



# Children's socialization, temperament and the civic duty to vote.

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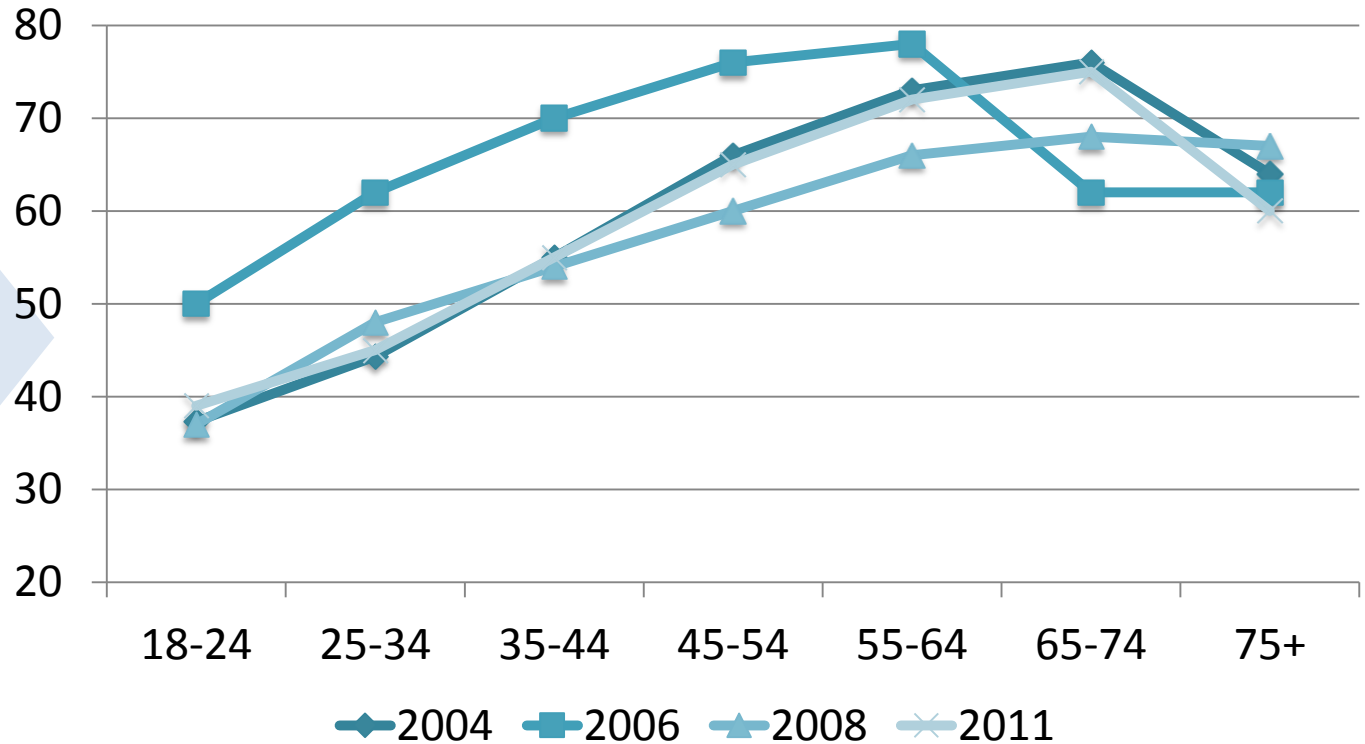
Carol Galais.

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# 1. The puzzle

- Low youth turnout rates are a major concern in Canada

Turnout rates  
per age and  
Federal  
election (2004-  
2011)



- Why?

- A new generation with different values, less civic duty (see Dalton).

