KATHOLIEKE UNIVERSITEIT LEUVEN

Parent-Child Socialization Study (PCSS)

2012-2013

Technical Report

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Content

Introduction

Parents are considered to be one of the main socializing agents of political and social attitudes and behavior for their children (Jennings and Niemi, 1981). While in the past the intergenerational transmission of attitudes was considered to be a source of political stability, this kind of effect can no longer be taken for granted given the increasing impact of the media and the peer group. Additionally, recent research indicates that political socialization should no longer be considered as just a top-down process, but that a reciprocal influence between parents and adolescents should be taken into account. By investigating the dyadic structure between parents and adolescents, we can establish the current relevance of the classical findings on political socialization, dating back from the 1960s and 70s. For this purpose, we conduct a two-wave panel survey with a representative panel of 15-year olds and we surveyed their parents as well. The first wave of questionnaires was collected between January 2012 and September 2012. The second wave of questionnaires was collected exactly one year later, between January 2013 and October 2013. The direct gathering of information from both children and their parents offers a methodological challenge, not only does it allows us to gain new insights not only in the political role of families in the current era, but also on determinants of political behavior in general. The data of this study are referred to as the **Parent-Child Socialization Study (PCSS) 2012-2013.**

In the first wave, a total of 3,426 adolescents in the third year of secondary school (or the US equivalent of the 10th grade) were surveyed at school using a self-administered questionnaire. The children were given a survey for both parents, which they could return by mail. In a second wave, the researchers of this project visited the same schools again, and surveyed the same adolescents, now in the fourth year of secondary school. Adolescents (and parents) who could not be reached again in school received a printed survey by mail. In the second wave, a total of 3,598 adolescents were surveyed, of which 91.6 % were reached at school, and 8.4% filled out a mail survey at home. 2,777 adolescents were surveyed twice.

The topics covered in these questionnaires were citizenship, political participation, political and social attitudes, European identity, personality and socialization agencies

(especially interaction between parents and child). The project was generously funded by the Research Foundation Flanders and the KU Leuven Research Council.

First wave (2012)

In a first section of this report, we elaborate on the full technical details of the survey in wave 1. We elaborate on the construction of the questionnaire. This is followed by the sample design. Next, we provide details on how the fieldwork was conducted, followed by the response rates of different groups of respondents (children, mothers and fathers). Furthermore, we provide some information on how the questionnaires were coded to construct the dataset and we explain how information of children and parents was linked. Finally we describe how the weights were constructed and we conclude with some recommendations on how the dataset can and should be used.

Second wave (2013)

In the second main section of this report, we describe all technical details of the survey in the second wave. As users of this dataset should also be able to only use data from the second wave, we provide all details for this wave, elaborating on the survey, the fieldwork, the coding, the linking and the weights. Also, recommendations for the use of the panel study are provided in this section.

On the final pages of this report – in appendix 5– we present all response rates for the individual schools, together with the full questionnaires, both for wave 1 and wave 2.

PCSS 2012

1. Questionnaires

The data for the first wave of the Parent-Child Socialization Study were gathered using three separate written surveys: one for the adolescents, one for the mothers and one for the fathers.[1] The adolescents were surveyed at school, where they received questionnaires for their parents. Parents had to return their questionnaire by mail. The main advantage of this approach is that we were able to interview a large number of adolescents and their parents, without the need to bring them together in one location or to visit 3,000 households.

1.1 The youth survey

The questions in the youth survey are based on questions in several comparable Belgian and international questionnaires, like the Belgian Political Panel Survey (BPPS 2006-2011), the International Civic and Citizenship Education Study (ICCS), the European Social Survey (ESS), Eurobarometer and the Partirep Voter Panel Survey 2009 (European Commission, 2012; Hooghe, Havermans, Quintelier & Dassonneville, 2011; Jowell and the Central Coordinating Team, 2006; Schulz, Ainley & Fraillon, 2011; PartiRep, 2009). The youth survey contained a total of 70 (grouped) questions, spread across sixteen pages. The first part of the youth survey contained several individual level variables, including gender, education, religion, language and questions on the Big 5 personality inventory. Next to a number of other traditional individual variables, the respondents were asked to fill out a couple of questions concerning the formal relationship with each of their parents: frequency of contact and whether they lived in the same household. The second part of the survey consisted of questions on intended political participation and membership of voluntary associations, questions on media use, political interest, classroom diversity and political discussion among friends and classmates. These first two parts contained relatively short and rather specific questions, allowing the respondents to easily make some progress and get through the first six pages of the sixteen page booklet. In the third part, respondents filled out a number of attitudinal questions on ethnocentrism, authoritarianism, social trust and

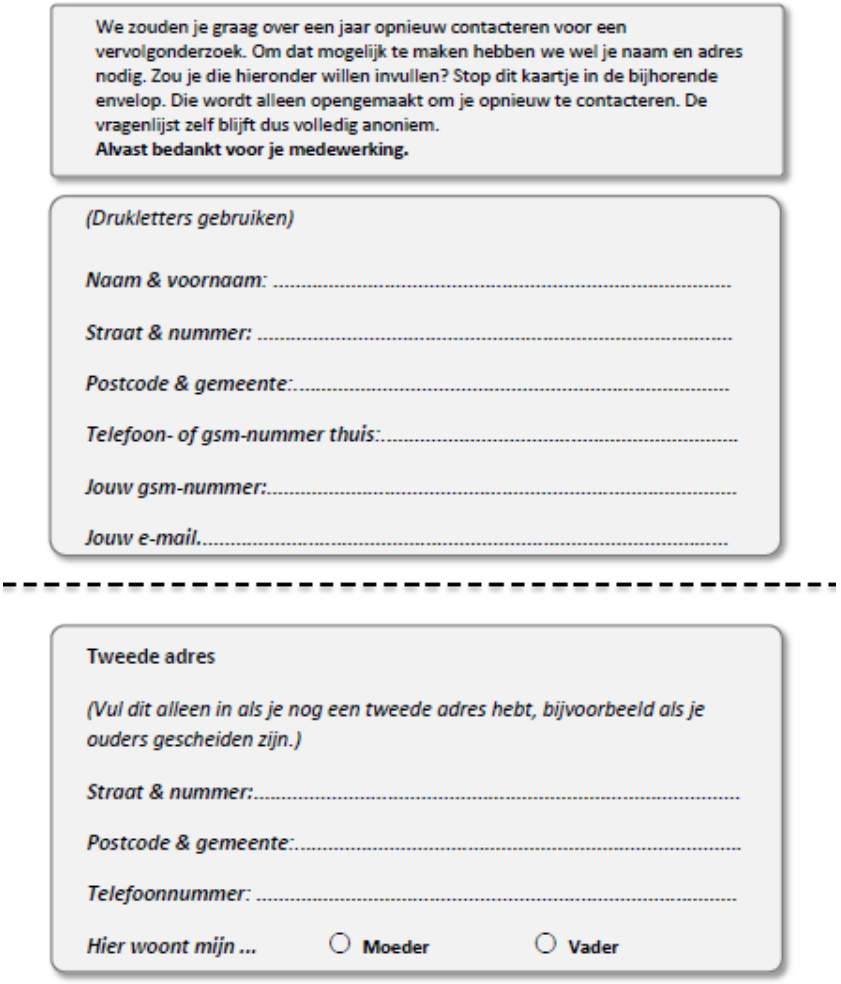
[1] The questionnaires are added in Appendix 2.

good citizenship. The fourth part contained questions about the relationship of the adolescents with their parents. Respondents were asked which pedagogical values their parents emphasize in their education, in what way the household tasks are divided, what their own influence is on the attitudes of their parents and how they think their parents would respond to a number of personal opinion questions. A last question of this section covered the frequency of political and social discussion with their parents separately. In the fifth part of the survey, respondents had to share their opinion on a large number of political issues and political attitudes, concerning European citizenship, their own, their mothers' and their fathers' voting intentions, their motivation to choose one party over the others, voting propensities for all Flemish parties, left-right identification, political efficacy, political trust, regional identity and issue salience. Next to this, they had to fill out a number of political knowledge questions, concerning both the European Union and domestic politics. On the last page of the youth survey, we included a second section of attitudinal items on economic conservatism, Flemish nationalism, ethic progressivism and environmental concern.

1.2 Identification cards

Next to the questionnaire, every respondent received a personal identification card (Figure 1). The information on these cards (name, address, telephone, etc.) are used both for reminding the parents to fill out the survey and to link the youth surveys of the first wave with the questionnaires that will be filled out during the second wave (2013). For this reason we did not only ask for the main address of the child (first part of the identification card), but also for their second address when their parents were divorced. It goes without saying that this information was handled according to all the rules laid down by the Belgian Commission for the protection of privacy, and this personal information will be destroyed following the completion of the second wave of the PCSS.

Figure 1. Identification card



1.3 The parent survey

For optimal comparability, the parent survey contained almost entirely the same questions as the youth survey. Obviously, the socio-economic status questions (profession, education) differed and the specific parent-questions of the youth survey were not included. To encourage parents to fill out the survey, we limited the number of (grouped) questions to 55, spread across a booklet of 12 pages. Apart from that, the most important difference with the youth survey is the fact that we included a number of questions measuring their opinions about their child, including questions on their child's personality, expected personal opinion on authoritarian, ecological and ethnocentric questions, expected voting intention and political interest. All questions in the mother and father surveys are identical.

1.4 Testing

Since we were surveying rather young adolescents (15-year olds), it was important to test the questions in advance, to make sure they were properly adapted to their level of comprehension. First, we conducted a number of cognitive interviews, among 15-year old adolescents of all main educational tracks in Flanders (Beatty and Willis, 2007). After making some minor changes based on their feedback (mainly question wording), we tested a new version of the survey among 60 15-year old adolescents in two test schools, again covering all main educational tracks in Flanders. Additionally, we tested some survey questions among 400 first year university students for factor validity and internal consistency. With these results and our own classroom experience (frequently asked questions), we made some final changes and completed the youth survey. We did not test the parent survey in advance, since the largest part of the questions were adapted to the comprehension level of a 15-year old. We therefore expected no comprehension problems for this group.

1.5 Lay-out

The surveys, envelopes and identification cards were formatted for optimal response and coding convenience, using a number of visual guidelines set out by Dillman, Smith and Christian (2009). As a result, all questionnaires were coded manually (cfr. infra).

