

**MIND  
THE  
GAP**

# Quantitative research



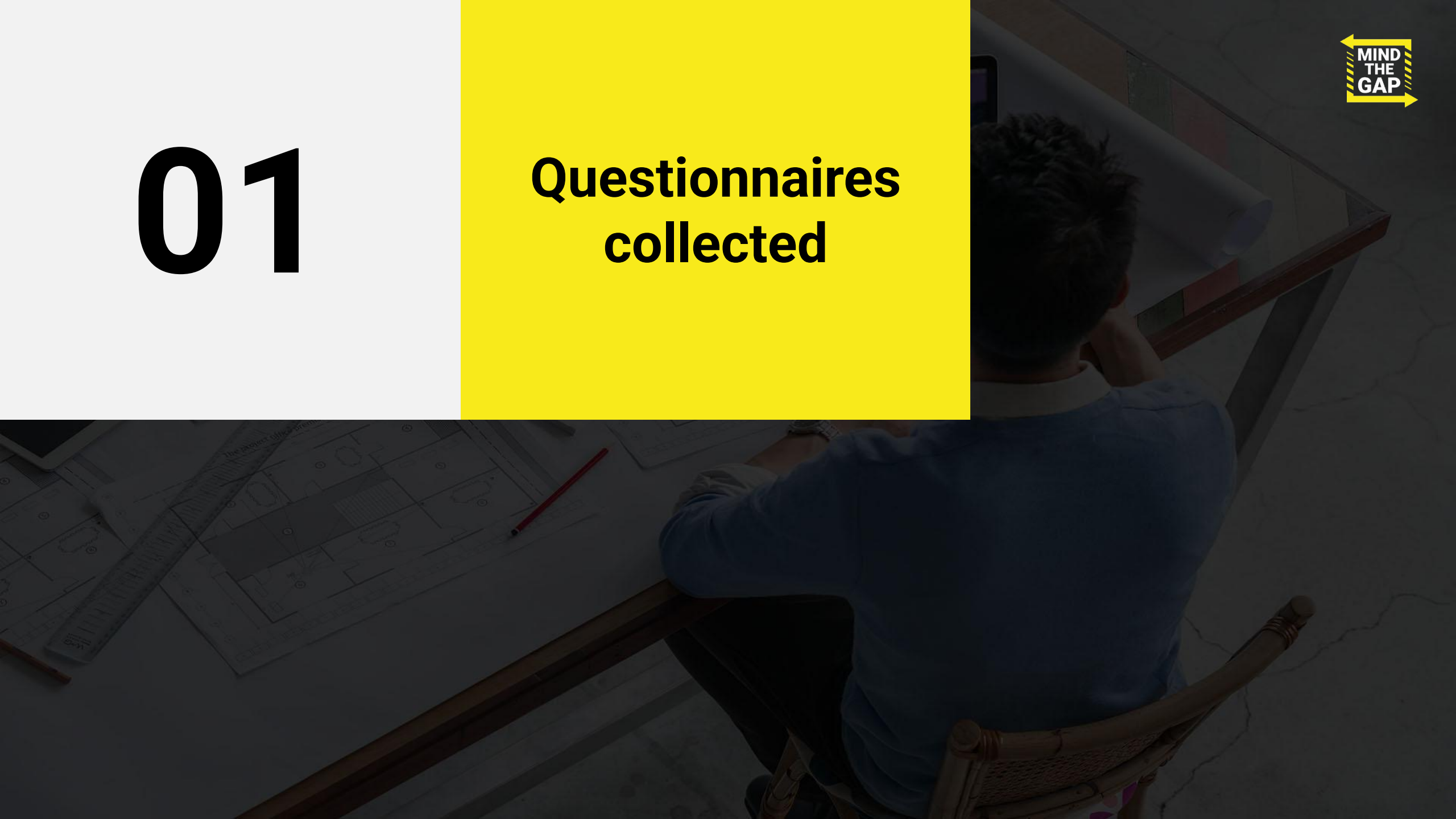
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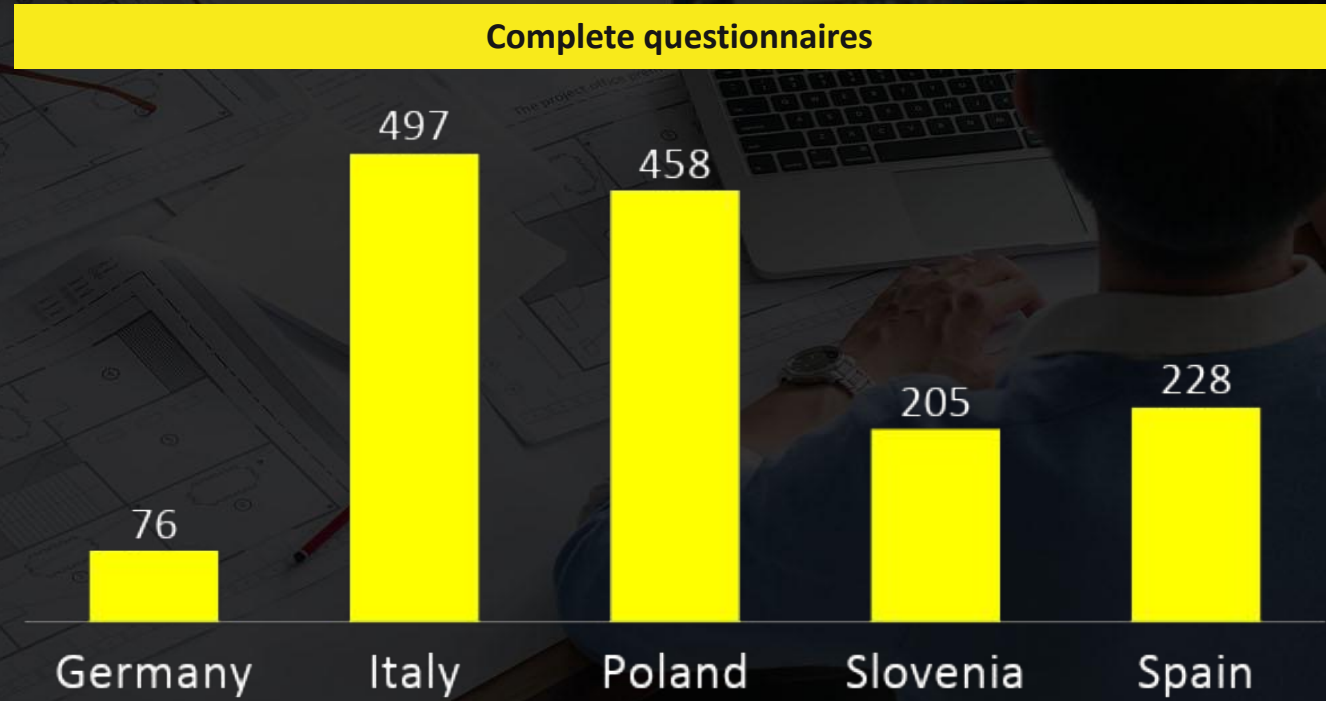