## 2. The duty to vote.

### a) definition

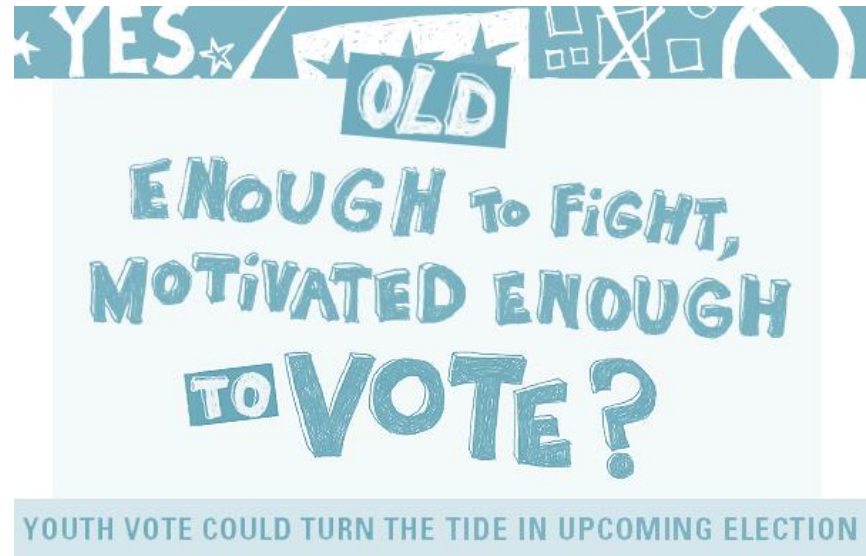
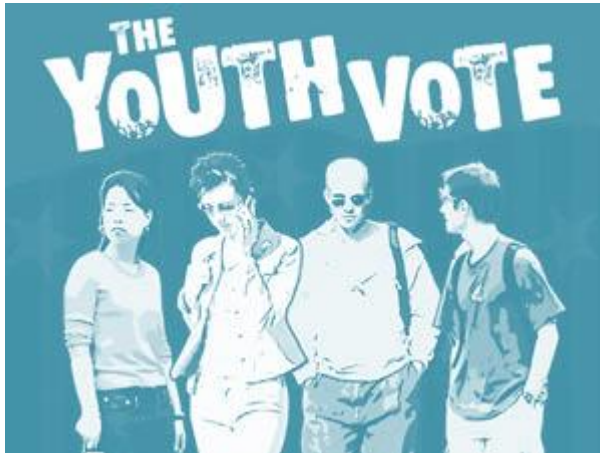
- *The civic duty to vote is the belief that one has a moral obligation to vote in elections.*
- *Voting = right; abstaining = wrong*  
(Uhlener, 1986; Mueller, 1989; Coleman, 1990; Knack and Kropf, 1998; Blais, 2000).



## 2. The duty to vote.

### b) Relevant questions for youth vote

- When does Duty appear? Is it really formed early in life?
- What is the role of family and school?
- Are there innate factors that predispose people to be dutiful?



# 3. On the early foundations of duty

- Family
  - Talk about politics, vote ...
  - Parenting style
  - SES
- School
  - Open school climates  
(Campbell 2008)
  - Curriculum (interactive/civic subjects), civic skills, social capital...
- Innate predispositions?
  - Pro-social attitudes (+)
  - Impulsivity/hyperactivity (?)
  - Aggressiveness (+?)



## 4. Research design

- Data: the National Longitudinal Survey of Children and Youth (NLSCY). 8-wave panel study of Canadian children .
- Duty: Generally speaking, do you believe that you have a duty to vote in every federal election? (y/n)
- Variables tapping innate/family/school factors that may foster Duty



