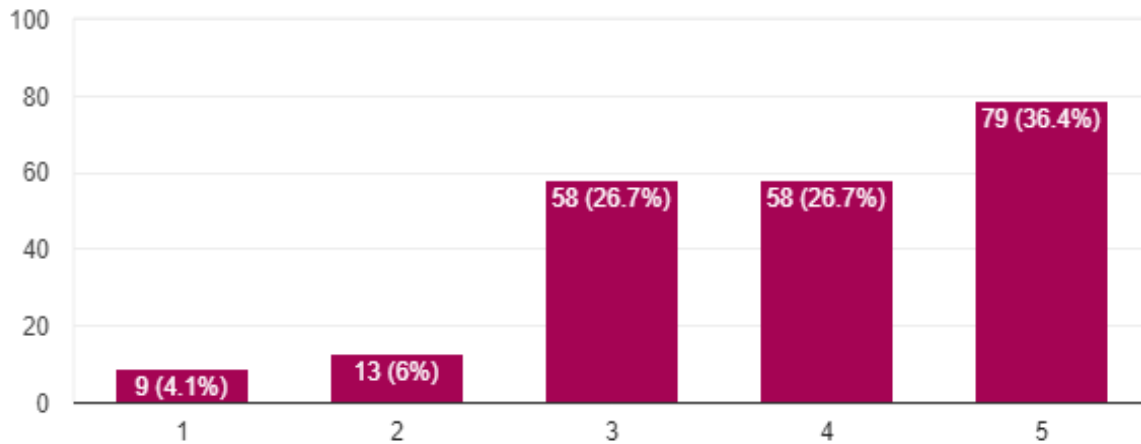
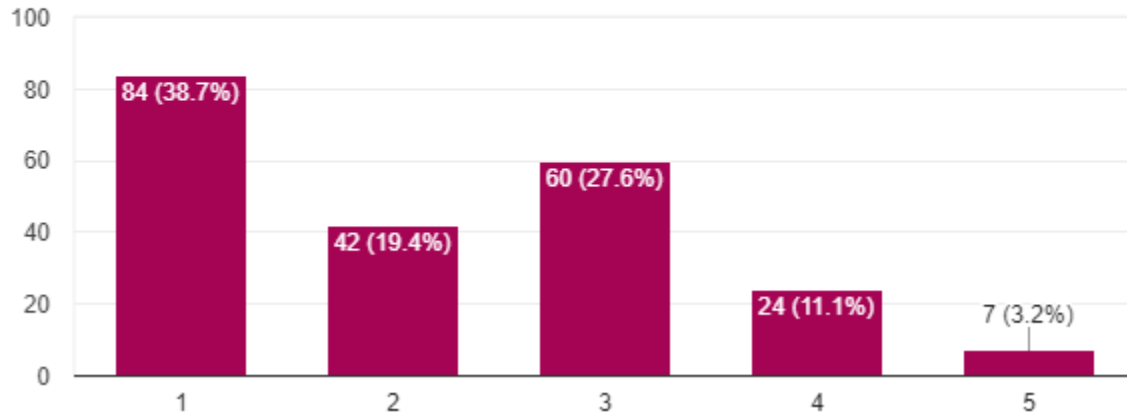


Chart H

# I do not care about politics.

217 responses



While many of these results are interesting on their own merit, the differences in responses based on the selected demographics are deserving in their own right. Based on ethnicities, there were a few discrepancies. For example, the Asian/Pacific Islander group had an average of 0.615 civic engagement activities within the past year versus the 1.02 of the whole population of the study. All findings with statistical significance with T-scores and critical values, plus other stats are listed in the tables below. The only other source of significance in Likert statements in ethnicities was to the question of politics affect my life. African American students had a mean of 4.31, versus the general 3.86.