# 01

## Questionnaires collected



# “ By country



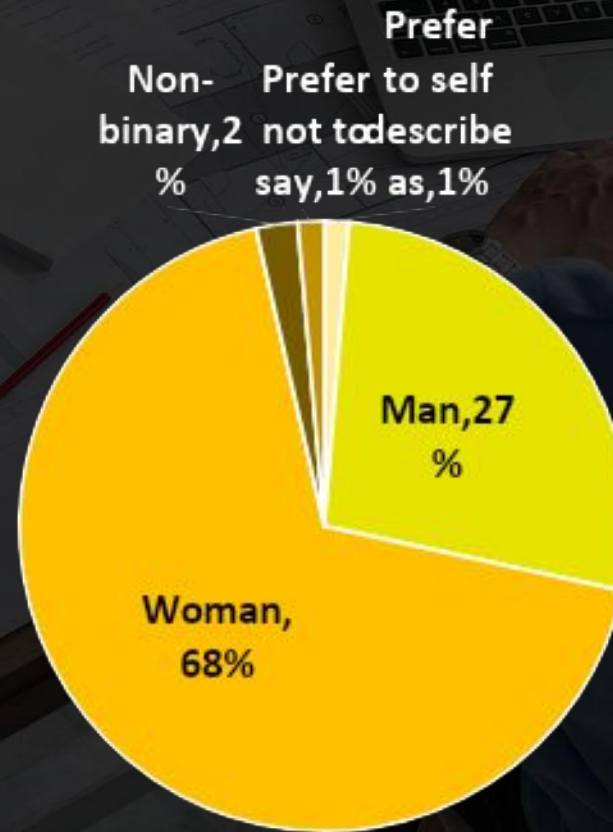
1464 Complete questionnaire collected

”



# By gender identity

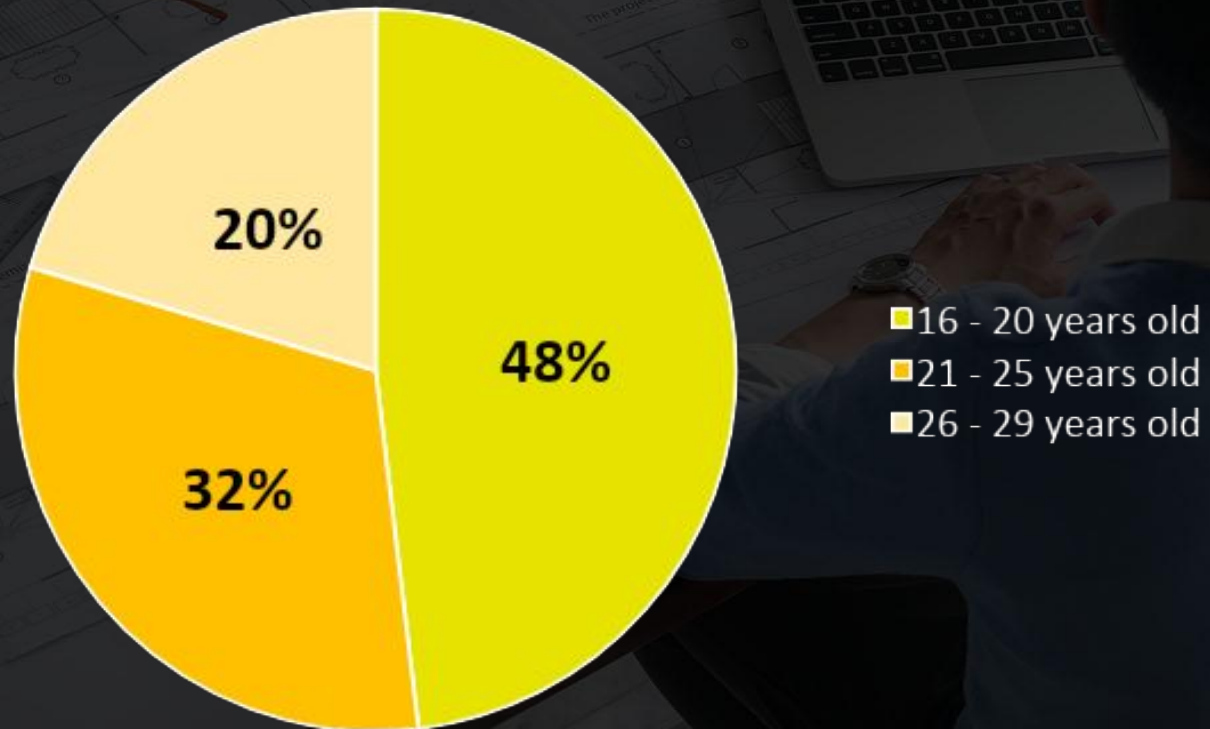
Complete questionnaires



”

# “ By age group

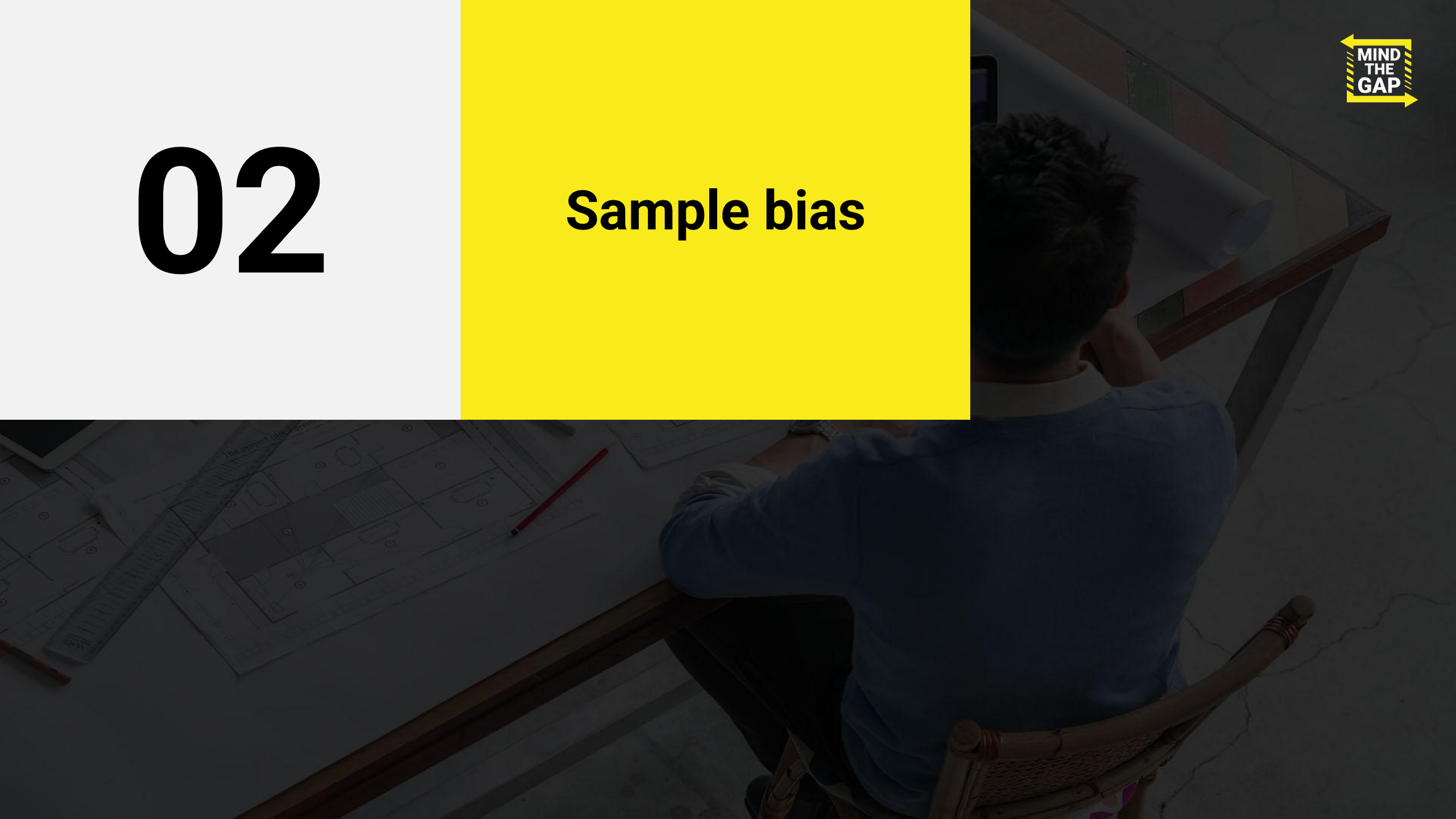
Complete questionnaires



”

