

Sense of Coherence, Values, Youth Involvement, Civic Efficacy and Hope: Adolescents During Social Protest

Orna Braun-Lewensohn¹

Accepted: 22 July 2015
© Springer Science+Business Media Dordrecht 2015

Abstract The aim of this study is to explore values, sense of coherence (SOC) as well as civic engagement, civic efficacy and hope among adolescents against the background of a social protest. We examined if a set of values and SOC explain civic engagement and civic efficacy. Furthermore, all of these variables were examined as explanatory factors of positive development examined by hope. Data were gathered among 400 adolescents aged 16–18 during a social protest. Adolescents filled out self-reported questionnaires which included socio-demographics characteristics; values, SOC, the youth social responsibility scale, civic efficacy and hope. Results show that all values and SOC explained civic engagement, while only universal and collective in-group values as well as civic engagement directly explained citizens' efficacy. The model explained hope with 43 % of the variance. I discuss the direct and indirect relationship among the different variables and explain them in accord with positive development among youth.

Keywords Social protest · Adolescents · Social involvement

1 Introduction

Social actions are those which promote and benefit not only the individuals themselves but also the communities which they belong to (Marzana et al. 2011; Snyder and Omoto 2007). Different theories have included different dimensions of actions as 'social action'. Developmental psychologists consider this category to comprise not only 'conventional' and 'social-cause' political activities, but also volunteering in the community, community service and membership in community organizations (Metzger and Smetana 2009; Torney-

✉ Orna Braun-Lewensohn
ornabl@bgu.ac.il

¹ Conflict Management and Conflict Resolution Program, Department of Interdisciplinary Studies, Ben Gurion University of the Negev, POB 653, Beersheba, Israel

Purta et al. 2001; Youniss et al. 2002). Furthermore, there is no one term that is used in the literature for social action, but rather various designations such as social engagement, social participation, civic engagement and pro-social behavior are all used as synonyms (Marzana et al. 2011).

Adolescence is a crucial developmental stage with different developmental tasks which include becoming citizens (Schulenberg et al. 2004; Stewart and McDermott 2004). Civic and political development is considered a core theme in the field of developmental psychology (Flanagan 2003). Engagement in civic and social action enhances feelings of ‘social justice’ and responsibility among these youngsters (Youniss et al. 1997). Additionally, involvement in these civic activities and social actions is a sign of healthy development during this period of life (Ludden 2011). The environment in which a youngster grows up has important consequences for his or her civic participation, knowledge, and efficacy (Campbell 2006; Gimpel et al. 2003; Settle et al. 2011). All of these are important for interpersonal and developmental processes which include identity, emotional, cognitive and physical skills, emotional competencies, interpersonal relationships, peer networks and pro-social norms (Hansen et al. 2003).

This study was conducted during the social protests in Israel at the end of summer 2011 with the aim of finding out what promotes social activities and civic engagement during adolescence. Values (individualistic, in-group collectivist and universal) as well as sense of coherence were examined as potential factors to explain social participation and civic efficacy. Furthermore, social participation (youth involvement), civic efficacy as well as the abovementioned factors as explanatory factors of hope, as an indicator of positive emotion and healthy development were examined.

1.1 Values

Values are defined as “desirable goals varying in importance and serve as guiding principles in people’s lives” (Schwartz 1995). Thus, values can serve as a framework for individual attitudes and behavior across life situations (Schwartz 1992). They are dynamic social processes which enable individuals to process information and experiences and to take actions (Haste 2010). Adolescence is a unique period in which values are formed, reevaluated and renegotiated. The formation of a value system also allows for identity development (Bogy et al. 2001; Gecas 2000; Raviv et al. 1998). A value system is the result of social environment and might provide aspiration for social goals through which actions can be judged, justified and motivated (e.g., Feather 1995; Rohan 2000). Thus, it seems that values can play a significant role in developing and maintaining civic behavior in youth (Colby and Damon 1992) since personal values are the foundations and standards for behaviors. These foundations construct political and social identity to perform civic or social action (Flanagan et al. 2007). Furthermore, different types of values such as universalism and benevolence can contribute to social responsibility and to social actions (Wray-Lake and Syvertsen 2011).