The factor of greatest importance was the participation students in any kind of political organization. As there are only two groups, a 2 sample t-test was more appropriate. In response to, “People have to be civically engaged to make a change,” non-involved students were at a 3.74 mean versus a 4.29. People who were involved were more strong about their opinion as well, because it seems that non-involved people agreed, just not to the same extent. Involved had a mode of 4 and non-involved had a mode of 5. This correlated to a measure of political efficacy that was higher for those not involved. “There is so much corruption in politics, my opinions don’t matter”. The non involved respondents, responded that they agreed more with this statement than those who are involved. The Likert scales of “Politics affect my life,” and “I do not care about politics,” seem to connect this political efficacy to not feeling a connection to politics. Those who are involved in a political organization responded at a rate of 4.41, and 1.41 average, respectively. While those who were not, responded at a 3.73, and 2.39 for these questions, respectively. This also is connected to a self-identified unawareness of politics. Those involved had an average response level of 4.29, and non-involved had an average of 3.74. Finally, this seemed to correlate with actual action. Those involved stated that they averaged about 2 previous civic engagement activities in the last year. Whereas, non involved averaged a 0.75.

The next demographic studied was political affiliation. For political affiliation, it was divided between 4 groups: Democratic, Republican, No Affiliation, Other (Socialist, Communist, Independent, Moderate, and Libertarian). Republicans, on average, perceived themselves as being more aware of politics at the national, state, and local level. They responded with a mean of 3.83, compared to the mean of all groups, 3.27. Most of the significant differences came from those who were not involved with the two major parties. For example, the other category said that politics affected them more than other groups. Their average was a 4.33 versus the average of all at 3.86 and the lowest, no affiliation, 3.56. Those not involved gave predictable responses, they agreed more with the statement that they do not care about politics. They had a mean of 2.68 compared to the mean of all at 2.2. Additionally, it may be important to note, that while not statistically significantly, those who were in the other political groups cared the most about politics. Possibly correlated, those who were not involved, do not care about politics, but also have the least amount of civic engagement. They had a mean of 0.63 versus the full sample of 1.02. Again, the “other” category had the highest at 1.5, although not statistically significant.

Finally, the civic engagement category had nearly no effect on whether students cared about politics, participated in politics, or any attitudes towards politics. None were statistically significant.

### Statistically Significant Categories

#### Ethnicity

To what extent are you aware of politics at the national, state, and local level?
There is so much corruption in politics, my opinions don't matter
Which of these describe your civic engagement in the last year? (Check all that applied)

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
AA	1.08	1	2	0.226	2.18	0.05	no
API	0.615	0	0	2.56	2.06	0.05	yes
Caucasian	1.16	1	0	0.637	2.01	0.05	no
Latinx	1.16	1	0	0.565	1.99	0.05	no
Mixed Ethnicity	0.82	0	0	0.92	2.02	0.05	no
All Groups	1.02	1	0				

Politics affect my life

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
AA	4.31	4	5	2.86	2.179	0.05	yes
API	3.54	4	3,4	1.19	2.06	0.05	no
Caucasian	3.94	4	5	0.5101	2.01	0.05	no
Latinx	3.85	4	5	0.0597	1.99	0.05	no
Mixed Ethnicity	3.84	4	5	-0.088	2.02	0.05	no
All Groups	3.86	4	5				

Involvement in a political organization (grey is the p score for the two groups)

To what extent are you aware of politics at the national, state, and local level?							
n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	3.07	3	3	2.37	1.98	0.05	yes
Yes	4.15	4	4	10.63	2.02	0.05	yes
All	3.27	3	3	6.19	1.97	p<0.05	yes

People have to be civically engaged to make a change

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	3.74	4	4	1.43	1.98	0.05	no
Yes	4.29	5	5	3.11	2.02	0.05	yes
All	3.85	4	4	3.2	1.97	p<0.05	yes

There is so much corruption in politics, my opinions don't matter

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	2.83	3	3	1.36	1.98	0.05	no
Yes	2.17	2	1	2.43	2.02	0.05	yes
All	2.7	3	3	3.36	1.972	p<0.05	yes

Which of these describe your civic engagement in the last year? (Check all that applied)

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	0.75	0	0	3.44	1.98	0.05	yes
Yes	2.17	2	1	2.68	2.02	0.05	yes
All	1.02	1	0	7.02	1.972	p<0.05	yes

Politics affect my life

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	3.73	4	5	1.34	1.98	0.05	no
Yes	4.41	5	5	5.47	2.02	0.05	yes
All	3.86	4	5	3.65	1.97	p<0.05	yes