2. Selection of schools

The Belgium school system is split-up in a Dutch-speaking and a French-speaking part, with schools of both systems in the Brussels area. To limit the number of organizational complications (different educational systems, different language groups, etc.) and for optimal respondent comparability, we have only selected schools in the Flemish community of Belgium, i.e., the Dutch language schools.

The schools were selected using a stratified sample, based on the location of the school (province) and educational track (general, technical, artistic, or vocational education). To sample the schools, we used the school database of the Department of Education of the Flemish Community of the school year 2010-2011.[2] In 2010-2011, there were 960 Flemish secondary schools (Department of Education, 2011: 40). If we count the schools

[2] Numbers of school year 2011-2012 were not available at that time as numbers of pupils are not yet complete at the beginning of the school year.

per educational track they provide, there is a total of 1,337 "schools" in the second grade of secondary school. Out of this group of 1,337 schools, we sampled our selection of schools.[3]

The schools that provide general education are on average twice as large as the technical, artistic, and vocational schools (Table 1). To make sure that the pupils in all educational tracks were properly represented in the sample, we weighted the selection of schools based on the average number of pupils in the educational tracks.

Table 1. Average number of pupils in schools (2nd grade)

Educational Track	% of schools	Average number of pupils/school (2nd grade)	% of pupils	Weight school
General education (ASO)	29.4%	158.1	45.0%	0.91
Technical education (TSO)	35.5%	88.3	30.4%	1.08
Artistic education (KSO)	3.1%	72.7	2.1%	1.00
Vocational education (BSO)	32.0%	72.7	22.5%	0.97

We used these weights to calculate the optimal number of schools for every educational track. We aimed for a sample size of 3,000 pupils. Therefore, a sample of 61 schools in Flanders was drawn. In each school, we aimed to survey all pupils of the first year of the second grade. In theory, this would leave us with a sample size of 3,076 pupils (mean number of pupils per track * number of schools from that track). Table 2 presents the number of schools that were selected in each province and educational track. Schools that did not want to participate in the survey were replaced by other schools with similar characteristics (same province, same educational track, and same educational network). In total, five different samples were drawn to allow for replacements.

[3] Throughout this report a school will be defined as a location where one track is offered. If there are more tracks on offer, this will be considered being different schools.

Table 2. Sampled schools by educational track and province

Flemish Provinces	Educational Track				Total
	General education	Technical education	Artistic education	Vocational education	
Antwerpen	4 (108)	7 (134)	1 (12)	5 (118)	17 (372)
Limburg	2 (51)	4 (77)	0 (5)	3 (70)	9 (203)
Oost-Vlaanderen	4 (85)	5 (99)	0 (7)	4 (94)	13 (285)
Vlaams-Brabant + Brussel	3 (75)	4 (76)	1 (10)	3 (65)	11 (226)
West-Vlaanderen	3 (74)	4 (89)	0 (7)	4 (81)	11 (251)
Total	16 (393)	24 (475)	2 (41)	19 (428)	61 (1,337)

Note: Entries are number of selected schools, (weighted by number of schools who offer that track and the mean number of pupils in that track, see Table 1) and original number of schools between brackets.

3. Fieldwork

The fieldwork was conducted in three stages. First the pupils were surveyed at school where they also received questionnaires for their parents. Afterwards there were two rounds of reminders to lift the response among parents.

3.1 Contacting the schools

Before contacting the schools, we asked the directors of the network to which the schools belong to, for their support of this study. We contacted all directors to write a support letter for our study. Overall, there are three main types of education networks in Flanders (Agentschap voor Onderwijscommunicatie, 2008). First, public education funded by the community is run by '*GO! Onderwijs van de Vlaamse Gemeenschap'*, which provides neutral education, organized by the authority of the Flemish Community. Secondly, there is the network of private schools. These schools are privately run, but also funded by the Flemish Community. The largest group within this network is Catholic schools, which are represented in the 'Flemish Secretariat for Catholic Education (VSKO)'. The random sample resulted in only Catholic schools being drawn from the network of private schools. The third, smaller group, consists of schools organized by provinces and municipalities. As both GO! and VSKO are groups with one main director, we asked for their support for our study. Both directors agreed to write a letter of recommendation for the study.

We contacted the selected schools in two steps. The first wave of invitation letters to announce that the school track was selected for our study (together with the

recommendation letter of the education network). These letters were sent in November 2011. In a second wave, during January-February, we contacted the school principals again by mail to announce them that we would contact them again one week later to ask for their participation, and make an appointment. Of course some schools required different contacts before we could make a final appointment. Spreading out the letters and telephone calls over time allowed us to maintain an overview of the field work.

If schools refused to participate in our survey, they were replaced by another school with the same characteristics (e.g. the same province and track) from the next replacement sample. 42 out of 61 schools from the initial sample agreed to participate. The response rate before replacement was thus 68.9% at the school level. For the refusal, a replacement school (similar school characteristics as original school) was contacted. We have 19 replacement schools in our study. Of these 19 schools, 11 (or 57.8 %) agreed to participate. The other 8 schools were again replaced by a similar school. In total, 90 schools were asked to participate in our survey, of which 61 agreed. This leads to a total response rate of 67.7%. It has to be noted that from two schools, two different education tracks were sampled. Thus in total, 59 different schools were sampled and visited.

3.2 Surveys in class

For the gathering of the data we visited the participating schools in research teams that always included at least one researcher on the project. When groups of pupils were too large, well-trained job students accompanied the researcher. To stimulate the willingness of schools to participate, schools were free to decide when and how the surveys were administered. Some schools preferred the survey to take place in one big study hall, others preferred individual classrooms. For every 20 pupils in a group, we aimed that there was at least one researcher present. Most often, the teacher was also present to enhance the classroom discipline, but this was the only role the teacher had, we asked them not to intervene when the pupils had any questions. All other tasks were carried out by the researchers in order to limit the teacher bias.

We planned that filling out the survey would take 50 minutes maximum (this is the standard time of one teaching-hour in Flemish schools). At the start of this hour all pupils received a package with a paper survey for themselves, two large envelopes with in each a survey for one of their parents and a small card to fill out their contact

information (see Figure 1). Every part of the package was stamped with the same identification number to link the pieces during the gathering of the data (see also section 7). All researchers were trained to give the same instructions at the beginning of the survey. They encouraged the pupils to pose a question if they did not understand something in the survey. The researchers were also trained to give standard answers to these questions to reduce the interviewer bias.

When the pupils finished their survey and identification cards, they could hand them in. The information cards were collected separately from the survey in blank envelopes to guarantee their privacy. 96.6% of the pupils managed to complete the survey within the given time. In some schools teachers allowed the pupils to finish their surveys even after the 50 minutes were over, but overall, most students were able to finish the survey within 50 minutes. The remaining 3.4% of pupils started the survey, but have missing items towards the end of the questionnaire.

3.3 Parental survey and reminders

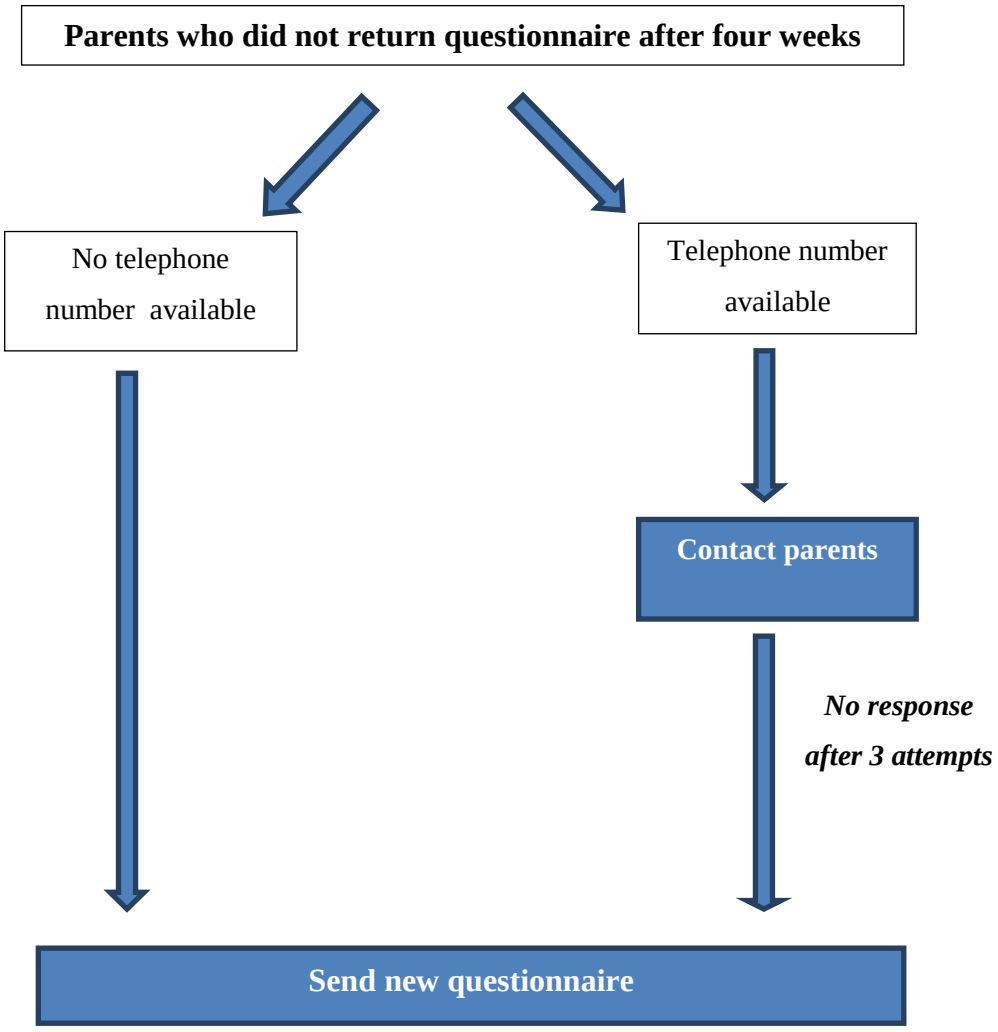
We mentioned the large envelopes pupils received to pass on to their parents. These large envelopes contained a questionnaire, a cover letter from the project coordinator to stress the importance of their participation and a return envelope (Dillman, Smyth & Christian, 2009). Every adolescent received separate envelopes for the mother and the father, in order to encourage an independent answer from both parents. Parents could send the survey back to the university for free. To encourage both parents to fill out the survey and to encourage the pupil to hand the envelopes to their parents in the first place, we organized a lottery. We promised to hand out 15 coupons of 100 Euro from a multimedia store, randomly distributed among pupils of whom the parents filled out and sent back the survey.