Several researchers have related to values on the individualism-collectivism continuum (e.g. Kagitcibasi 1997; Triandis et al. 1988). Sagy et al. (1999) identified three dimensions of values among Israeli adolescents: individual (e.g., personal friends, personal interests, money for self); in-group collectivist (e.g., country, nationality, faith, solidarity with the poor in one’s country) and universal (e.g., international cooperation, democracy, solidarity with poor in the world, environmental protection). They found that the in-group collectivist values were more important to Israeli youths compared to universal values. However, the individual values were most important of all (Sagy et al. 1999). In the context of civic

engagement and social action, it seems that shared values motivate individuals to act. Therefore, values such as solidarity, which represent social identity, are most important to civic behavior (Flanagan 2003; Flanagan et al. 2007; Marzana et al. 2011). When people contribute by putting forward values in which they believe, and which are important to them in daily life, it may motivate them to participate in political system (Sherrod et al. 2002). Thus, values not only enhance social action and involvement but they can also contribute to building citizens' efficacy. Moreover, values grant coherence and make actions more meaningful, thus contributing to the development of personal identity. From a developmental viewpoint, social responsibility and involvement are values which underlie the motivations of individuals' civic behaviors (Wray-Lake and Syvertsen 2011).

1.2 Sense of Coherence

According to the Antonovsky's (1979, 1987) salutogenesis model, people have general resistance resources (GRRs) that help them conceptualize the world as organized and understandable. Sense of coherence (SOC) represents the motivation and the internal and external resources one can use to deal with challenges throughout life. Globally oriented, SOC is an enduring tendency to see the world as more or less comprehensible—the internal and the external worlds are perceived as rational, understandable, consistent, and expected; manageable—the individual believes that s/he has the resources needed to deal with situations; and meaningful—the individual has the motivation and the commitment to emotionally invest in life (Antonovsky 1987). Meaningfulness refers to areas which each individual finds worthy of time and effort for his/her life. Thus, sense of coherence could be linked to civic engagement and social actions and participation which can give individuals sense of meaning. In addition, these variables are also dynamic interplays between behavioral, emotional and cognitive dimensions of individuals (Youniss 2006), can serve as motivations (Zaff et al. 2011) and give meanings for adolescents' social responsibility and actions.

1.3 Social Involvement and Civic Efficacy

One of the central concepts in Bandura's social cognitive theory (1977) is 'self efficacy'. Later Bandura (2001) also introduced the term 'collective efficacy' which implies a belief in the capacity of the group to share aspirations or address shared problems. As such, collective efficacy reflects a faith in a group which shares a commitment to a common purpose. Studies show that when individuals identify with a group they are more willing to give up personal benefits in order to enhance the collective profit (Watts and Flanagan 2007). Moreover, the motivation for social involvement and civic action is a result of the desire to have an effect in the public domain with regard to social injustice or perceived risks (Haste and Hogan 2006). As a result, social movement activities are responses to issues that are perceived by individuals as relevant to them and for which they ought to take responsibility (Haste 2010).

Based on Bandura's theory, mastery and success determine how individuals cope, their level of persistence, and the efforts they will make when facing obstacles. Several scientists have translated this dimension of 'efficacy' into citizenship and politics and have stated that successful participation in social action for example could reinforce political efficacy which will then create another cycle of participation or action (Valentino et al. 2009). Civic engagement or social participation seem to enhance and foster collective

efficacy and solidarity (Browning et al. 2004). However, the mechanism in which social involvement impacts efficacy has yet to be clarified (Anderson 2010).

Political efficacy is a result of beliefs that one's actions could make a difference in politics. It is a result of either confidence in the fact that the system is open and responsive to actions of people or the belief that pressure from citizens is influential (Valentino et al. 2009). It is assumed that an individual who has successfully influenced his/her neighborhood and his/her close environment is likely to believe s/he has the ability also to influence his/her broader environment and his/her government (Anderson 2010). Moreover, research suggests that youth involvement in student government, issue groups in school and community services give adolescents meaning and purpose in their lives, thus contributing to exploration of their values as well as to positive development and hope (Markstrom et al. 2005; Ludden 2011). Additionally, several studies which have examined the relationship between community activity and later civic participation suggest that it can be a route to civic efficacy. Participation in community action indeed can facilitate critical understanding of political and social forces (Haste 2010).