I do not care about politics

n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
No	2.39	2	3	1.88	1.98	0.05	no
Yes	1.41	1	1	6.72	2.02	0.05	yes
All	2.2	2	1	5.12	1.97	p<0.05	yes

*Political Party Affiliation*

To what extent are you aware of politics at the national, state, and local level?							
n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
Democratic	3.33	3	4	0.496	1.99	0.05	no
No Affiliation	2.94	3	3	2.73	1.99	0.05	yes
Republican	3.83	4	4	2.98	2.07	0.05	yes
Other	3.72	4	4	1.85	2.11	0.05	no
All	3.27	3	3				

Which of these describe your civic engagement in the last year? (Check all that applied)							
n	Mean	Median	Mode	t-score (abs value)	Critical Value	p-value	Significant?
Democratic	1.32	1	0	1.42	1.99	0.05	no
No Affiliation	0.63	0	0	4.04	1.99	0.05	yes
Republican	0.75	0	0	0.936	2.07	0.05	no
Other	1.5	1	0	0.815	2.11	0.05	no
All	1.02	1	0				
Politics affect my life							
Democratic	4.06	4	5	1.96	1.99	0.05	no
No Affiliation	3.56	4	3	1.84	1.99	0.05	no
Republican	3.67	4	4	0.653	2.07	0.05	no
Other	4.33	5	5	2.84	2.11	0.05	yes
All	3.86	4	5				
I do not care about politics							
Democratic	2.01	2	1	1.54	1.99	0.05	no
No Affiliation	2.68	3	4	3.02	1.99	0.05	yes
Republican	1.92	1.5	1	1.24	2.07	0.05	no
Other	1.5	1	1	4.04	2.11	0.05	yes
All	2.2	2	1				

**Content Analysis**

It was decided to do analyze the explanations of why they believe (or don't) that civic engagement works. Additionally, it was analyzed whether they believe whether the students believe their voices can be heard in government. Thus it is meant to measure, qualitatively, how the students feel in terms of their own power in government. Also, to be true to the responses, many responses were able to fit into multiple categories.

Out of the 215 that gave responses for the statement, "People have to be civically engaged to make a difference," only 198 were used based on merits of whether the responses adequately explained why a certain score is given. These responses were grouped into 7 categories. These categories were, "Civic Engagement, explicit," "Take action/ stand up" type responses, "Mobilization," "Being aware" "Civic Engagement is Explicitly Stated as not necessary," and, "No Change not Possible." These groups were created based on a preliminary reading of responses. Additionally, they are the products of the responses themselves. For example, many responses carried a similar sentiment that, "You cannot make change if you never voice your opinion," which did not seem as directly related to civic engagement to be in that category. Thus, the "Civic Engagement, explicit," is just the responses that specifically say they agree with the statement and/or specifically mention civic engagement or examples of it, such as, "You have to be engaged in order to make a change." The "mobilization" category was created because some specifically stated that a large amount of people need to be engaged to make a change in the system. The "Awareness" category was for those who believed that being aware was the first step to change. Among these, a common sentiment was shared that "... you need to know what is happening." Another common theme that appeared is similar to the "mobilization category, but warranted its own category, "Bring Attention." These people stated that in order to make change, many people must know about it, but was not explicit enough to state that they must work to do something to make that change. Then there was the category where the people explicitly states that "Civic engagement is not necessary." These people stated items such as, "You don't necessarily have to be



engaged to make a change simple doings can create big change.” The last category is rather self explanatory of a feeling of inability to make any kind of change through any means. These will be considered significant if it delineates from the ratio of the general population more than 9%.

For all findings regarding ethnicity and opinions of civic engagement, refer to Content Table A1. Interestingly, API students are more likely to believe that civic engagement is not necessary and less likely to suggest mobilization. Additionally, this correlates with the previous question about level of civic engagement, where they also scored lower than other groups. Additionally, AA students were more likely to say that bringing attention to the matter was needed for change. While it appears that some groups believe less in civic engagement, it seems to balance out when looking at whether they believe in taking action. It is also important to not that Caucasian students believe more in civic engagement. For analysis based on involvement in a political organization, refer to table A2. The most significant differences is that belief in civic engagement. Those who were involved were more likely to explicitly state so, those who were not were more more likely to believe that civic engagement is not necessary. (Table A3) Additionally, all three who say that no change is possible are from the non involved people.