Sometimes pupils indicated that they did not have any contact with one or both of their parents or that one or both of them had deceased. When they did not regard someone else as a replacement parent, we took back the survey and kept note of this information. If the other parent did respond, so if we got full information from the family, they were also included in for the lottery.

As expected, not all parents responded to our survey spontaneously. Therefore, we used the identification cards the pupils filled out at school to contact them 3-4 weeks after we

visited the school of their child. For this as well, professional researchers were assisted by well-trained job students to make the phone calls. In Figure 2 the procedure for the first round of reminders is visualized.

Figure 2. Procedure for first reminder

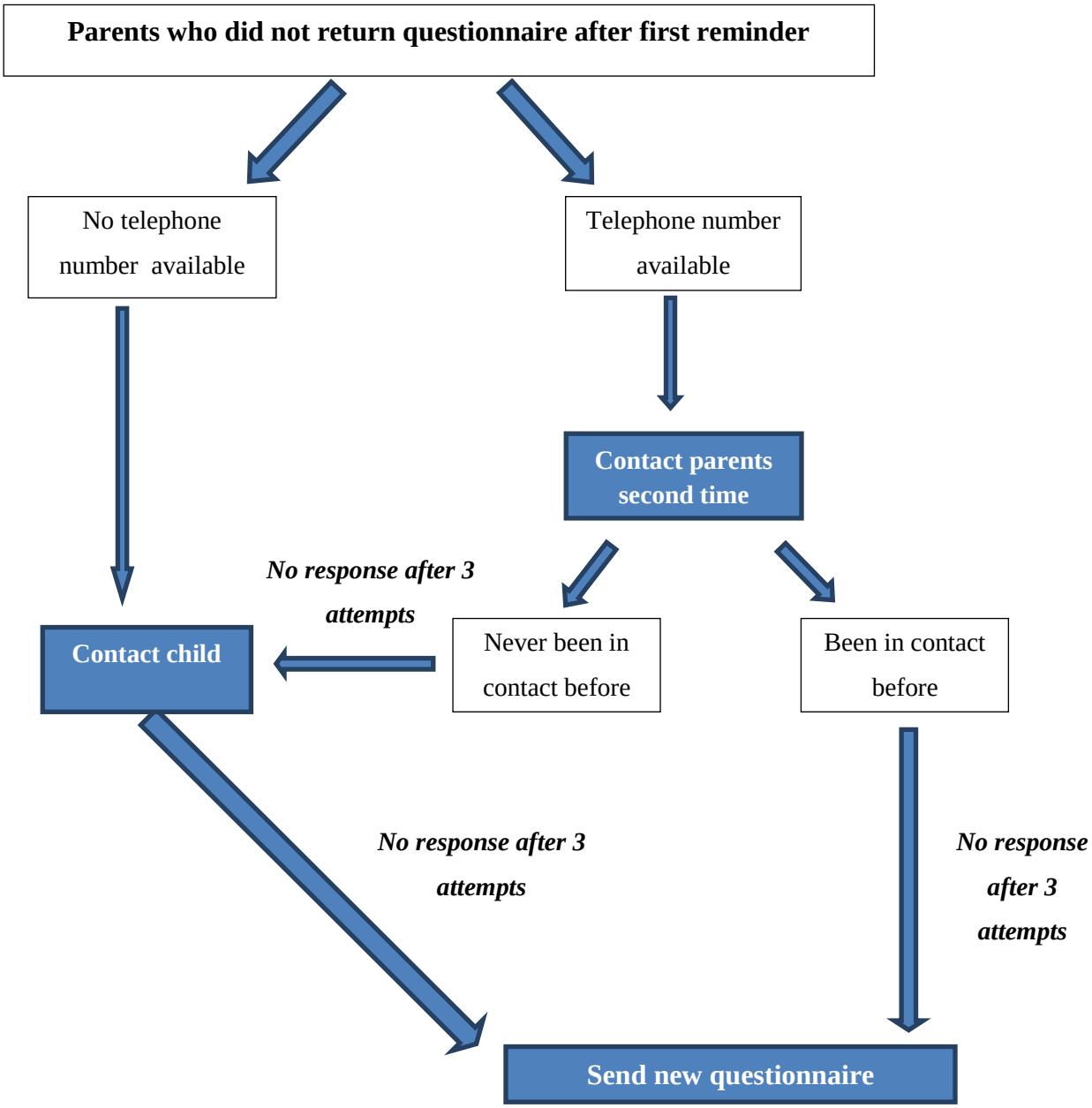


Not all pupils filled out the identification card properly. Depending on whether we had a telephone number of the parents, we first tried to reach them by phone, or we immediately sent them a new questionnaire with a cover letter[4] and a return envelope. If again, they did not refuse to participate (if this happened, we immediately thanked them for their time and said that we would not contact them any further) but still did

[4] As recommended by Dillman et al. (2009) the cover letter was adapted in every round.

not return their questionnaire 3-4 weeks later, we contacted them again for the second and final time. The procedure for the second round of reminders is shown in Figure 3. In this last attempt to contact the parents, we also tried to contact the children when we had never gotten in contact with their parents or when we lacked a phone number of the parents.

Figure 3. Procedure second reminder



The response rates after every round of reminders shows that the contacts had a positive effect. Although we cannot know for sure whether the parents responded to a reminder, or if there was just a long time lag between receiving a questionnaire and sending it, Dillman et al. (2009) have shown that most people respond during the first few days after they received the questionnaire. If they do not send it back right away, they mostly forget about it. In the following response rates we look at the proportion of pupils for which both parents returned the questionnaire at every stage of the fieldwork. 35.2% of the respondents returned their questionnaire without receiving any reminders. After the first reminder, the response rate was lifted with 16.1% and the final contact led to an extra 10.4% of response among the parents. For 9.1% of pupils at least one parent refused to participate. They indicated this during the phone call, they sent us an e-mail or they returned a blank questionnaire. 3.4% of the respondents could not be contacted due to false or lacking information on the identification cards. However, some of them did respond spontaneously. We will go into more detail in the response rates in the following section.

4. Response rates

4.1 General response rates

In total, 3,429 15-year old pupils were selected to participate in the youth survey. So, for the participating schools this yields a total sample size of 3,426 15-year old pupils. We received a filled-in questionnaire of 2085 (or 60.9%) parent-dyads (Table 3), including those parents who had a deceased parent or no contact with one of the parents anymore. Excluding the parents from whom we could not get any information, this response rate is 57.6%. This is a high response rate for intergenerational transmission research. In 27.3% of the cases, we did not receive a survey from the mother or the father. In our sample, mothers (67.2%) were more likely to participate than fathers (61.0%). In 7.2% of the cases only the mother replied, in 4.6% of the cases only the father replied. So for 72.7 percent of the children, we have information from at least one parent. The response rates per school can be found in the appendix 1.

Table 3. Response rates (PCSS 2012)

	N sample	% sample
Total	**3,426**	
Mother answered	2,305	67.2%
Mother didn't answer	1,095	31.9%
Mother deceased	15	0.4%
Mother no contact with child	11	0.3%
Father answered	2,092	61.0%
Father didn't answer	1,185	34.6%
Father deceased	46	1.3%
Father no contact with child	103	3.0%
Both parents answered[5]	2,085	60.9%
Only mother answered	249	7.2%
Only father answered	159	4.6%
None of the parents answered	936	27.3%
Both parents answered with information[6]	1975	57.6%

Source: PCSS data

4.2 Population vs. sample

Table 4 provides a first indication of the representativeness of the pupil sample. Compared to girls (46%), boys are slightly overrepresented in the sample (54%). As shown by the population weights for education track, the percentages of pupils in the sample are comparable to the percentages in the population, with only a small overrepresentation of pupils in technical education tracks and a small underrepresentation of pupils in general and vocational education tracks. Because we did not sample based on education network, not all types are as well represented by the pupil sample: we have a large overrepresentation of pupils in private education at the expense of public education. In section 8 we present the combined population weights that can be used in data-analysis.

[5] Also considered as an answer if the parent was deceased of had no contact with the child anymore
[6] Excluding parents who were deceased or had no contact with the child anymore

Table 4. Gender, educational track, school type representativeness

		N population	% population	N sample	% sample	Weight
Gender	Boys	35,933	50.7%	1,856	54.0%	0.93
	Girls	34,960	49.3%	1,567	46.0%	1.07
Educational track	General	33,129	46.7%	1,510	44.0%	1.06
	Artistic	1,424	2.0%	103	3.0%	0.67
	Technical	20,485	28.9%	1,136	33.1%	0.87
	Vocational	15,855	22.4%	674	19.6%	1.14
Education network	Private education	52,711	74.3%	2,640	77.0%	0.96
	Public education	12,641	17.8%	467	13.6%	1.31
	Local/provincial schools	5,486	7.7%	322	9.4%	0.82

Source: http://www.ond.vlaanderen.be/onderwijsstatistieken/2011-2012/voorpublicatiestatistischjaarboek2011-2012/voorpublicatiestatistischjaarboek2011-2012.htm (accesed 12/09/2012)

5. Coding

The surveys were coded by job students. First, after an extensive training about the project and the coding, the job students received 20 surveys, an Excel file (with filter restrictions) and a codebook. After they entered these surveys, they were extensively controlled by one of the researchers of the project. The following times, they were allowed to code more surveys at once. It goes without saying that these codings were also double-checked at random: several surveys were randomly coded twice by another job student to control for the reliability of the codings of each job student. Finally, the whole dataset was controlled for irregularities, outliers, and missing data.

6. Linking

The data from the youth surveys, the mother surveys and the father surveys were combined in one merged dataset. They were linked using the unique identification number, which was the same for every set of father-mother-child surveys and identification cards. In a final SPSS-dataset, the three separate datasets were merged. The responses of fathers and mothers were added as new variables to the youth dataset, since the adolescents are the main units of analysis.