1.4 Hope

Hope for the future enables effective coping with developmental challenges. It elaborates options for the individual and helps him/her to examine sources of personal strength by relating to the future and not only by relying on the past (Sharabi et al. 2012). Sense of hope involves emotional elements of expectation as well as cognitive and deductive thinking to pursue new ideas and solutions (Lazarus 1991; Snyder 1994; Staats 1989). Hope is seen by some researchers as a positive attitude to life and the ability to have optimistic views (Moorey and Greer 1989; Sawatzky et al. 2009; Strang and Strang 2001). It is based on high cognitive processing, requiring mental representations of positively valued abstract future situations and more specifically, it requires setting goals, planning how to achieve them, use of imagery, creativity, cognitive flexibility, mental exploration of novel situations, and even risk taking (Breznitz 1986; Clore et al. 1994; Fromm 1968; Isen 1990; Lazarus 1991; Snyder 1994, 2000). The affective component of hope is considered a consequence of cognitive elements and may contain positive as well as negative features since individuals may realize that the achievement of their goal may involve struggles, costs, and endurance (Snyder 1994, 2000). Research on hope has revealed that the presence of hope indicates the existence of social support (Thoits 1994) and increases the individual's sense of control over life (American Psychological Association 1996). Hope also highly correlates to measures of 'meaning' which indicates that they are close constructs (Feldman and Snyder 2005). Moreover, hope is not only psychological in nature but can also be understood as a social-environmental variable which may exert a significant impact (Sagy and Adwan 2006). It should be noted that hope is also connected to one's value system as it reflects the search for something meaningful and worthwhile to happen (Sagy and Adwan 2006).

Following the above literature review a theoretical model was constructed for this study. I assume the personal characteristic of SOC as well as the different values to be positively linked to youth involvement (civic engagement/participation) and citizens' efficacy as well as to hope. I further hypothesize that civic engagement is linked to citizens' efficacy, and that both civic engagement and citizens' efficacy are positively related to hope (Fig. 1).

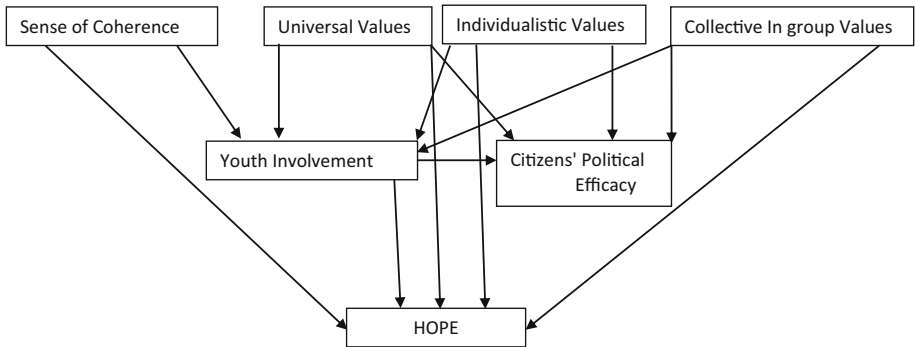


Fig. 1 Theoretical model

2 Method

Data were gathered in the first week of Sep. 2011 from approximately 400 adolescents aged 16–18 throughout Israel. The end of summer 2011 was still characterized by social protests which had been taking place during the summer months. Adolescents were approached via the internet (midgam.com) and filled out anonymous self reported questionnaires. Their participation in the protests were examined by several questions which included: participation via the facebook, participating in demonstration, visiting the protesters' camps, discussions in the camps, organizing protest activity, *recruitment of people to the protest*, *discussions in other forms* (range: 1—did not do it at all—5—did it a lot). The overall participation was quite low $M = 1.98$, $SD = .91$, however participation via the facebook ($M = 2.57$, $SD = 1.60$) and discussion in other forms ($M = 3.06$, $SD = 1.48$) were towards the upper end of the scale.

Demographic characteristics of the sample are presented in Table 1.