The second content analysis was performed on the statement. “There is so much corruption in politics, my opinions don’t matter. In this particular likert statement, there were 8 groups created. These were created because these ranged vastly. These groups are, “Voice/Change is possible,” “No Voice,” “Corruption,” “No Corruption,” “Civics (+),” “Civics (-),” “Change not possible,” and “Politicians” These groups were created because of the variety and contradictory statements. Voice and Change was created was because nearly all that believed that they had a voice, believed this can be used for change. The small amount that believed was one or another were negligible. These statements generally looked like this one, “I feel like I can make a change with my voice at long as the people in politics don’t try to silence me.” On the other hand, there are those who believed that they did not have a voice. This was not combined with the “Change not Possible,” group because many said that they didn’t have a voice, but they could change this by being involved. Many said that, “I feel like my voice wouldn’t make a difference,” however others said, “Just vote the officials out if they’re corrupt.” This gave the feeling that they felt that they were not heard under a corrupt government, but could vote them out. Additionally, this made way for the analysis of how corrupt students think the government is, which is unfortunately many. Some said it simply as, “There is always corruption everywhere.” The next group, were those who felt there was no, or not that much, corruption. These people echoed the feeling that, “...based on my opinion i do not think there is corruption.” However, again, many argued that civic engagement worked to combat this corruption, such as the statement from earlier. However, many said that civic engagement could not work because the elections or other factors themselves were corrupt or made civic engagement pointless, such as this member, “the election processes for officials, foreign involvement, and laws are non democratic.” As a result, many argued that there was no change possible, because the system was set up to fail, for example, “You can never truly be represented by such a large group I feel.” Many responses related to politicians as well, whether positively or negatively, only three saw politicians in a positive light, whereas 2 of those were combined with seeing politicians in a negative light as well. The one that aimed to see them as positive said, “Corruption in politics only applies to a certain extent - not all politicians became politicians for the money, and many of them are people like us.” However, since there is only one solely positive, it was discarded. Finally, for this particular content analysis, only 173 were usable out of the original 215. It is presumed that because this statement is towards the end, survey taker fatigue took place. Based on this smaller amount, there are only 9 usable responses from African American Students and only 8 from the high civic engagement students, they will still be reported in the table, but not in text; this is not remotely a good sample.

From these it was found that mixed ethnic students believed that there was less corruption than others. Latinx students had an extremely low opinion of politicians compared to others also. Those who were involved in a civic engagement were significantly more inclined to believe in the power of their voice. Those in not mainstream political affiliations saw government as more corruption as well. However, it was more interesting reading their experiences themselves.

### Content Analysis Tables

**Content Table A1:** Ethnicity

	Civically Engaged Explicit	Take action/ stand up	Mobilization	Being aware	Bring attention	Civics not necessary	No Change Possible
Totals (All 198)	81 (41%)	66 (33%)	15 (8%)	26 (13%)	15 (8%)	40 (20%)	3 (2%)
African American (12 respondents)	3 (25%)	6 (50%)	0	1 (8%)	4 (33%)	1 (8%)	0
Asian American/Asian Pacific Islander/Middle Eastern (24 respondents)	8 (33%)	7(29%)	4 (17%)	4 (17%)	1(4%)	7 (29%)	0
Caucasian (47 respondents)	24 (51%)	13 (28%)	5 (11%)	8 (17%)	5 (11%)	9 (19%)	0
Latinx (77 respondents)	33 (43%)	24 (31%)	2 (3%)	10 (13%)	3 (4%)	14 (18%)	1 (1%)
Mixed Ethnicity (39 respondents)	13 (33%)	16 (41%)	4 (10%)	3 (8%)	2 (5%)	9 (23%)	2 (5%)