# 02

## Sample bias







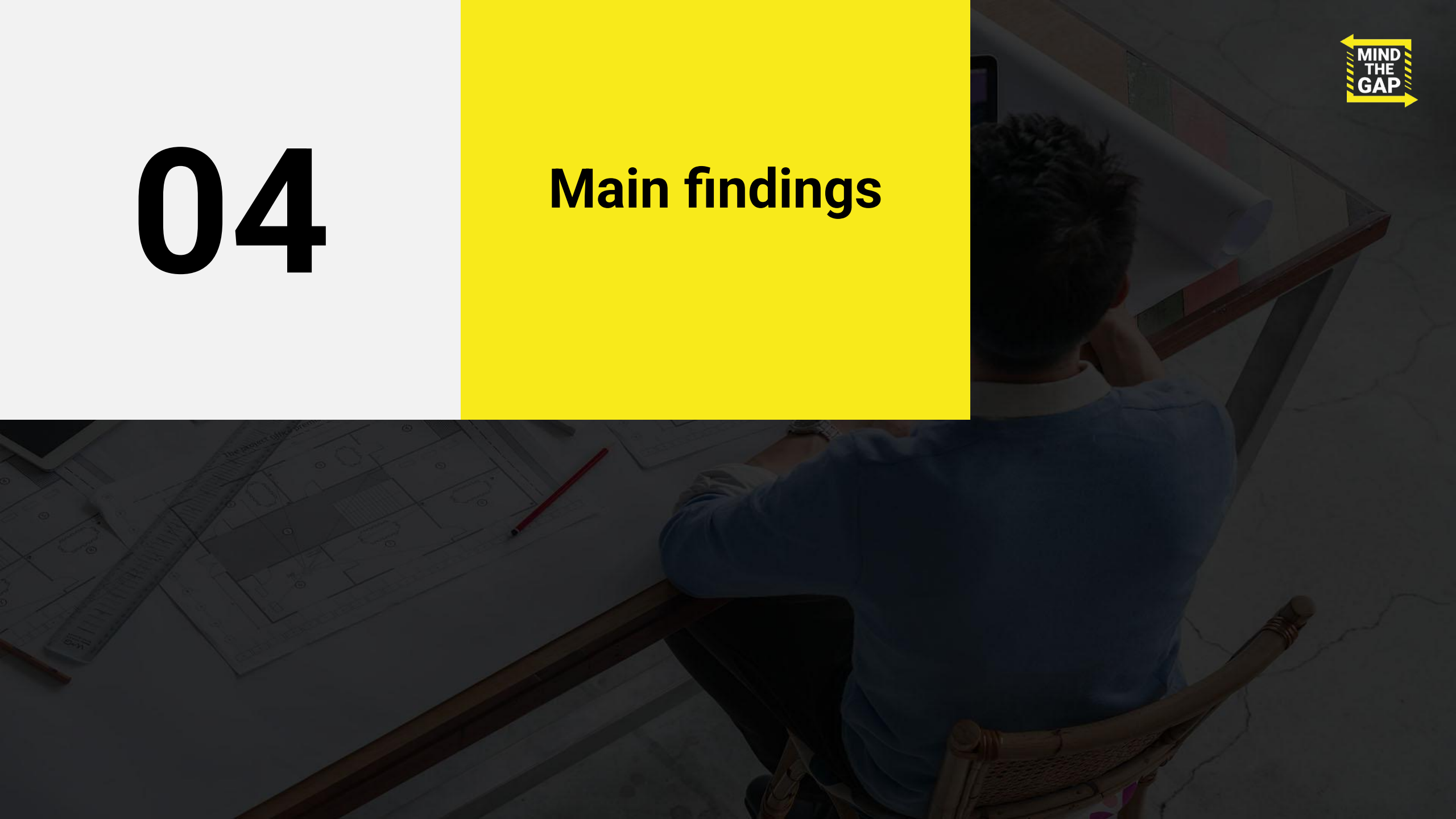
# Sampling issues

The main bias we have with our sample are about:

1. **Country** *(we need German and some Spanish questionnaires)*
2. **Gender** *(we have too many questionnaire filled out by women as gender identity)*
3. **Sexual orientation and some gender identity** *(often the number of questionnaire filled out by some categories is not sufficient to ensure a good significance – no solution)*

# 04

## Main findings





# Respondent profiles

- Country of residence
- Gender identity
- Sexual orientation
- Age group
- Educational status (dropout or not)
- Presence of a migrant context
- Economic status
- Self-perception from some forms of emotional distress

(question 1.3.5 - Do you think you are currently suffering from any form of emotional distress?)

# In general

## ? Which aspects influence the answers the most?

### Aspects that have a rather strong impact on the answers

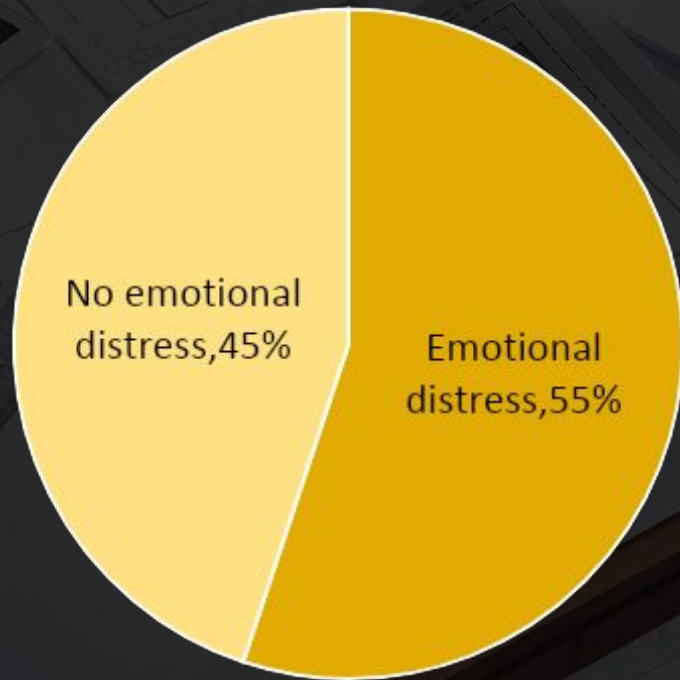
- Country of residence (not always)
- Educational status (dropout or not)
- Economic status
- Self-perception of forms of emotional distress