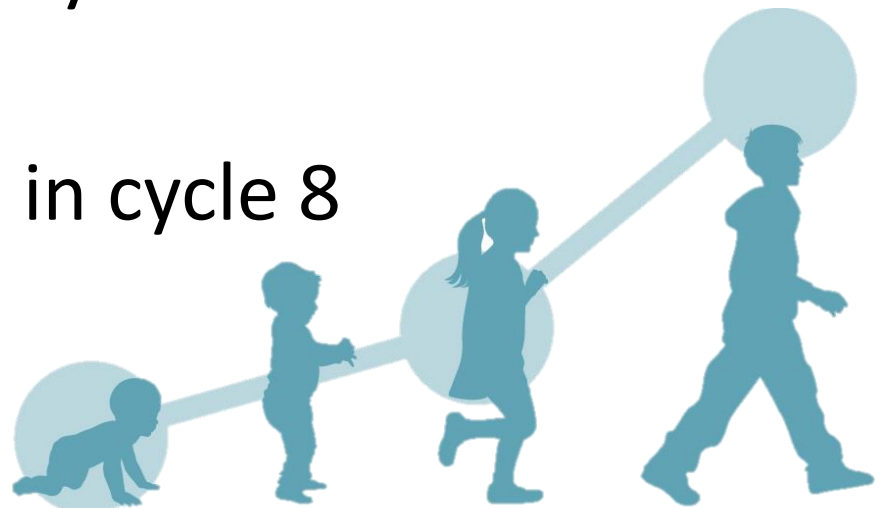
- Innate features (parents answer)
- Family variables (parents answer, except: engagement)
- School variables (teacher answers, except: cath.school)
- Dependent variable
- Young adult indep.Vars

## 4. Research design

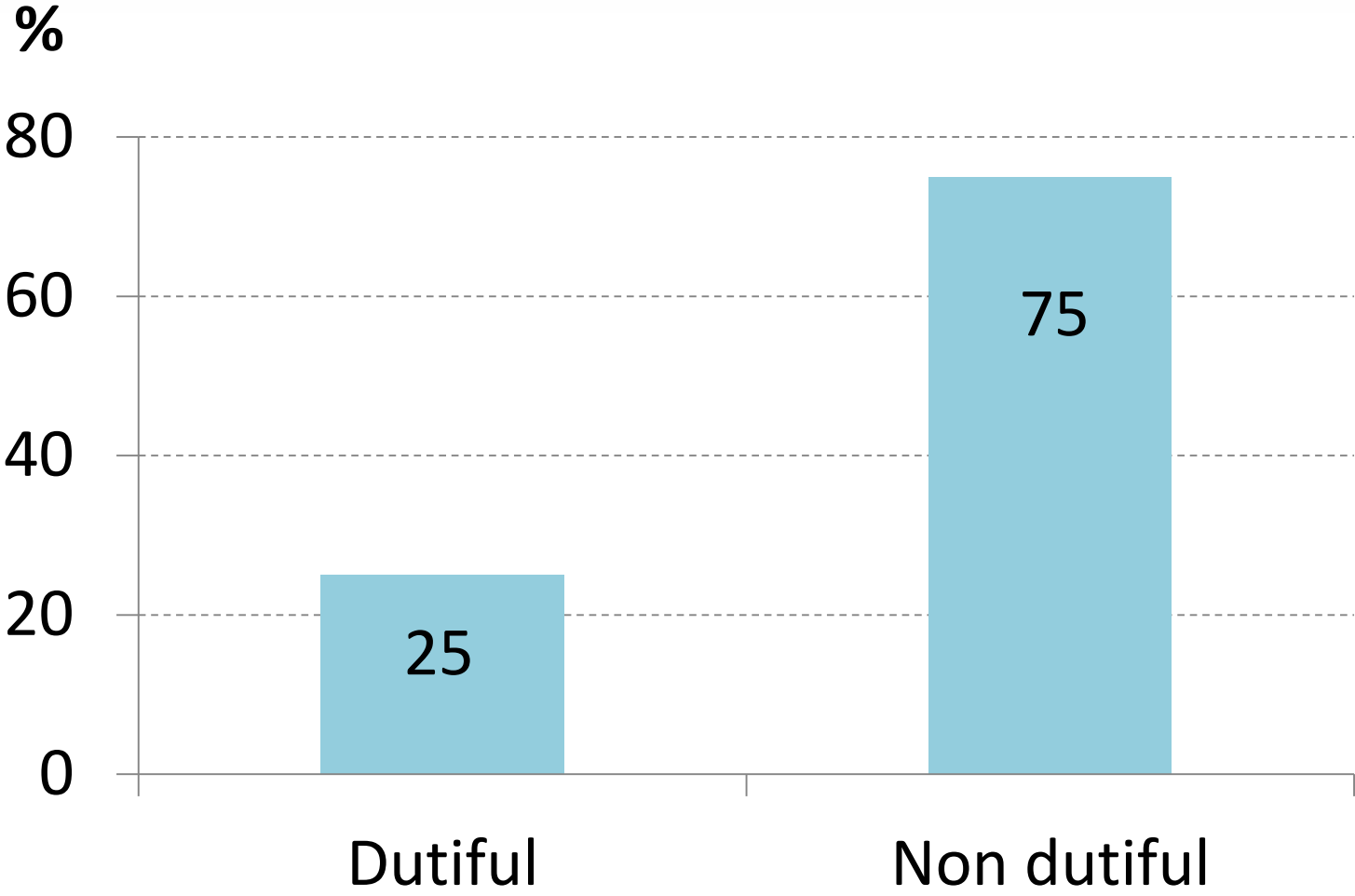
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The cohort under study has:

- 5/6 to 11/12 years old in cycle 1 (1994/1995)
- 19/20 to 25/26 years old in cycle 8 (2008/2009)
- N=4299 (or 1670)
- I use parents' and teachers' questionnaires for cycle 1.



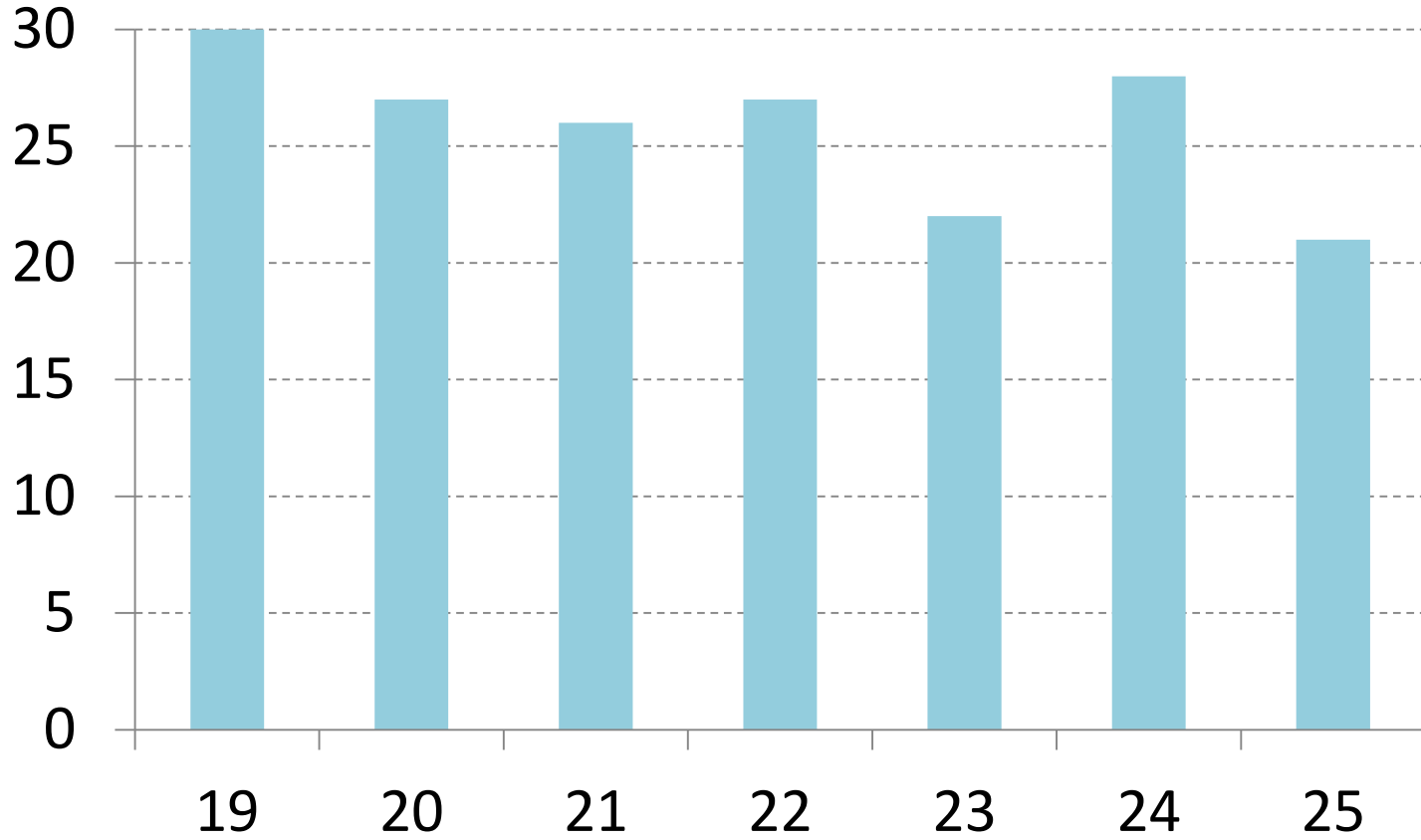
# 5. Results (I)