**Content Table A2: Involvement in Political Organization**

People have to be civically engaged to make a change	Civically Engaged Explicit	Take action/stand up	Mobilization	Being aware	Bring attention	Civics not necessary	No Change Possible
Totals (All 198)	81 (41%)	66 (33%)	15 (8%)	26 (13%)	15 (8%)	40 (20%)	3 (2%)
Not Involved (160 Respondents)	59 (37%)	54 (33%)	10 (6%)	22 (14%)	14 (9%)	35 (22%)	3 (2%)
Involved (38 respondents)	22 (58%)	12 (32%)	4 (11%)	4 (11%)	1(3%)	5 (13%)	0

**Content Table A3: Political Party Affiliation**

People have to be civically engaged to make a change	Civically Engaged Explicit	Take action/stand up	Mobilization	Being aware	Bring attention	Civics not necessary	No Change Possible
Totals (All 198)	81 (41%)	66 (33%)	15 (8%)	26 (13%)	15 (8%)	40 (20%)	3 (2%)
Democratic (87 respondents)	39 (45%)	33 (38%)	4 (5%)	9 (10%)	5 (6%)	14 (16%)	0
No Affiliation (71 respondents)	21 (30%)	22 (31%)	5 (7%)	13 (18%)	8 (11%)	19 (27%)	3 (4%)
Republican (20 respondents)	11 (55%)	6 (30%)	2 (10%)	1 (5%)	0	6 (30%)	0
Other (20 respondents)	9 (45%)	6 (30%)	3 (15%)	3 (15%)	2 (10%)	1 (5%)	0

**Content Table A4: Civic Engagement Level**

People have to be civically engaged to make a change	Civically Engaged Explicit	Take action/stand up	Mobilization	Being aware	Bring attention	Civics not necessary	No Change Possible
Totals (All 198)	81 (41%)	66 (33%)	15 (8%)	26 (13%)	15 (8%)	40 (20%)	3 (2%)
High (10 respondents)	4 (40%)	4 (40%)	0	2 (20%)	0	1 (10%)	0
Low (51 respondents)	14 (27%)	20 (39%)	5 (10%)	5 (10%)	4 (8%)	13 (25%)	2 (4%)
Medium (45 respondents)	19 (42%)	15 (33%)	3 (7%)	8 (18%)	5 (11%)	8 (18%)	0
None (87 respondents)	42 (48%)	42 (48%)	9 (10%)	18 (21%)	9 (10%)	26 (30%)	1 (1%)

**Content Table B1: Ethnicity**

Explain your answer from the previous question	Voice/change	No Voice	Corruption	No Corruption	Civic Engagement	No Civic Engagement	Change not Possible	Politicians
All (173 respondents)	89 (51%)	40 (23%)	69 (40%)	7 (4%)	12 (7%)	7 (4%)	8 (5%)	19 (11%)
AA (9 respondents)	5 (55%)	4 (44%)	2 (22%)	0	0	0	0	0
API (20 respondents)	10 (50%)	5 (25%)	7 (35%)	0	3 (15%)	0	0	4 (20%)
Caucasian (41 respondents)	21 (51%)	10 (24%)	19 (46%)	1 (2%)	6 (15%)	4 (10%)	1 (2%)	4 (10%)
Latinx (69 respondents)	36 (52%)	14 (20%)	31 (45%)	6 (9%)	3 (4%)	2 (3%)	4 (6%)	5 (72%)

Mixed Ethnicities (34 respondents)	17 (50%)	7 (21%)	10 (29%)	0	0	1 (3%)	3 (9%)	6 (18%)
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**Content Table B2: Involvement in a Political Organization**

Explain your answer from the previous question	Voice/change	No Voice	Corruption	No Corruption	Civic Engagement	No Civic Engagement	Change not Possible	Politicians
All (173 respondents)	89 (51%)	40 (23%)	69 (40%)	7 (4%)	12 (7%)	7 (4%)	8 (5%)	19 (11%)
Not Involved (137 respondents)	63 (46%)	36 (21%)	54 (39%)	4 (3%)	8 (6%)	6 (4%)	6 (4%)	15 (11%)
Involved (36 respondents)	26 (72%)	4 (11%)	15 (42%)	3 (8%)	4 (11%)	1 (3%)	2 (6%)	4(8%)