### Aspects that have a weak or any impact on the answers

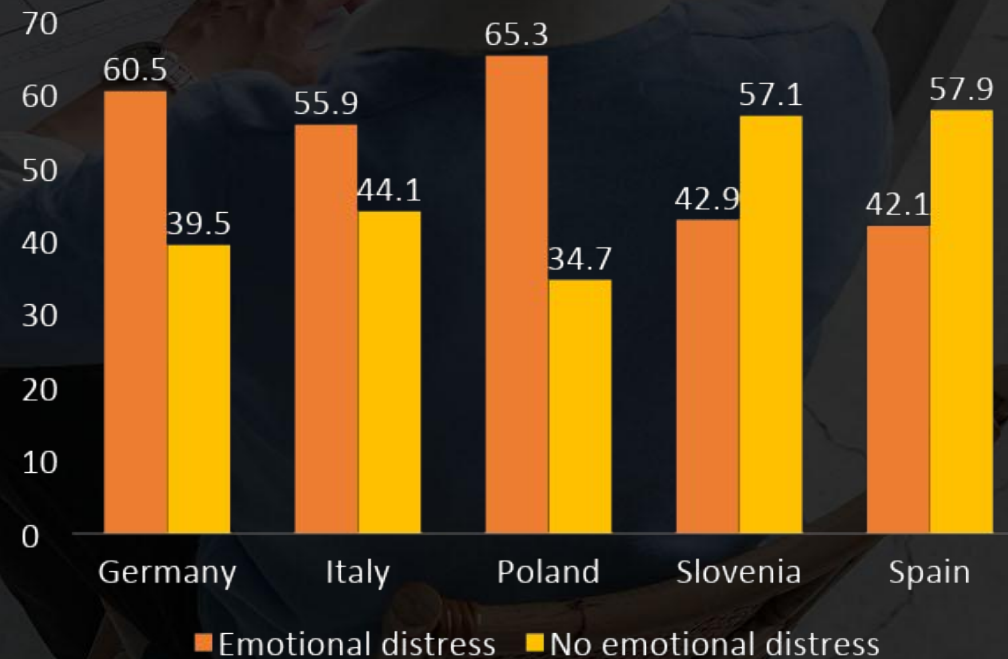
- Gender identity
- Sexual orientation
- Age group (sometimes)
- Presence of a migrant context

# Self-perception of emotional distress

Total



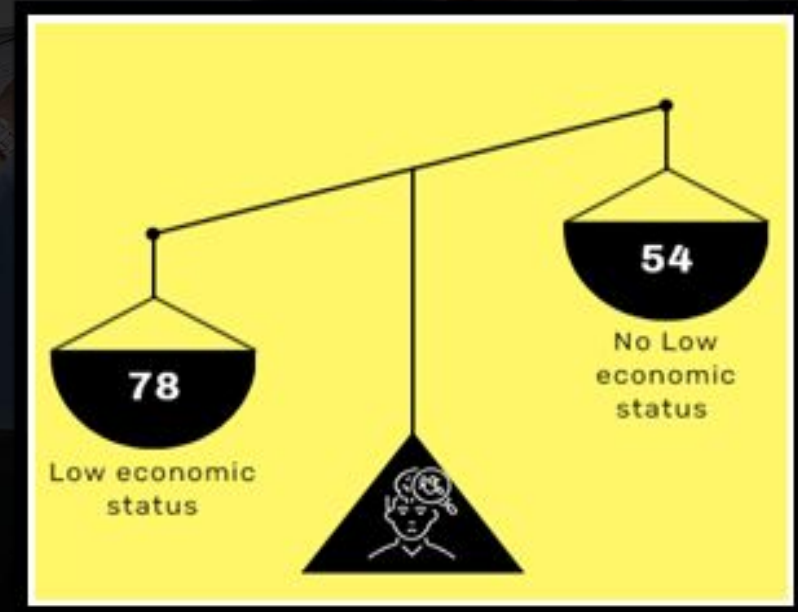
Distribution per country





# Self-perception of emotional distress

Figure 1 – Self-perception of emotional distress and economic status – percentage data

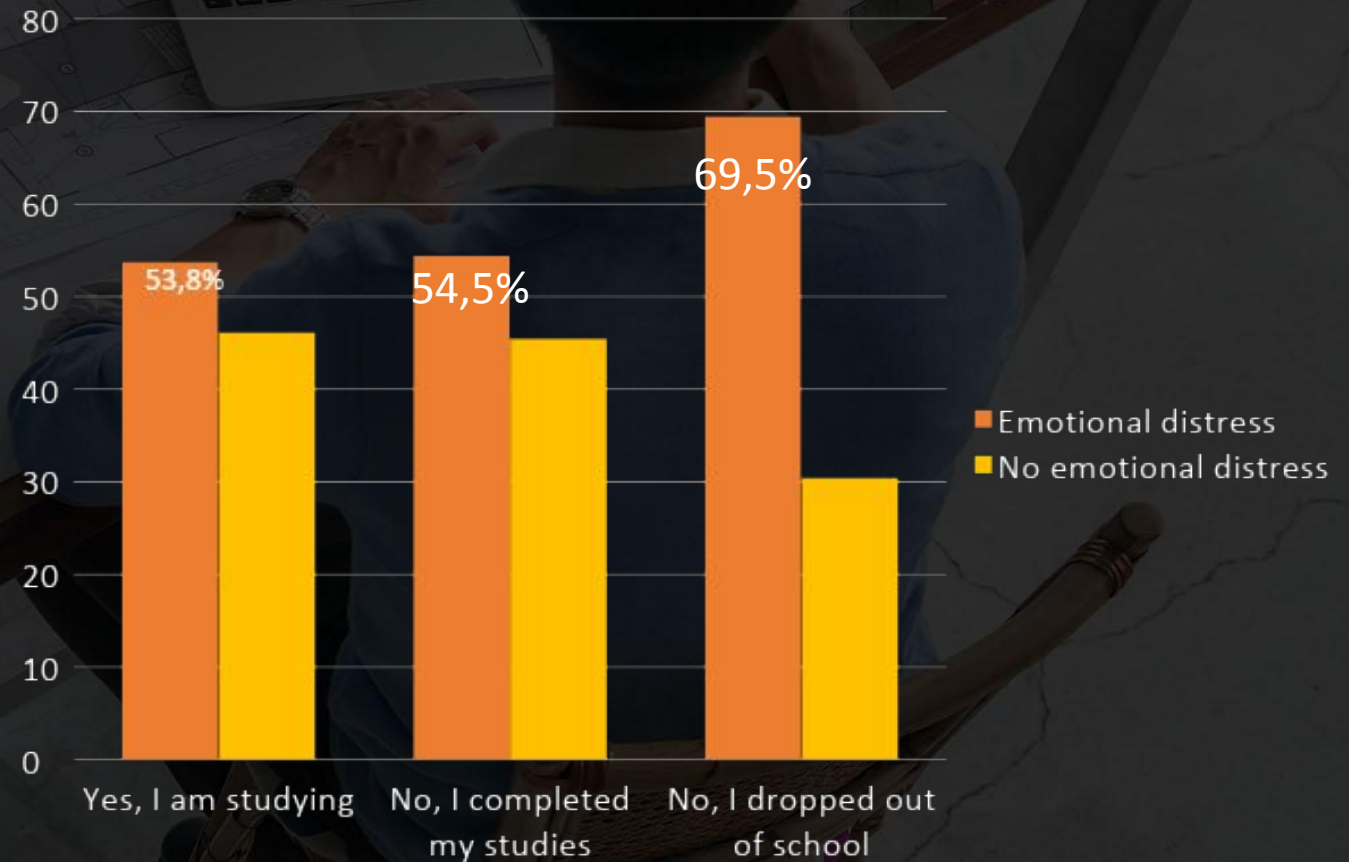


# Self-perception of emotional distress – student status

?

*Who are the young people who declare of suffering from emotional distress?*

*School dropouts suffer more emotional distress than those who study or those who have completed their studies.*



# Self-perception of emotional distress – student status

?