# Duty and age

%



Age

# 3. Results (II): multivariate analysis, logit reg.



+	+
p<0.1	p<0.1
*	*
p<0.05	p<0.05
**	**
p<0.01	p<0.01
***	***
p<0.001	p<0.001

	Tempera- ment	SES family	Parents' question- naire	School variables	Young adult features	Young adults (no school vars.)
Female			-	-	-	
Hyperactivity				-	-	
Pro-social behavior			-	-	-	-
Aggressiveness			-	-	-	-
SES family					-	
Parenting: punitive				-	-	
Parenting: consistent			-	-	-	-
Catholic school				-	-	
Freq. Art lessons						
Freq. Community activities			-	-	-	
Social skills at school				-	-	
%low income fam. school				-	-	
Index participation school						
Parents engaged in school						
(C8)Helps in voluntary assoc.					-	
(C8)Studies: beyond HS						
(C8)Talked politics w. family						
(C8)Has leader responsibilities						
pseudo R-Squared	.013	.027	.034	.043	.065	.058
N	4,123	4,097	4,071	1,695	1,675	4,003

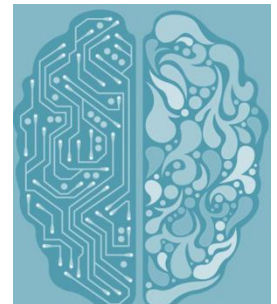
## Predicted average probabilities of being dutiful at age 19-26.

		min.	max.
<b>Innate</b>	Hyperactivity	79	63
	Pro-social behavior	67	78
	Aggression	76	65
<b>Family</b>	family SES	47	90
	Punitive style	80	62
	Engaged parents	77	54
	Freq. Art lessons	72	82
<b>School</b>	Participative school	65	77
	Catholic school	77	80
<b>Young adult features</b>	Freq. talked politics at home	70	85
	Helps as a volunteer	72	78

# 8. Conclusions

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- Some innate elements seem to affect duty
  - Being Female, pro-social, trigger duty
  - Aggression and, especially, hyperactivity, hamper it.
  - But family's SES and Schooling seem to “blur” these effects
- Family:
  - high SES and political talk boost duty.
  - Punitive parenting styles and parents “too engaged” hamper it.
    - Are they preventing children to take their own responsibilities?
- Art lessons boost duty!
  - Is “intuitive”, artistic brain connected to duty and opposed to rational thinking?



## 8. Conclusions

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- School:
  - open class climates (participative schools) foster duty.
  - Catholic schools boost duty, but once we take other school characteristics into account (SES, climates), this effect disappears.
- Young adults can develop the duty to vote. 19-26 years old is not too late according to the impressive years theory
  - Take leadership responsibilities
  - Staying at school
  - Helping in voluntary associations



**KEEP  
CALM**

**AND**

**do your DUTY  
(to vote)**

**Merci, Thanks!**

[carolgalais@gmail.com](mailto:carolgalais@gmail.com)

Postdoctoral Fellow  
Research Chair in Electoral  
Studies.

Université de Montréal