7. Weighing

Afterwards, the data were controlled for the number of pupils according to offered tracks (general, artistic, technical, and vocational) and gender. Two different population weights were constructed based on population statistics of the department of Education of the Flemish Community (school year 2011-2012, e.g. the school year during which the surveys were administered) (Table 5). First, weighing coefficients were constructed for the whole pupil sample (1) (N=3,426). To calculate the weights, we divided the population percentage by the sample percentage (e.g. weight for boys in general education: 21.5/20.8=1.03). Weights larger than 1 indicate that the combination is underrepresented in the sample compared to the population, weights smaller than 1 indicate that the combinations is overrepresented. We have a small underrepresentation of boys in vocational tracks and girls in technical tracks and a small overrepresentation of boys in technical tracks. However, the sample is quite representative as the weights only range from 0.65 to 1.22.

The second weighing coefficients (2) are calculated for the pupils from which both parents filled in the questionnaire (N=2,085). Again, we divided the population percentage by the sample percentage (e.g. weights for boys in general education from which both parents participated in the survey: 21.5/23.1=0.93). If we take the response rates of the parents into account, we notice a larger underrepresentation of pupils in vocational tracks and a higher overrepresentation of boys in technical tracks. The weights range from 0.71 to 1.81, which is a larger deviation than for the first weights, but still acceptable.

The users of the PCSS can use the first population weights when the unit of observation is the pupils. When the unit of observation is the parents, the second population weights can be used. But we stress that the weights are certainly acceptable.

Table 5. Population weights (PCSS 2012)

Educational track	N in population	% in population	N in sample	% in sample	Weighing coefficients (1)	N Both parents answered	% both parents answered	Weighing coefficients (2)
Boys								
General	15,271	21.5%	712	20.8%	1.03	481	23.1%	0.93
Artistic	479	0.7%	34	1.0%	0.70	19	0.9%	0.78
Technical	11,594	16.4%	771	22.5%	0.73	478	23%	0.71
Vocational	8,589	12.1%	339	9.9%	1.22	139	6.7%	1.81
Girls								
General	17,858	25.2%	798	23.3%	1.08	556	26.7%	0.94
Artistic	945	1.3%	69	2.0%	0.65	29	1.4%	0.93
Technical	8,891	12.5%	365	10.7%	1.17	229	11.0%	1.14
Vocational	7,266	10.2%	335	9.8%	1.04	149	7.1%	1.44
Missing	0	0%	6	0.2%		5	0.2%	
Total	70,893	100%	3,429	100%		2080	100%	

Source: http://www.ond.vlaanderen.be/onderwijsstatistieken/2011-2012/voorpublicatiestatistischjaarboek2011-2012/voorpublicatiestatistischjaarboek2011-2012.htm (accesed 12/09/2012); Weighing coefficients (1): % in population/% in sample; Weighing coefficients (2): % in population/% both parents answered.

PCSS 2013

1.1 Questionnaires

The data for the second wave of the Parent-Child Socialization Study were gathered using four separate written surveys: one for the adolescents at school, one for the adolescents that were not present at school during the data collection (but were surveyed in the first wave), one for the mothers and one for the fathers.[7] Similar to the first wave, the adolescents were surveyed at school, where they received questionnaires for their parents as well. Parents had to return their questionnaire by mail in a pre-stamped envelope. The main advantage of this approach is that we were able to interview a large number of adolescents and their parents, without the need to bring them together at one location or to visit over 3,000 households. Adolescents who filled out the survey in 2012 but were not present in school during the survey in 2013, received a questionnaire for them and their parents by mail, with a cover letter with further information.

1.1 The youth survey

For optimal comparability between the two waves, the vast majority of the first wave questions were also included in the second wave. Only a limited number of questions from the first wave were left out to provide additional space for new questions. The youth survey of 2013 contained a total of 72 (grouped) questions, spread across sixteen pages and consisted of seven parts. The first part of the youth survey contained several personalia including gender, education, religion and language. Next to these traditional individual variables, the respondents were also asked to fill out a couple of questions concerning the formal relationship with each of their parents, like frequency of contact and family structure (example: do they live in the same household, if not: how long have their parents been divorced, do they have stepparents, etc.). The second part of the survey consisted of questions on media use, political participation and membership of voluntary associations, political interest, and political discussion among friends. These

[7] The questionnaires are added in Appendix 4.

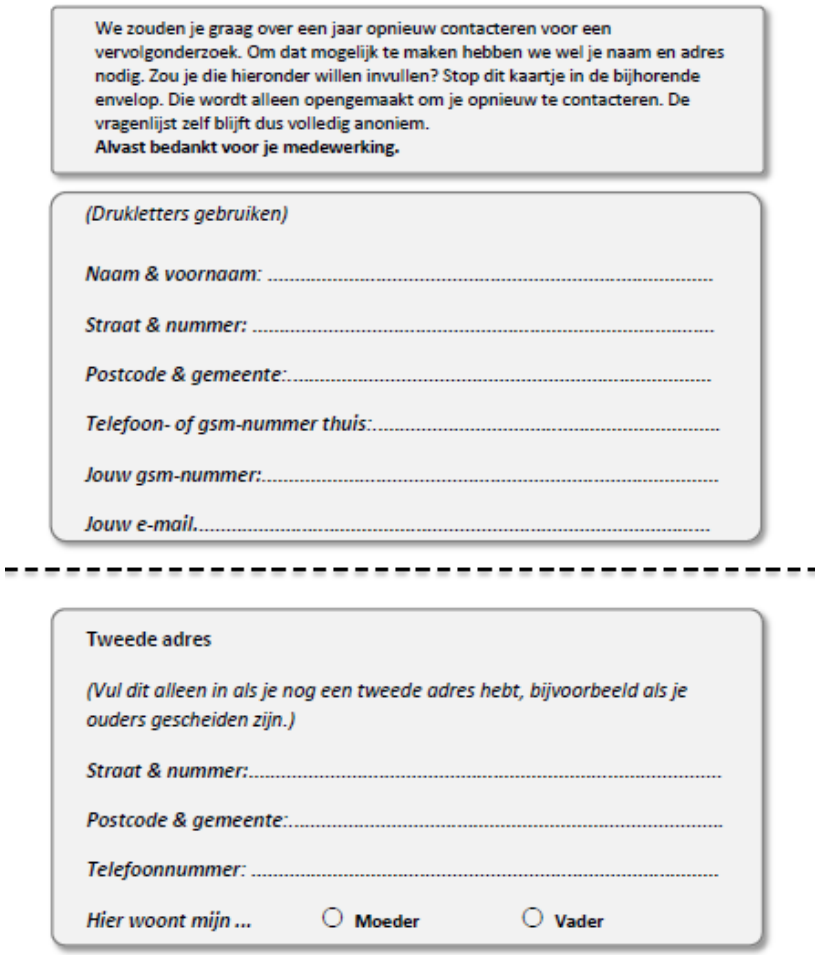
were specific and relative straightforward questions, which allowed the respondents to go over the first pages rather quickly. In the third part, respondents were asked about their personal opinion towards certain attitudinal questions on authoritarianism, prejudice, social trust and good citizenship. The fourth part contained questions about the relationship of the adolescents with their parents. Respondents were asked about the openness of the communication with their parents, the attachment to their parents and their own role in the relationship with their parents. Furthermore, the adolescents were asked how they think their parents would respond to a number of attitudinal questions. A last question of this section covered the frequency of political and social discussion with their parents separately. The fifth part of the survey focused on the respondents' attitudes towards European citizenship and their knowledge on the European Union. In the sixth part respondents were asked about their own voting intentions, their mothers' and their fathers' voting behavior, their motivation to choose one party over the others, voting propensities for all Flemish parties, left-right identification, political efficacy, political trust, political knowledge, regional identity and issue salience. In the last pages of the youth survey, we included a second section of attitudinal items on economic conservatism, homophobia, Flemish nationalism, ethic progressivism and environmental concern. In addition, questions about the importance of politics and the respondents' perception of their parents' political trust were included. Because of the sensitivity of the question for adolescents, a question on smoking behavior was put at the end of the survey.

Contrary to the first wave, an additional postal questionnaire had to be designed for the adolescents who were not present at school during the data collection. Although this questionnaire contained the same questions as the original one, we made it shorter to encourage the adolescents to fill it out at home. Therefore, the postal questionnaire only entailed 52 questions across 12 pages. The deleted questions were either facts we already knew from the first wave that couldn't have changed such as country of birth, rather sensitive questions such as smoking behavior or questions that could compromise the comparability between the school and postal survey because of a different survey situation. Respondents at home can, for instance, look up the correct answer for the political knowledge test.

1.2 Identification cards

Similar to the first wave, along with the questionnaire, all the adolescents at school received a personal identification card (Figure 4). The information on these cards (name, address, telephone) was used to contact the parents to remind them to fill out the survey. For this reason we did not only ask for the main address of the child (first part of the identification card), but also for their second address when their parents did not live at the same address. In addition, every identification card had a unique code in order to link the surveys of the second wave to the questionnaires of the first wave. When adolescents were not present at school to fill out the survey, we used the information of the identification cards of the first wave to send them the questionnaire so they could fill it out at home and, evidently, for reminders when they did not answer spontaneously. It goes without saying that all this information was handled according to all the rules laid down by the Belgian Commission for the protection of privacy (1992), and this personal information will be destroyed following the completion of the second wave of the PCSS.

Figure 4. Identification card



1.3 The parent survey

For optimal comparability, the parent survey contained almost entirely the same questions as the youth survey (and the same question wording). Obviously, the socio-economic status questions (profession, education) differed and the specific parent-questions of the youth survey were not included. To encourage parents to fill out the survey, we limited the number of (grouped) questions to 52, spread across a booklet of 12 pages. Apart from that, the most important difference with the youth survey is the fact that we included a number of questions measuring their opinions about their child, including questions on expected personal opinion on authoritarian, ecological and ethnocentric questions, expected voting intention and attitudes such as political trust and political interest. All questions in the mother and father surveys are identical.

1.4 Lay-out

The surveys, envelopes and identification cards were formatted for optimal response and coding convenience, using a number of visual guidelines set out by Dillman, Smith and Christian (2009). As we used paper surveys, all questionnaires were coded manually (cfr. infra).