*Is there a relation between suffering from emotional distress and age?*

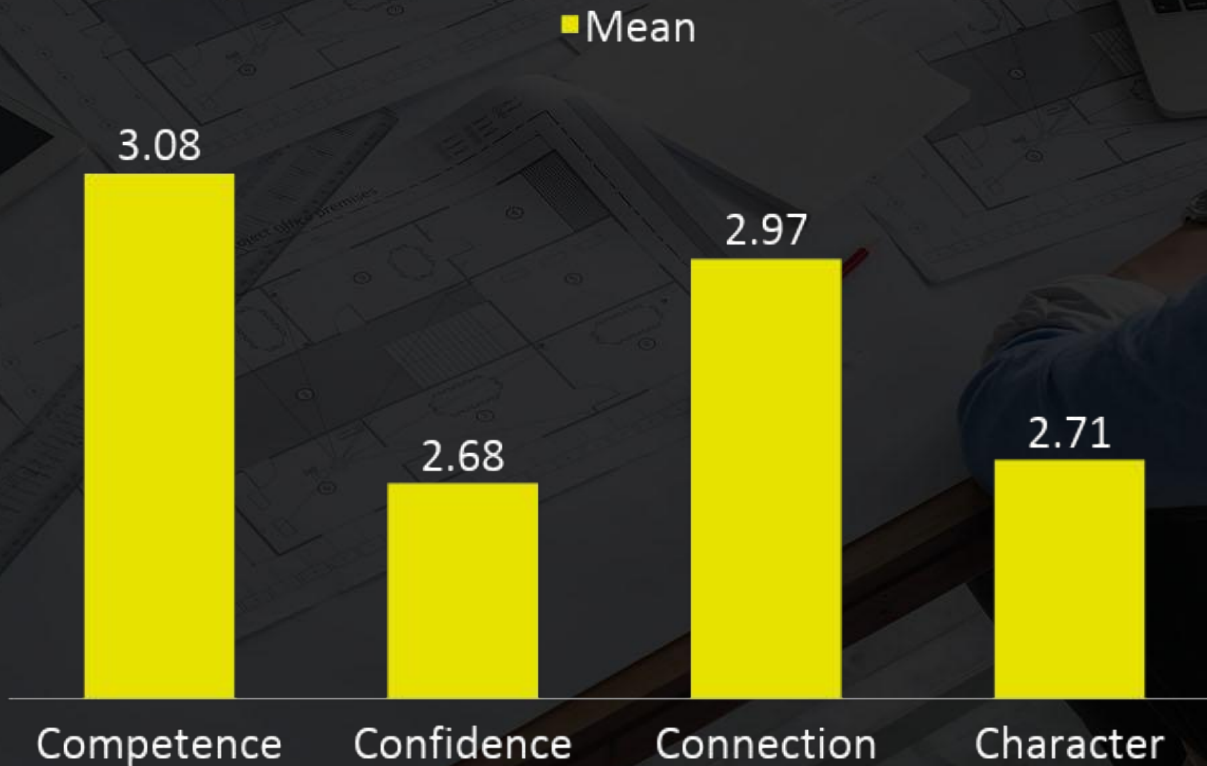
	16 - 20 years old	21 - 25 years old	26 - 29 years old
<i>Emotional distress</i>	52,0	58,4	57,5
<i>No emotional distress</i>	48,0	41,6	42,5
<i>Total</i>	100,0	100,0	100,0

*No, group age does not play a role in determining emotional distress*



# Positive Youth Development

Average level for each area - range min – max: 1 to 4



Young people perceive themselves as having good skills and social connections, but there is a slight deficit in self esteem (confidence and character)

# Positive Youth Development

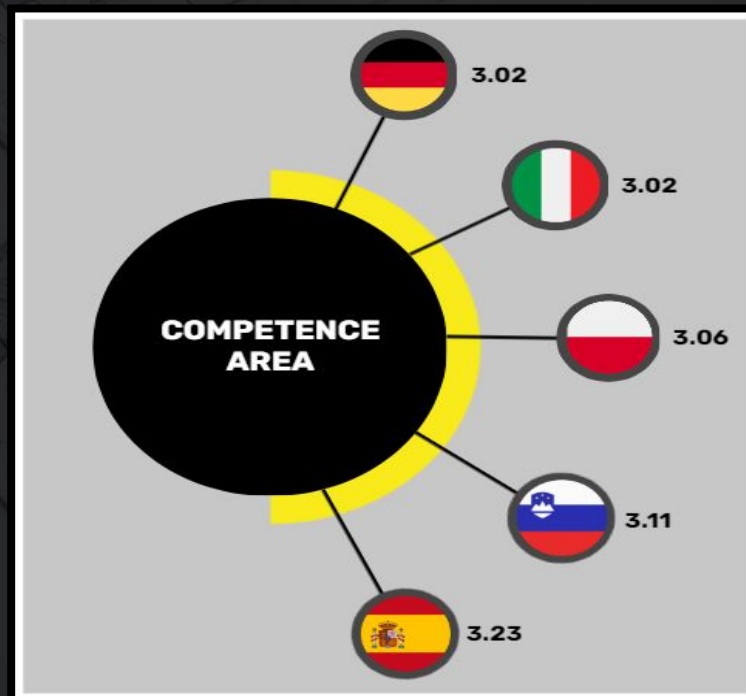
**Average level for each area - range min – max: 1 to 4**

	Mean	Std. Deviation
My general knowledge is good	3,21	,62
I have (or will have) good skill for the job market	3,05	,68
I am doing what I like (study or job)	2,96	,79
I am actively engaged in learning new things	3,19	,69
I am encouraged to try things that might be good for me	3,14	,70
I'm doing what it takes to be successful in life	2,90	,79
I am able to do things as well as most other people	3,06	,72
I feel that I'm a person of worth, at least on an equal plane with others	3,12	,79

# Positive Youth Development

**Average level for each area - range min – max: 1 to 4**

Figure 13 – Scores related to competence area by country



In the engagement to learn new things, Spanish participants feel more involved (3.23), while German youth, with a score of 3.02, show less pronounced interest in this area. This suggests a different orientation toward personal development.

Encouragement to try new experiences is perceived significantly in Italy and Spain.



# Positive Youth Development

*Average level for each area - range min – max: 1 to 4*

	Emotional distress	No emotional distress
My general knowledge is good	3,15	3,28
I have (or will have) good skill for the job market	2,98	3,14
I am doing what I like (study or job)	2,85	3,10
I am actively engaged in learning new things	3,12	3,27
I am encouraged to try things that might be good for me	3,04	3,27
I'm doing what it takes to be successful in life	2,80	3,02
I am able to do things as well as most other people	2,92	3,24
I feel that I'm a person of worth, at least on an equal plane with others	2,93	3,36

Individuals who reported suffering from some form of emotional distress tend to feel less competent than those who did not report such suffering (or vice versa). The very low statistical significance ( $p < 0.001$ ) suggests that it is highly unlikely that this link is merely a result of chance.