**Content Table B3: Political Affiliation**

Explain your answer from the previous question	Voice/change	No Voice	Corruption	No Corruption	Civic Engagement	No Civic Engagement	Change not Possible	Politicians
All (173 respondents)	89 (51%)	40 (23%)	69 (40%)	7 (4%)	12 (7%)	7 (4%)	8 (5%)	19 (11%)
Democratic (80 respondents)	43 (53%)	22 (28%)	32 (40%)	5 (6%)	4 (5%)	0	2 (3%)	10 (13%)
No Affiliation (58 respondents)	26 (45%)	13 (22%)	20 (34%)	1 (2%)	6 (10%)	5 (9%)	4 (7%)	5 (9%)
Republican (16 respondents)	10 (63%)	3 (19%)	7 (44%)	0	2 (13%)	0	0	2 (13%)
Other (17 respondents)	10 (59%)	2 (12%)	11 (65%)	1 (6%)	0	2 (12%)	1 (6%)	2 (12%)

**Content Table B4: Civic Engagement Level**

Explain your answer from the previous question	Voice/change	No Voice	Corruption	No Corruption	Civic Engagement	No Civic Engagement	Change not Possible	Politicians
All (173 respondents)	89 (51%)	40 (23%)	69 (40%)	7 (4%)	12 (7%)	7 (4%)	8 (5%)	19 (11%)
High (8 respondents)	5 (63%)	1 (13%)	4 (50%)	1 (13%)	0	0	0	1 (13%)
Low (42 respondents)	16 (38%)	14 (33%)	17 (41%)	0	3 (7%)	2 (5%)	1 (2%)	5 (12%)
Medium (46 respondents)	27 (59%)	12 (26%)	22 (48%)	2 (4%)	4 (9%)	2 (4%)	3 (7%)	6 (13%)
None (76 respondents)	41 (53%)	16 (21%)	28 (37%)	4 (5%)	5 (7%)	3 (4%)	0	7 (9%)

**Implications and Conclusion**

**Limitations**

While this study did reveal some interesting findings, there are a few points to take into consideration when analyzing the implications and data. These limitations include a redirection of the study. Originally, this was to be a study comparing the personalities/career interests of students based on if they were involved in civic engagement. Another demographic, grade was going to be taken into account. At the end, it was mostly divided between high school seniors and juniors (Chart A). Based on the primarily southern California location, the demographics were representative of the state versus all American students. Additionally, by nature of the demographics in the region, Native American students had were not represented, mixed ethnic students had their own category because there was enough of them, and Middle Eastern Students did not get their own group and were just incorporated into the Asian American Students. (Chart B) Additionally the African American population was rather small, but still used however the findings from this group may not be the most accurate. Additionally, the study was meant to consider personality traits and future career, but the analysis of this became obsolete, which is why it was not used.

**Implications/Recommendations**

The findings of this study are that the level has little to no effect on their opinions quantitatively or qualitatively. The greatest factor was being in an organization. Being in an organization led to being more involved in civically. The level of civic

engagement is generally a result of the other effects, rather than a factor. Thus it is vital to get students to care about politics to get them involved. This was rather intuitive. Reading responses, it was made clear that opinions of politics is affected by personal experiences. Thus, ethnicity has a greater impact than previously believed, while AA students were more likely to believe politics affect their life, they were less likely to believe civic engagement qualitatively helped compared to their Caucasian counterparts. API were less likely to engage overall.

However, where does research go from here? The researcher's recommendation is to encourage students to become active citizens today so that they will be involved later. Further research must be looked into for Asian/Pacific Islander students to find if it is just East Asian or if this apathy is felt in other Asians as well. Additionally, research must be done to find the best way to combat this apathy in Asians as well as other groups.

Not all students will feel the need or drive to want to join an organization. However, the public-school system was created to create active, knowledgeable citizens. Therefore, it may be possible to bring back a civics class and have students engage in seminars where they are able to discuss their beliefs, develop them, and act on them. Furthermore, the government must do a better job at including the third-party voters into the system. Whether it is just including them in the conversations at city hall or having a small form of the parliamentary system. Something must be done, so that the students of today become the active members of society of tomorrow.

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