2. Selection of schools

Because of the panel design, the same schools that were selected for the first wave in 2012 were re-selected for participation in the second wave (2013). All 61 schools agreed to participate again in the second wave, resulting in a response rate of 100% at the school level. It has to be noted that from two schools, two different education tracks were sampled. Thus in total, 59 different schools were sampled and visited.

3. Fieldwork

The fieldwork was conducted in three stages. First, the pupils were surveyed at school where they also received questionnaires for their parents. Pupils who were at school during the first wave in 2012, but were not at school during the second wave in 2013, were sent a survey to the address they had filled out on the identification card in wave 1. They received a survey for themselves and for both their parents. In case of divorced parents, pupils has to fill out two addresses on the identification cards: their main address and the address of the other parent. Subsequently, we send the surveys to the corresponding addresses, i.e. the adolescent's and one parent's survey to the main address as well as a parent's survey to the second address. These surveys were sent immediately after the school visit, in order to reduce the amount of time between both groups of pupils. Afterwards, there were two rounds of reminders to increase the response among parents and the pupils who received a mail survey.

3.1 Re-contacting the schools

When we contacted the schools in 2012, we provided the schools with the information that the survey would take place again in 2013 among the same adolescents. The actual invitation to participate in the second wave of the panel study took place in two steps.

The first wave of invitation letters was to remember the school which education track was selected for our study. These letters were sent in November 2012. In a second phase, during January-February 2013, we contacted the school principals again by mail to announce them that we would contact them by telephone one week later to ask for their participation and to make an appointment. Of course some schools required different contact attempts before we could make a final appointment. Spreading out the letters and telephone calls over time allowed us to maintain an overview of the field work. As mentioned, the fieldwork took place between January and September 2013, but we only visited schools between January and May. We aimed at having one full year between the two waves of the survey. Therefore, we approximated the date the survey took place in 2012 in every single school as much as possible.

3.2 Surveys in class

For the gathering of the data we visited the participating schools in research teams that always included at least one professional researcher of the project. When groups of pupils were too large, well-trained job students accompanied the researcher. To stimulate the willingness of schools to participate, schools were free to decide when and how the surveys were administered. Some schools preferred the survey to take place in one big study hall, others preferred individual classrooms. For every 20 pupils in a group, we aimed that there was at least one researcher present. Most often, the teacher was also present to enhance the classroom discipline, but this was the only role the teacher had. We asked the teachers not to intervene when the pupils had any questions. All other tasks were carried out by the researchers in order to limit the teacher bias.

We planned that filling out the survey would take 50 minutes maximum (the standard time of one teaching-hour in Flemish schools). At the start of this hour all pupils received a package with a paper survey for themselves, two large envelopes with in each one a survey for one of their parents and a small card to fill out their contact information (see Figure 4). On every piece of the package the same identification number was printed to link the pieces during the gathering of the data (see also section 7). All researchers were trained to give the same instructions at the beginning of the survey. They encouraged the pupils to pose a question if they did not understand something in the survey. The researchers were also trained to give standard answers to these questions as to reduce the interviewer bias.

When the pupils finished their survey and identification cards, they could hand them in. The information cards were collected separately from the survey in blank envelopes to guarantee their privacy. 96.5% of the pupils managed to complete the survey within the given time. In some schools teachers allowed the pupils to finish their surveys even after the 50 minutes were over, but overall, most students were able to finish the survey within 50 minutes. The remaining 3.5% of pupils started the survey, but had missing items towards the end of the questionnaire.

3.3 Postal surveys and reminders

Above, we mentioned the large envelopes pupils received to pass on to their parents. These large envelopes contained a questionnaire, a cover letter from the project coordinator to stress the importance of their participation and a return pre-stamped envelope (Dillman et al., 2009). Every adolescent received separate envelopes for the mother and the father, in order to encourage an independent answer from both parents. Parents could send the survey back to the university for free. In order to prevent confusion among the respondents with the survey of the first wave, we put a sticker on the envelope with the notification that we sent a new survey as a follow-up on the 2012 survey and mentioned this very clearly in the cover letter. To encourage both parents to fill out the survey and to encourage the pupils to hand the envelopes to their parents in the first place, we organized a lottery. We promised to hand out 15 coupons of 100 Euro from a multimedia store, randomly distributed among pupils of whom both parents filled out and sent back the survey.

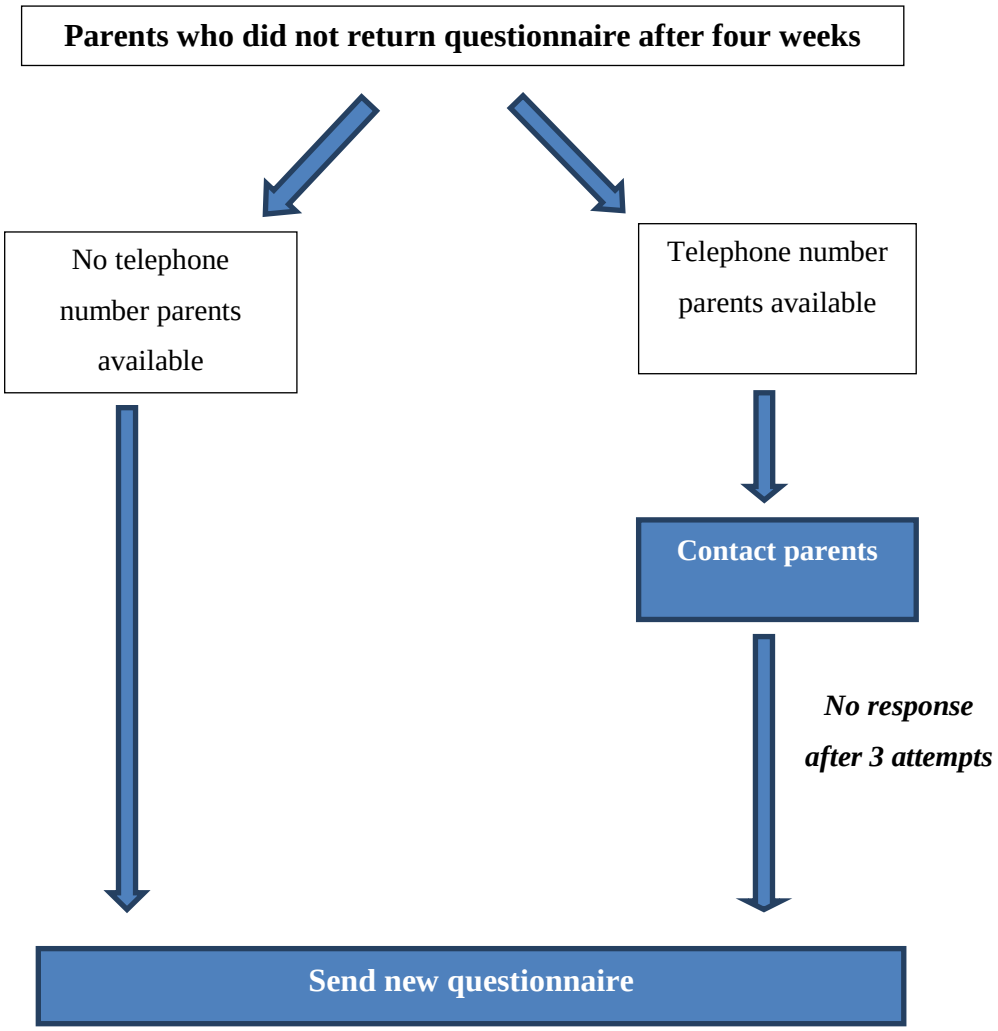
Some pupils indicated that they did not have any contact with one or both of their parents or that one or both of them had deceased. When they did not regard someone else as a guardian, we took back the survey and kept note of this information. If the other parent did respond, so if we got full information from the family, they were also included in for the lottery.

We also mentioned the surveys that were sent by post to pupils that were in the study in 2012, but that were not at school during the second wave in 2013. The same system applied for them. Based on the information from the identification cards in the first

wave, we sent the initial wave 2 survey to their home address, together with 2 surveys for the parents. If they indicated that one of the parents lived at a second address, the survey for that parent was immediately sent to this second address. The same system of response envelopes was applied for this group of pupils.

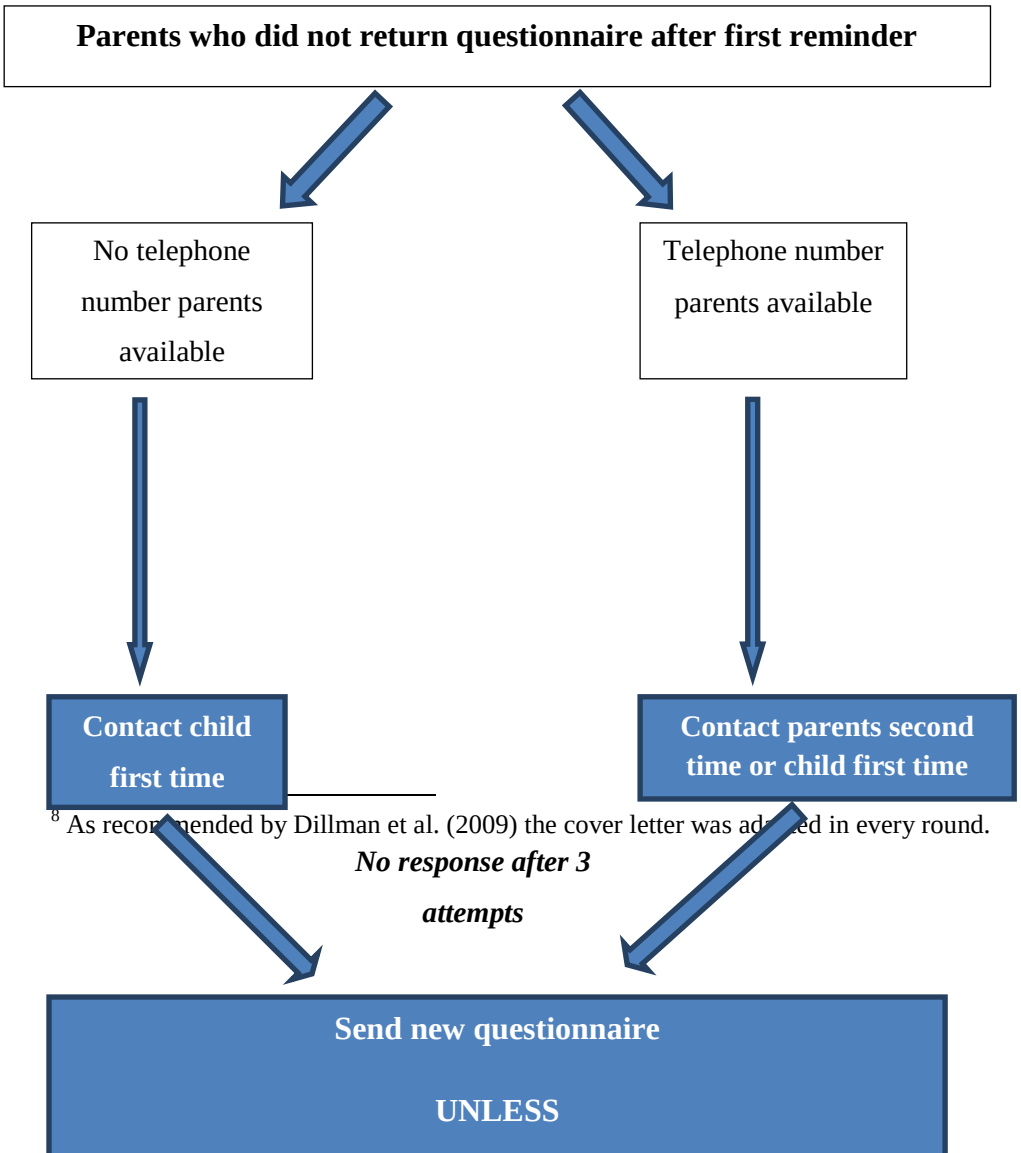
As expected, not all parents and pupils responded to our survey spontaneously. Therefore, we used the identification cards the pupils filled out at school to contact them 3 to 4 weeks after we visited the school of their child. For these reminders, professional researchers were assisted by well-trained job students to make the phone calls. In Figure 5 the procedure for the first round of reminders is visualized.