# Positive Youth Development – All areas in general



*Who has the lowest level of self perception in the 4 PYD areas?*

- Who live out of Spain (not always true)
- Who suffer from some form of emotional distress
- Who dropped out of the school
- Who has a low Economic Status

# Incidence index of external factors

The external factors considered are:

- Pressure to succeed in life
- Dissatisfaction with one's current life path
- Support from teachers or other people in case of need
- Difficulties of one's own generation in achieving success in life
- Difficulties in finding a job in one's own country
- Perception of better economic situation in other European countries
- Family support for education, professional career or life in general

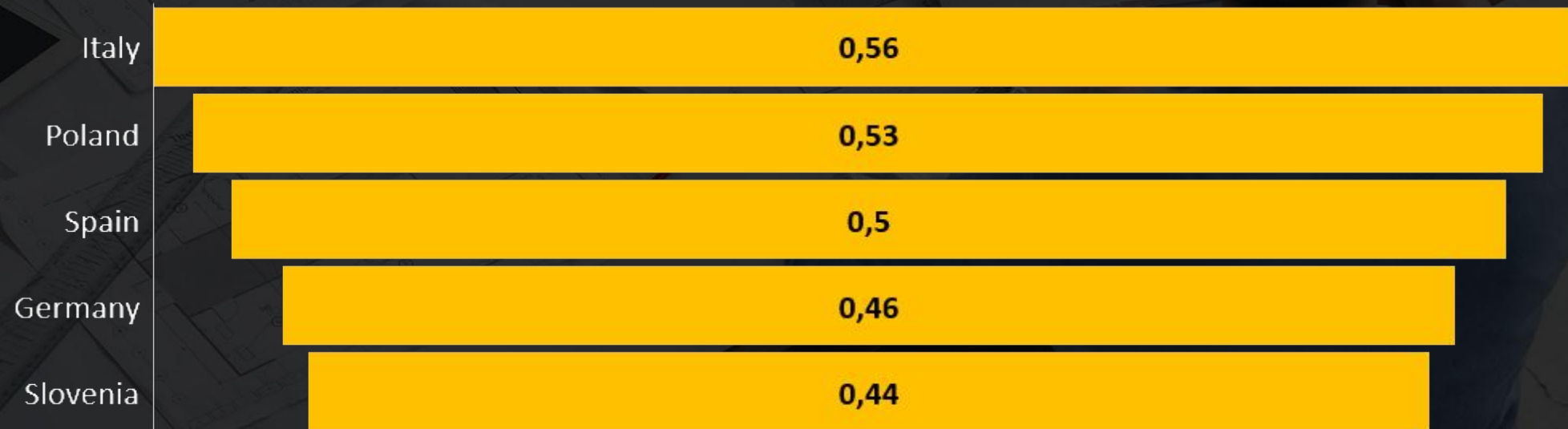
An index ranking from 0 to 1 was calculated, where 0 indicates that the participants feel no pressure from external factors and 1 indicates that this pressure is felt at the highest level.



**Index of external factors = 0,52** (range min – max 0,1)



*In which country young people feel the highest pressure from external factors?*



# External factors



*Who feels a high level of pressure?*

- Those suffering from some other form of emotional distress
- Non binary people and those who prefer not to declare their gender identity
- Those who dropped out of school or have completed their studies
- Those between 26 and 29 years old
- Those with a low economic status

# Feelings about the future



*Which word was associated with the word «Future»?*



## Factor analysis

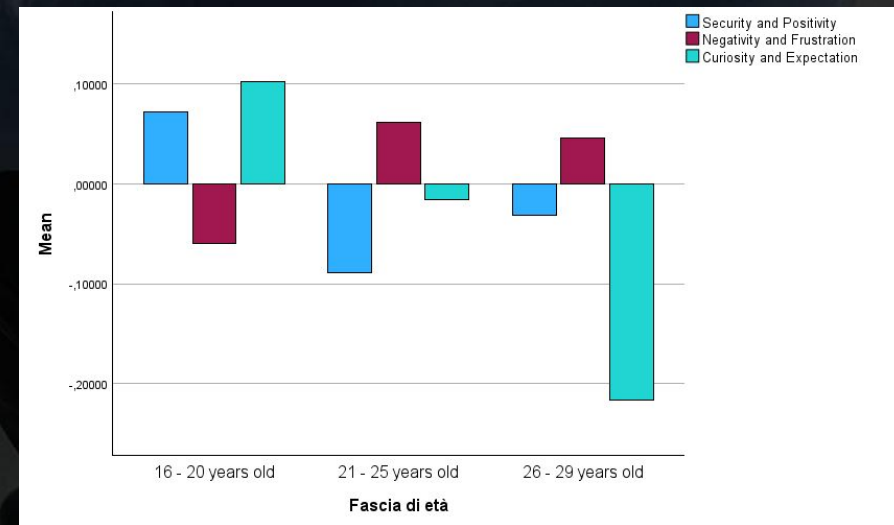
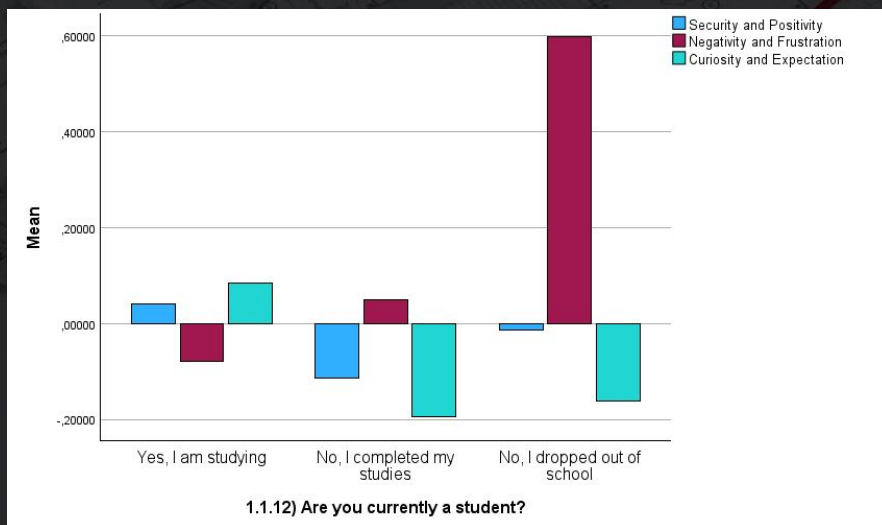
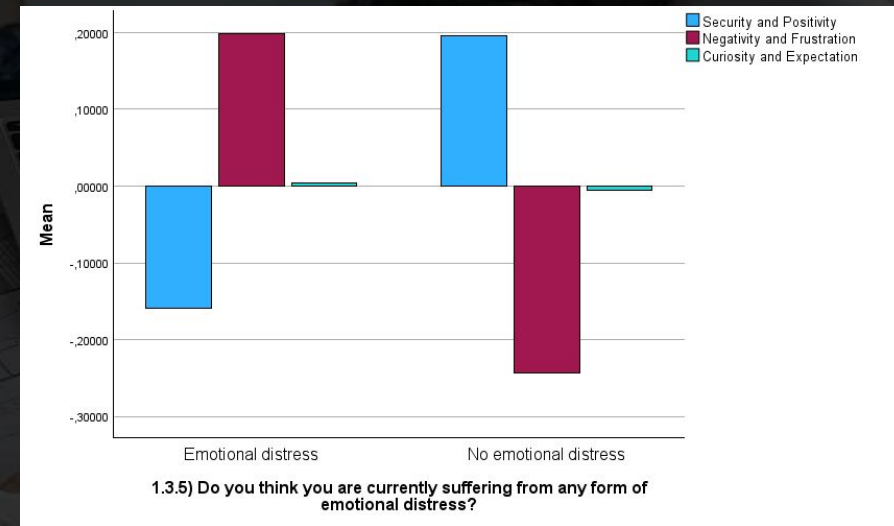
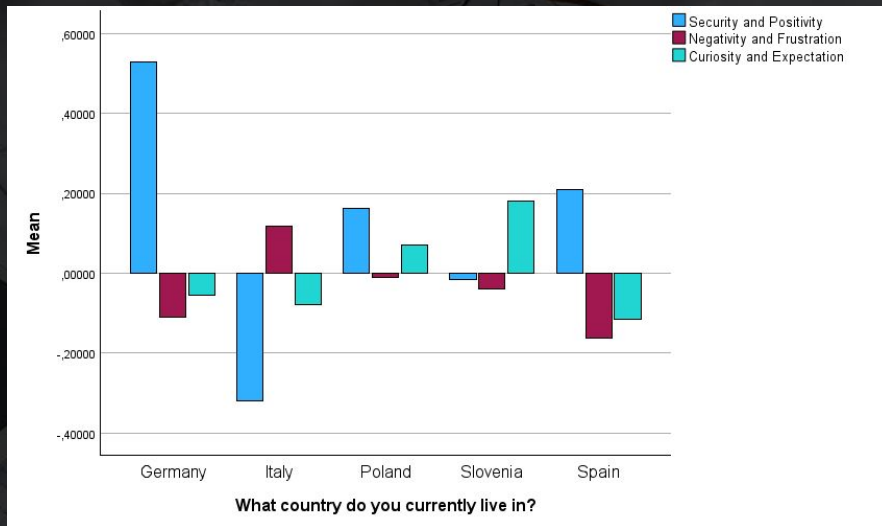


### Respondent's types

- Anxiety and Uncertainty
- Change and Hope
- Sadness and Indifference

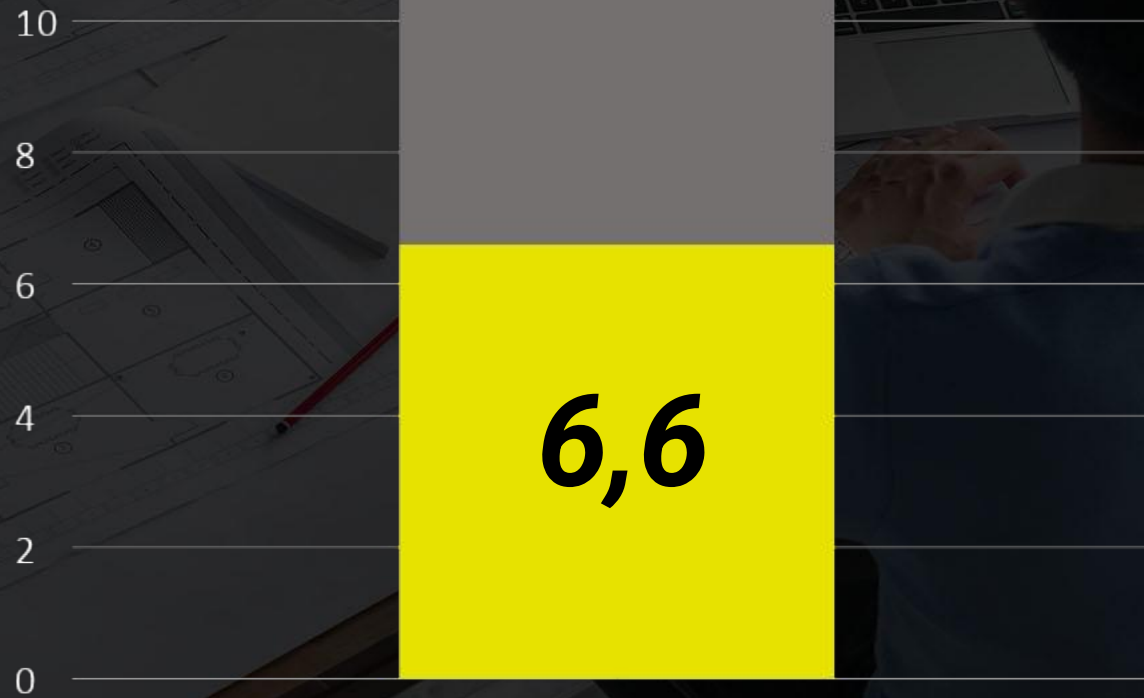


# Feelings about the future – Sentiments regarding the word “Future”



# Feelings about the future – Concern for working future

**?** *How concerned are young people about their future on a scale of 1 to 10?*

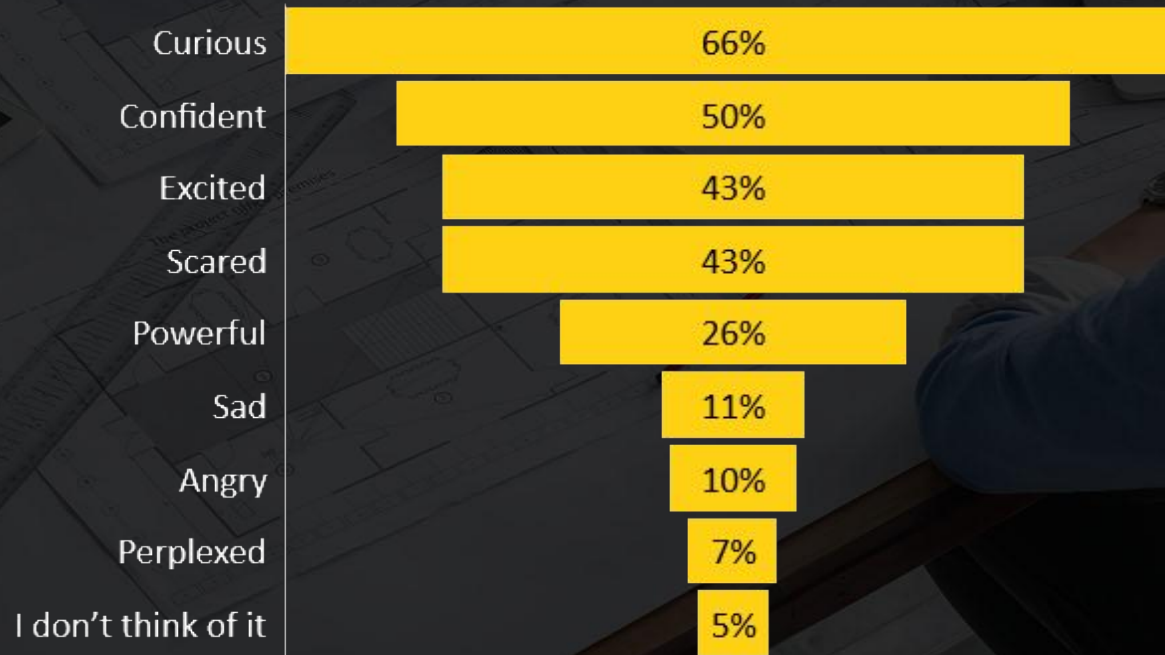


Concern for their working future

# Feelings about the future – Sentiments regarding the word “Future”

?