Figure 5. Procedure for first reminder



Not all pupils filled out the identification card properly. Depending on whether we had a telephone number of the parents, we first tried to reach them by phone, or we immediately sent them a new questionnaire with a cover letter[8] and a return envelope. If they did not refuse to participate (if this happened, we immediately thanked them for their time and said that we would not contact them any further) but still did not return their questionnaire 3 to 4 weeks later, we contacted them again for the second and final time. The procedure for the second round of reminders is shown in Figure 8. In this last attempt to contact the parents, we also tried to contact the children when we did not get in contact with their parents or when we lacked a phone number of the parents. If we did not get anyone from one family on the phone during the second round of reminders, we again sent a new survey by mail. The only case in which we did not send a new package of surveys was when all following conditions were satisfied: no telephone attempt had been successful of the first, nor second reminder, neither of the parents responded in any wave of the study and the child was surveyed at school in wave 2.

Figure 8. Procedure second reminder



[8] As recommended by Dillman et al. (2009) the cover letter was adapted in every round.

The response rates after every round of reminders show that these contacts had a positive effect. Although we cannot know for sure whether the parents responded to a reminder, or if there was just a long time lag between receiving a questionnaire and sending it, Dillman et al. (2009) have shown that most people respond during the first few days after they received the questionnaire. If they do not send it back right away, they mostly forget about it. In the following response rates we look at the proportion of pupils for which both parents returned the questionnaire at every stage of the fieldwork. For 33.8% of the pupils, they themselves and both of their parents returned their questionnaire without receiving any reminders. After the first reminder, the response rate was lifted with 17.5% and the final contact led to an extra 10.4% of response. For 11.4% of pupils at least one person of the family (being one of the parents or the pupil that received a postal survey) refused to participate. They indicated this during the phone call, they sent us an e-mail or they returned a blank questionnaire. 12.4% of the respondents could not be contacted due to false or lacking information on the identification cards. However, some of them did respond spontaneously. We will go into more detail in the response rates in the following section.

4. Debriefing

In order to provide respondents with information about the study in which they participated, we made a descriptive report of the responses of the pupils for each of the waves of data collection. These reports were published at our website, as announced in the cover letters and on the surveys respondents received. We also sent these reports to the schools with additional descriptive information about the responses of the pupils from their own school. For obvious privacy reasons, each school only received school specific results from their own pupils and we did not calculate school specific results when less than 20 pupils filled out the survey.

5. Response rates 2013

5.1 General response rates

In total, 3,598 16-year old pupils participated in the second wave of the youth survey; 3,297 adolescents filled out the questionnaire at school, while 301 adolescent filled it out at home. In total 80.9% of the adolescents, that participated in 2012 also

participated in 2013. We received a filled-in questionnaire of 1,943 (or 54.0%) parent dyads for the second wave (Table 9), including those adolescents who had a deceased parent or no contact with one of the parents anymore. Excluding the parents from whom we could not get any information, this response rate is 50.0%. In 32.4% of the cases, we did not receive a survey from the mother or the father. Similar to the response rates of the first wave, in the second wave mothers (62.1%) were more likely to participate than fathers (59.5%). In 8.1% of the cases only the mother replied, in 5.5% of the cases only the father replied. So, for 67.7% of the children, we have information from at least one parent. The response rates per school for the 2013 wave can be found in the appendix 3.

Table 9. Response rates (PCSS 2013)

	N sample	% sample
Total	**3598**	
Mother answered	2236	62.1%
Mother did not answer	1318	36.6%
Mother deceased	14	0.4%
Mother no contact with child	30	0.8%
Father answered	2140	59.5%
Father did not answer	2344	35.9%
Father deceased	59	1.6%
Father no contact with child	145	4.0%
Both parents answered[9]	1943	54.0%
Only mother answered	293	8.1%
Only father answered	197	5.5%
None of the parents answered	1165	32.4%
Both parents answered with information[10]	1800	50.0%

Source: PCSS 2013 data

5.2 Population vs. sample

Table 10 provides a first indication of the representativeness of the pupil sample. As was expected based on the sample of the first wave, girls (45.3%) are slightly underrepresented in the sample. As is shown by the population weights for educational track, the percentages of pupils in the sample are somewhat less comparable to the percentages in the population as compared with the first wave. In the second wave, we

[9] Also considered as an answer if the parent was deceased of had no contact with the child anymore
[10] Excluding parents who were deceased or had no contact with the child anymore

have a small overrepresentation of pupils in technical and artistic educational tracks and a small underrepresentation of pupils in general tracks. However, all population weights are between .69 and 1.50, and therefore still acceptable.

Table 10. Gender, educational track, school type representativeness

		N population	% population	N sample	% sample	Weight
Gender	Boys	34.072	50.20%	1.962	54.7%	1.09
	Girls	33.745	49.80%	1.625	45.3%	0.91
Educational track	General	29.670	43.75%	1.415	39.4%	0.90
	Artistic	1.551	2.28%	116	3.2%	1.40
	Technical	21.071	31.07%	1.287	35.9%	1.16
	Vocational	15.525	22.89%	769	21.4%	0.93
Education network	Private education	50.779	74.88%	2247	77.3%	0.97
	Public education	11.830	17.44%	337	11.6%	1.50
	Local/provincial schools	5.185	7.65%	324	11.1%	0.69

Source: http://www.ond.vlaanderen.be/onderwijsstatistieken/2012-2013/statistischjaarboek2012-2013/06_l_secund2_1213.xls
(accesed 04/11/2013)

5.3. Response rates panel 2012-2013

In total, 2,772 adolescents participated during the first and second wave (80.9%) of the initial. The mothers were more likely to participate twice (73.9%) than the fathers were (71.6%). Finally, we have a panel response of 1,430 mother-father-child triads, which means that 68.6% of the complete triads in 2012 participated again in 2013. The panel response rates per school can be found in the appendix 5.

Table 11. Response rates (2012-2013).

	N sample	% sample
Total	2085	
Adolescent answered	2772	80.9%
Mother answered	1541	73.9%
Father answered	1493	71.6%
Adolescent and both parents answered	1430	68.6%

Source: PCSS 2012-2013 data

6. Coding

Similar to the first wave, after an extensive training, the surveys were coded by job students. These codings were randomly checked by the research staff. The datafile was completely cleaned for outliers, nonsense and coding errors afterwards.

7. Linking

Merging the datasets from both waves into one final dataset was done in two steps. In a first step, we merged all the information from the 2013 child, mother and father surveys. This way, this dataset can also be used separately from the 2012 dataset. Secondly, we merged the 2012 and 2013 data in a final panel dataset, the PCSS 2012-2013.

7.1. Linking 2013

As was the case for the 2012 surveys, in a first step, the data from the 2013 youth surveys, the mother surveys and the father surveys were combined in one merged dataset. They were linked using the unique identification number for wave 2 which was the same for father, mother and child surveys and which was also printed on the identification cards. The separate datasets were merged in one final SPSS-dataset for 2013. Similarly to the 2012 dataset, the responses of fathers and mothers were added as new variables to the youth dataset.

7.2. Linking panel 2012-2013

To link the full 2012 dataset with the full 2013 dataset, we used the unique identification numbers for wave 2. In a first step, all wave 1 respondents were attributed a wave 2 identification number. To merge these respondents, we have used the information on the identification cards that respondents had to fill out in both the first and the second wave. Combining these identification cards and the respective identification numbers in one Microsoft Access file allowed us to identify the respondents who filled out the survey both in wave 1 and wave 2.

In a second step, we used these identification numbers to merge the full datasets. The responses for children, mothers and fathers for wave 2 were added as new variables to the wave 1 full dataset which is described above. In the final dataset, we thus have a

series of 6 variable groups: Child W1, Mother W1, Father W1, Child W2, Mother W2 and Father W2.

All new respondents in wave 2 and all respondents who could not be merged because of missing identification information are added in this dataset as well. Since they could not be linked to an identification number of wave 1, we have no information of these respondents in the wave 1 variables. So the PCSS 2012-2013 dataset contains all measured data and is completely anonymized.

8. Weighing

Afterwards, the data were controlled for the number of pupils according to followed educational tracks (general, artistic, technical, and vocational education) and gender. Two different population weights were constructed based on population statistics of the department of Education of the Flemish Community (school year 2012-2013, i.e. the school year during which the surveys were administered) (Table 5): one for the wave 2 in 2013 and one for the panel data (wave 1 and 2).