*How do young people feel when thinking about the future?*

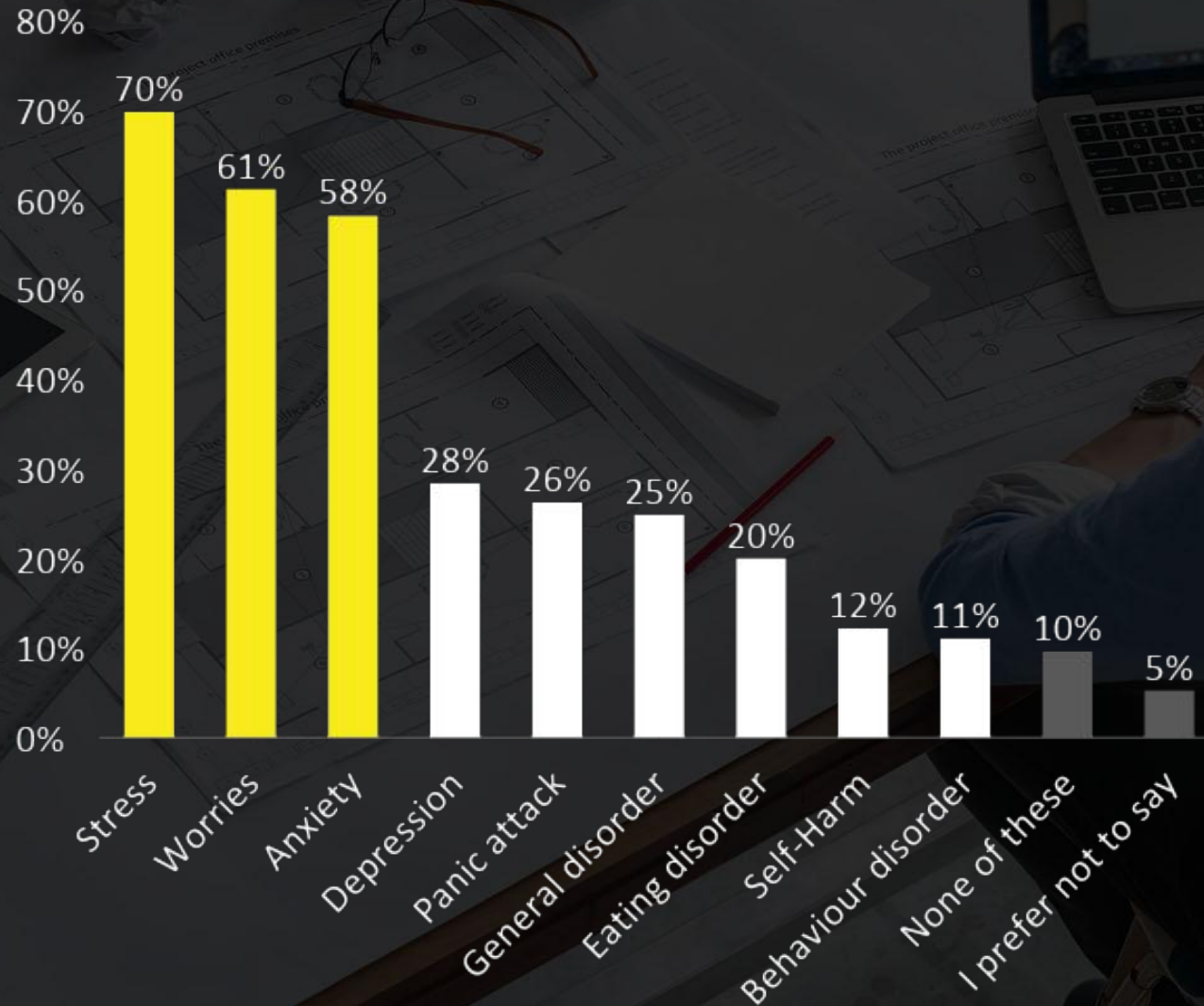


## Respondent's types

- Security and Positivity
- Negativity and Frustration
- Curiosity and Expectation



# Types of manifested emotional distress



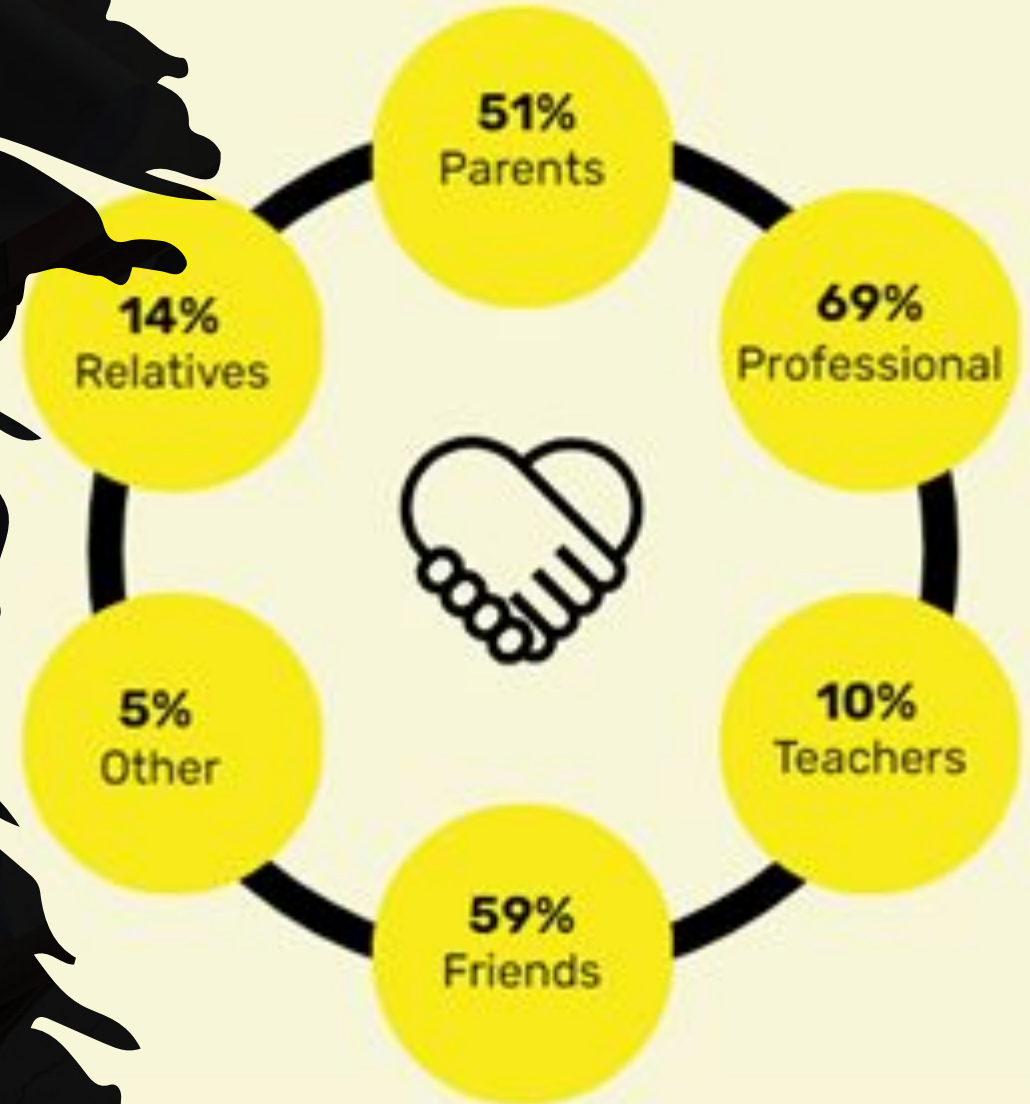
Respondent's types

- Intense emotional distress
- Anxiety and stress
- Privacy

... - People to whom help request w  
addressed



•To the question "*Have you ever asked for help to improve your mental well-being?*", 56.8% of respondents, or 832 people out of 1464, answered affirmatively



# In conclusion

We could say:

- They feel like having good competence, but they do not have a high level of self-esteem
- The majority declared to suffer from some form of emotional distress, typically anxiety stress and worries
- Dropping out of school has a bad influence on emotional well being
- It seems that gender identity and sexual orientation do not have any impact on emotional well being
- Economic status is important
- They are mostly optimistic when thinking about their future especially teenagers.
- They feel some pressure for their success in life







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