8.1. Weights 2013

Similar to the first wave, we first constructed weighing coefficients for the pupil sample of the second wave (1) (N=3,598). We have a small underrepresentation of boys in vocational tracks and girls in general tracks and a small overrepresentation of boys in technical and artistic tracks. However, the sample is quite representative as the weights only range from 0.64 to 1.18.

The second weighing coefficients (2) are calculated for the pupils of the second wave from which both parents filled in the questionnaire (N=1,654). Taking the response rates of both parents into account, we notice that pupils in vocational tracks (weight boys = 2.31; weight girls = 1.50) are underrepresented compared to pupils in general tracks. The weights of wave 2 are somewhat larger than the weights of wave 1, and thus is wave 2 a bit less representative for the Flemish youth population than wave 2, but we stress that these weights are also still acceptable.

Similar to the weights of the first wave, the users of the PCSS wave 2 can use the first population weights when the units of observation are the pupils. When the units of observation are the parents or the family, the second population weights can be used.

Table 12. Population weights (PCSS 2013)

Educational track	N in population	% in population	N in sample	% in sample	Weighing coefficients (1)	N Both parents answered	% Both parents answered	Weighing coefficients (2)
Boys								
General	13.415	19.78%	686	19.1%	1.04	385	23.3%	0.85
Artistic	523	0.77%	44	1.2%	0.64	13	0.8%	0.96
Technical	11.847	17.47%	849	23.7%	0.74	364	22.0%	0.79
Vocational	8.287	12.22%	383	10.7%	1.14	88	5.3%	2.31
Girls								
General	16.255	23.97%	729	20.3%	1.18	474	28.7%	0.84
Artistic	1.028	1.52%	72	2.0%	0.76	19	1.1%	1.38
Technical	9.224	13.60%	438	12.2%	1.11	193	11.7%	1.16
Vocational	7.238	10.67%	386	10.8%	0.99	118	7.1%	1.50
Missing	0	0%	11	0.03%		0		
Total	67.807	100%	3.598	100%		1.654	100%	

Source: http://www.ond.vlaanderen.be/onderwijsstatistieken/2012-2013/statistischjaarboek2012-2013/06_l_secund2_1213.xls (accesed 04/11/2013)
Weighing coefficients (1): % in population/% in sample; Weighing coefficients (2): % in population/% both parents answered.

8.2. Weights panel 2012-2013

Finally, we calculated weights for the full PCSS panel. For the population statistics we rely on the distribution of pupils in the 4th year of secondary education in 2013 (the same data as used for the calculation of the weights of the second wave). The first weights can be used when only using the child panel (N=2,769). Not unexpectedly, these weights indicate a slight underrepresentation of boys and girls in vocational tracks, and an overrepresentation of pupils in general tracks.

The second weights can be used when analyzing the full panel, i.e. child, mother and father participated in both waves (N=1,427). Here, the underrepresentation of pupils in vocational tracks becomes even more pronounced. It is, however, a common finding in social science research that lower educated people are less likely to respond (Stoop, Billiet, Koch, & Fitzgerald, 2010). We notice that parents of children in general tracks are more inclined to participate in the panel study.

Educational track	N in population	% in population	N in sample	% in sample	Weighing coefficients (1)	N Both parents answered	% both parents answered	Weighing coefficients (2)
Boys								
General	13.415	19.78%	613	22.1%	0.90	339	23.8%	0.83
Artistic	523	0.77%	21	0.8%	0.96	11	0.8%	0.96
Technical	11.847	17.47%	622	22.5%	0.78	323	22.6%	0.77
Vocational	8.287	12.22%	220	7.9%	1.55	67	4.7%	2.60
Girls								
General	16.255	23.97%	702	25.4%	0.94	419	29.4%	0.81
Artistic	1.028	1.52%	41	1.5%	1.01	14	1.0%	1.52
Technical	9.224	13.60%	313	11.3%	1.20	168	11.8%	1.15
Vocational	7.238	10.67%	237	8.6%	1.24	86	6.0%	1.78
Missing	0	0%	3	0.001%		3	0.001%	
Total	67.807	100%	2769	100%		1427	100%	

Source: http://www.ond.vlaanderen.be/onderwijsstatistieken/2012-2013/statistischjaarboek2012-2013/06_l_secund2_1213.xls (accessed 04/11/2013)
Weighing coefficients (1): % in population/% in sample; Weighing coefficients (2): % in population/% both parents answered

Conclusion

The long period of data gathering for this study started on January 10, 2012 and was finished on October 31, 2013. We hope that this dataset can contribute to the knowledge on how parents exert influence on their children in the 21st century. Surveying both parents will allow researchers using this dataset to identify whether socialization is still taking place and whether this socialization is gender-specific. The design of the survey as a panel study allows for the exploration of the reciprocal mechanisms in this intergenerational transmission process. More specifically, the date of this project will allow studying various aspects of socialization, as, for instance, the socialization of political behavior and attitudes, party preference and European identity.

First, we will explore how political attitudes and behavior are transmitted from parents to children. Previous research has shown (mostly in the US) that attitudes and behavior are indeed influenced by family characteristics: children and parents have similar opinions on politics and behave similarly in politics. The current research project will explore how this transmission is mediated by political discussion in the family, the socio-economic status of the family and the attitudes towards politics of the different family members. Additionally, we will also explore whether this transmission is gender-specific: are sons more easily influenced by their fathers and girls by their mothers? Or is the mother dominant in the political socialization process? Finally, we will explore how personality affects political attitudes and behavior. For instance, we will test whether children's own personality ratings are more decisive for politics than the way they are seen by their parents. Because the dataset contains measures on both children's and parents' political attitudes and behavior, information on the mediating factors and different measures of personality, this dataset is ideally suited to analyze these research questions.

A second research topic concerns the intergenerational transmission of social attitudes. Previous literature showed that transmission patterns depend on the attitudes being studied. Therefore, we will study the transmission of conservative values as ethnocentrism and authoritarianism on the one hand and libertarian values such as environmental concern on the other hand, and compare the different influence-mechanisms. We will explore to which extent family characteristics (relationship

between parent and child, relationship between mother and father, and socio-demographic variables) mediate and moderate the attitude similarity between parent and child and whether these mechanisms are gender-specific. Additionally, we will explore the role of children's perceptions about their parent's attitudes and vice versa in the formation of attitudes.

Third, we will assess how the European identity of adolescents develops. More specifically, we will have a look at the impact of parental attitudes about the European Union and the transmission of European identity. In this context, we included questions measuring if parents are pro-European or rather Eurosceptic, how much they trust European institutions, whether they perceive European membership as a benefit for their country and which image they have of the EU. Questions about how often adolescents talk about the EU with their parents help to portray the socialization process. Additionally, we will explore how adolescents and their parents interpret European citizenship. In literature, different definitions of European citizenship are presented (most of them can be categorized as a civic or cultural definition), but how do European citizens themselves perceive this status? And is the interpretation of adolescents influenced by the view of their parents or by individual- or class-level factors? The extensive number of questions about the EU for both adolescents and their parents will make it possible to sketch a comprehensive picture about the development of European identity and European citizenship.

A fourth main research question concerns the extent to which voting intentions and party preferences are transmitted between family members. How do fathers and mothers influence their children's political party choices? With these data, we can study the frequently cited gender-specific and family politicization effects on the intergenerational transmission of party preferences in a multiparty setting. Again, one of the main advantages is that we do not have to rely on the correspondence of party preferences as perceived by parents or children – as has been the case in similar studies – but that we can study the actual preferences of all family members, as they reported them themselves. Another common argument is that parents and children share a similar socioeconomic status and therefore share the same (party) preferences, making the transmission of preferences an indirect process. The dataset provides us with a lot of

information about individual preferences as well as socioeconomic issues, allowing us to disentangle both direct and indirect transmission effects.

Survey research is often accused of being too exclusively focused on the individual, as usually a single individual fills out a questionnaire, and as the individual is studied in an isolated manner. For social sciences, this is an a-theoretical manner to collect data, as we know that individuals are being influenced by their interaction environment. Therefore, we should construct our data collection in such a way that we also get information about the friendship networks of respondents, their family and their neighborhood. The PCSS 2012-2013 study is an attempt to address this concern by providing more information about these contexts. For a large group of adolescents, we now have information about the attitudes and behavior of both parents. Furthermore, this information is independently collected among the parents themselves. In previous research, adolescents were often asked to provide an assessment of what they perceive to be the political attitudes of their parents. As can be imagined, this method of data collection is very prone to error. Therefore, in this survey, we decided to ask mothers and fathers directly about their attitudes and behavior, and we assume this leads to a more reliable measurement. Moreover, we will even be able to test this assumption because we did include questions in the adolescent survey of how they perceive the attitudes of their parents.

Finally, we designed our study as a two wave panel study. This design allows us to study the persistence or change in attitudes and the reciprocal influence of parents and children. Socialization theories assume that attitudes that are formed during childhood and adolescence, also called 'the formative years', persist during the life course. However, we need a panel study in order to test whether this assumption holds for all types of attitudes. Also, social theories often assume a specific order of causality or reciprocity. For instance, it is expected that discussing political and social matters raises political knowledge. As we measure both political discussion and political knowledge at two points in time, we are able to test whether a rise in political discussion is accompanied by the expected rise in political knowledge.

We hope that both the design and the content of the study help us to gain more insight in the role of socialization for the development of political and social attitudes of adolescents.

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Appendix 1: Response rates by school 2012

	Educational track	N (pupils)	Both parents	Mother only	Father only
1	ASO	160	**72.70%**	8.10%	2.00%
2	ASO	96	**74.00%**	4.20%	3.10%
3	TSO	35	**74.30%**	2.90%	5.70%
4	TSO	18	**77.80%**	5.60%	0.00%
5	BSO	23	**60.90%**	13.00%	4.30%
6	ASO	49	**83.70%**	6.10%	0.00%
7	BSO	25	**40.00%**	16.00%	4.00%
8	TSO	86	**62.80%**	6.30%	1.20%
9	TSO	162	**69.10%**	6.20%	3.70%
10	ASO	58	**63.80%**	10.30%	5.20%
11	ASO	26	**73.10%**	7.70%	3.80%
12	TSO	11	**90.90%**	0.00%	0.00%
13	BSO	4	**25.00%**	0.00%	25.00%
14	TSO	13	**76.90%**	0.00%	7.70%
15	TSO	98	**60.20%**	12.20%	4.10%
16	ASO	40	**52.50%**	5.00%	10.00%
17	TSO	19	**42.10%**	0.00%	15.80%
18	BSO	9	**33.30%**	11.10%	11.10%
19	TSO	9	**11.10%**	22.20%	11.10%
20	BSO	60	**55.00%**	6.70%	6.70%
21	ASO/TSO/BSO	272	**63.20%**	8.10%	4.00%
22	BSO	64	**29.70%**	3.10%	9.40%
23	BSO	47	**38.30%**	4.30%	6.40%
24	TSO	73	**75.30%**	4.10%	2.70%
25	BSO	25	**37.50%**	0.00%	8.30%
26	ASO	176	**77.80%**	2.80%	2.30%
27	TSO	10	**20.00%**	10.00%	20.00%
28	TSO	13	**69.20%**	0.00%	7.70%
29	TSO	17	**47.10%**	11.80%	5.90%
30	TSO	47	**59.60%**	4.30%	10.60%
31	KSO	40	**32.50%**	17.50%	0.00%
32	TSO/BSO	58	**51.70%**	6.90%	6.90%
33	ASO	40	**15.00%**	0.00%	10.00%
34	ASO	71	**73.20%**	4.20%	5.60%
35	BSO	17	**29.40%**	0.00%	5.90%
36	KSO	62	**54.80%**	14.50%	6.50%
37	ASO	154	**74.70%**	10.40%	1.90%

38	BSO	29	**44.80%**	20.70%	6.90%
39	BSO	60	**48.30%**	1.70%	8.30%
40	TSO	83	**68.70%**	6.00%	1.20%
41	TSO	101	**51.00%**	10.00%	7.00%
42	BSO	37	**40.50%**	16.20%	5.40%
43	ASO	84	**71.40%**	8.30%	2.40%
44	ASO	39	**69.20%**	2.60%	2.60%
45	BSO	50	**44.00%**	4.00%	8.00%
46	TSO	25	**76.00%**	8.00%	4.00%
47	TSO	41	**53.70%**	9.80%	0.00%
48	TSO	44	**59.10%**	6.80%	4.50%
49	BSO	77	**46.80%**	10.40%	10.40%
50	TSO	20	**40.00%**	10.00%	5.00%
51	TSO	13	**53.80%**	7.70%	7.70%
52	BSO	26	**42.30%**	11.50%	7.70%
53	BSO	12	**16.70%**	0.00%	8.30%
54	BSO	43	**30.20%**	4.70%	4.70%
55	ASO	115	**67.30%**	2.70%	4.40%
56	TSO	19	**31.60%**	15.80%	10.50%
57	TSO	75	**70.70%**	6.70%	4.00%
58	ASO	182	**62.60%**	9.30%	3.80%
59	ASO	67	**64.20%**	4.50%	4.50%

Appendix 2: Questionnaires 2012

Appendix 3: Response rates by school 2013

	Educational track	N (pupils)	Both parents	Mother only	Father only
1	ASO	132	**59.1%**	9.8%	2.3%
2	ASO	93	**59.1%**	5.4%	10.8%
3	TSO	40	**50.0%**	5.0%	5.0%
4	TSO	20	**70.0%**	0.0%	10.0%
5	BSO	46	**34.8%**	10.9%	4.3%
6	ASO	47	**72.3%**	2.1%	2.1%
7	BSO	31	**25.8%**	6.5%	9.7%
8	TSO	66	**56.1%**	7.6%	1.5%
9	TSO	167	**46.7%**	10.8%	7.8%
10	ASO	52	**63.5%**	15.4%	1.9%
11	ASO	29	**75.9%**	10.3%	10.3%
12	TSO	20	**70.0%**	5.0%	10.0%
13	BSO	3	**100%**	0.0%	0.0%
14	TSO	17	**83.4%**	0.0%	0.0%
15	TSO	84	**61.9%**	7.1%	6.0%
16	ASO	45	**46.7%**	2.2%	2.2%
17	TSO	19	**10.5%**	5.3%	10.5%
18	BSO	6	**33.3%**	0.0%	16.6%
19	TSO	6	**16.6%**	0.0%	0.0%
20	BSO	53	**39.6%**	3.8%	9.4%
21	ASO/TSO/BSO	291	**58.1%**	14.7%	4.8%
22	BSO	62	**22.6%**	1.6%	8.1%
23	BSO	31	**19.4%**	6.5%	3.2%
24	TSO	70	**62.9%**	8.6%	5.7%
25	BSO	17	**17.6%**	11.8%	0.0%
26	ASO	166	**67.5%**	9.0%	3.0%
27	TSO	16	**12.5%**	0.0%	31.3%
28	TSO	19	**36.8%**	6.3%	15.8%
29	TSO	19	**31.6%**	6.3%	15.8%
30	TSO	48	**33.3%**	10.4%	6.3%
31	KSO	42	**40.1%**	11.9%	7.1%
32	TSO/BSO	57	**33.3%**	14.0%	5.3%
33	ASO	31	**3.2%**	0.0%	9.7%
34	ASO	65	**60.0%**	9.3%	6.2%
35	BSO	19	**10.5%**	15.8%	0.0 %
36	KSO	60	**48.3%**	11.7%	6.7%
37	ASO	144	**67.4%**	11.1%	1.4%

38	BSO	24	**5**	4	2
39	BSO	58	**31.0%**	6.9%	20.7%
40	TSO	80	**52.5%**	11.3%	1.3%
41	TSO	111	**45.1%**	6.3%	3.6%
42	BSO	41	**39.0%**	7.3%	0.0%
43	ASO	69	**72.5%**	4.3%	2.9%
44	ASO	42	**47.6%**	9.5%	7.1%
45	BSO	51	**45.1%**	5.9%	11.8%
46	TSO	28	**53.6%**	7.1%	3.6%
47	TSO	35	**45.7%**	14.3%	5.7%
48	TSO	43	**41.9%**	7.0%	9.3%
49	BSO	71	**33.8%**	12.7%	9.9%
50	TSO	12	**50.0%**	0.0%	0.0%
51	TSO	19	**57.9%**	0.0%	5.3%
52	BSO	59	**49.2%**	3.4%	11.9%
53	BSO	6	**50.0%**	0.0%	0.0%
54	BSO	25	**40.0%**	16.0%	0.0%
55	ASO	71	**57.7%**	11.3%	5.6%
56	TSO	15	**46.7%**	6.7%	20.0%
57	TSO	71	**50.1%**	4.2%	4.2%
58	ASO	165	**57.6%**	8.5%	4.8%
59	ASO	67	**44.8%**	7.4%	3.0%

Appendix 4: Questionnaires 2013

Appendix 5: Panel response rates per school 2012-2013

	Educational track	Child panel		Full panel	
		N (pupils 2012)	Response rate	N (panel 2012)	Response rate
1	ASO	160	**87.6%**	117	**76.1%**
2	ASO	96	**90.6%**	71	**64.8%**
3	TSO	35	**74.3%**	26	**61.5%**
4	TSO	18	**100.0%**	14	**78.6%**
5	BSO	23	**95.7%**	14	**57.1%**
6	ASO	49	**98.0%**	41	**87.8%**
7	BSO	25	**76.0%**	10	**40.0%**
8	TSO	86	**81.4%**	54	**72.2%**
9	TSO	162	**90.1%**	112	**66.9%**
10	ASO	58	**84.5%**	37	**81.1%**
11	ASO	26	**92.3%**	19	**89.5%**
12	TSO	11	**100.0%**	10	**90.0%**
13	BSO	4	**50.0%**	1	**100.0%**
14	TSO	13	**84.6%**	10	**90.0%**
15	TSO	98	**78.6%**	59	**76.3%**
16	ASO	40	**87.5%**	21	**61.9%**
17	TSO	19	**73.7%**	8	**62.5%**
18	BSO	9	**44.4%**	3	**33.3%**
19	TSO	9	**66.7%**	1	**0.0%**
20	BSO	60	**68.3%**	33	**57.6%**
21	ASO/TSO/BSO	272	**92.3%**	172	**76.7%**
22	BSO	64	**54.7%**	19	**42.1%**
23	BSO	47	**61.7%**	18	**33.3%**
24	TSO	73	**94.5%**	55	**70.9%**
25	BSO	25	**58.3%**	9	**33.3%**
26	ASO	176	**96.0%**	137	**78.1%**
27	TSO	10	**60.0%**	2	**50.0%**
28	TSO	13	**76.9%**	9	**55.6%**
29	TSO	17	**88.2%**	8	**75.0%**
30	TSO	47	**68.1%**	28	**60.7%**
31	KSO	40	**57.5%**	13	**61.5%**
32	TSO/BSO	58	**58.9%**	30	**46.7%**
33	ASO	40	**47.5%**	6	**16.7%**
34	ASO	71	**90.1%**	52	**71.2%**
35	BSO	17	**64.7%**	5	**40.0%**
36	KSO	62	**61.3%**	34	**47.1%**

37	ASO	154	**98.1%**	115	**79.1%**
38	BSO	29	**75.9%**	13	**46.2%**
39	BSO	60	**68.3%**	29	**37.9%**
40	TSO	83	**88.0%**	57	**73.7%**
41	TSO	101	**75.2%**	51	**76.5%**
42	BSO	37	**81.1%**	15	**80.0%**
43	ASO	84	**83.3%**	60	**75.0%**
44	ASO	39	**87.2%**	27	**63.0%**
45	BSO	50	**80.0%**	22	**72.7%**
46	TSO	25	**80.0%**	19	**68.4%**
47	TSO	41	**61.0%**	22	**54.5%**
48	TSO	44	**75.0%**	26	**42.3%**
49	BSO	77	**76.6%**	36	**55.6%**
50	TSO	20	**60.0%**	8	**75.0%**
51	TSO	13	**92.3%**	7	**85.7%**
52	BSO	26	**80.8%**	11	**63.6%**
53	BSO	12	**41.7%**	2	**50.0%**
54	BSO	43	**30.2%**	13	**30.8%**
55	ASO	115	**62.8%**	76	**55.3%**
56	TSO	19	**63.2%**	6	**66.7%**
57	TSO	75	**89.3%**	53	**69.8%**
58	ASO	182	**88.5%**	114	**76.3%**
59	ASO	67	**80.6%**	43	**60.5%**