2.1 Measures

Sense of coherence (SOC) (Antonovsky 1987) was measured using a series of semantic differential items on a seven-point Likert type scale with anchoring phrases at each end. High scores indicated a strong SOC. An account of the development of the SOC scale and its psychometric properties, showing it to be reliable and reasonably valid appears in Antonovsky's (1987, 1993) writings. In this study, SOC was measured by the short-form scale consisting of 13 items, which was found highly correlated to the original long version (Antonovsky 1993). The scale includes such items as "Doing the things you do every day is" with answers ranging from 1 (a source of pain and boredom) to 7 (a source of deep pleasure and satisfaction). In the present study, Cronbach's α reliability was .75.

Values (Angvik and Von Borries 1997). The questionnaire was developed by 'Youth and History' researchers and includes 20 items. Respondents have to answer the question: 'How important are the following things to you?' Answers range from 1, very little, to 5, very much. Examples of items are: family, friends, country, nationality, peace, solidarity etc. Based on Sagy et al. (1999), items were grouped into three dimensions: collective in-group ($\alpha = .76$), individual ($\alpha = .76$) and universal ($\alpha = .80$).

The Youth Social Responsibility Scale (YSRS) (Pancer et al. 2007) is a scale designed to assess the extent to which young people feel that they have a responsibility to others in

Table 1 Demographic characteristics of the sample

	N	%
Gender		
Boys	169	41
Girls	243	59
Age groups		
16 years old (1995)	215	52.2
17 years old (1994)	98	23.8
18 years old (1993)	99	24
Mothers' education		
High school graduation	124	32.5
Post high school	257	67.5
Fathers' education		
High school graduation	106	27.8
Post high school	275	72.2
Job status—mothers		
Don't work	65	16.5
Work	329	83.5
Job status—fathers		
Don't work	42	10.7
Work	352	89.3
Family income		
Above average	80	24.2
Average	116	35.2
Below average	134	40.6

society, particularly those who are marginalized or oppressed. The short form which was used in this study is comprised of 10 items on 5 point Likert scale. It correlates .89 with the longer (29-item) version. Test–retest reliability over a 2 year period was .62. Example of items: Helping others gives a person a tremendous feeling of accomplishment; everybody should volunteer some time for the good of their community. The YII correlate significantly with measures of social support (the Social Provisions Scale), optimism (the Life Orientation Test), self-esteem, authoritative parenting, frequency of discussion of social issues with parents and peers, and identity development (scores on both scales correlate negatively with identity diffusion and positively with identity achievement, as assessed by Gratevant and Adams (1984). Cronbach alpha in the present study was .79.

Citizens' efficacy was measured by three items which were written especially for this study. Adolescents were asked to what extent they believe the following people can make a change in the country: youth, citizens and the social protest leaders. Answers range from 1—not at all, to 5—to a great extent. Cronbach alpha of the three items was .81.

Hope Index (Staats 1989) is constructed as the interaction of wishes and expectations and includes items of hope referring to *self* and to *others* or to broad global concerns. Some items, such as 'to be competent' and 'to be happy' reflect one's hope for oneself while other items reflect hope for global issues, such as 'peace in the world' and 'justice in the world'. Participants were asked to independently rate the extent to which they would wish for a particular future occurrence and the extent to which they would expect it to occur. Responses were rated on a scale of zero (*not at all*) to five (*very much*). The multiplication

of the *wish* value by the *expect* value generated the measure of hope. The Cronbach's alpha of the hope index was .93.

2.2 Statistical Analysis

Frequencies and percentages were obtained in order to explore the demographic variables of the sample. Means and SDs were obtained to explore prevalence of the study's variables. Finally, structural equation modeling was run using the AMOS program to examine the entire study model.

3 Results

Means and SDs of the study's variables are presented in Table 2.

3.1 Evaluation of the Path Analysis Model

We used AMOS 18.0 (Arbuckle and Wothke 1999) with maximum likelihood estimation to test the hypotheses that sense of coherence and the different values would predict youth involvement and citizens' efficacy. We further tested the hypotheses that youth involvement would predict citizens' efficacy and that all these variables would predict hope. For each scale the mean was computed separately and used as a manifest variable.

Model fit to the data was assessed using the ratio of Chi square to degrees of freedom (χ^2/df), incremental fit index (IFI; Bollen 1989), comparative fit index (CFI; Bentler 1990), and root mean square error of approximation (RMSEA; Browne and Cudeck 1993). Acceptable fit is indicated by a χ^2/df ratio of two or less (Carmines and McIver 1981), IFI and CFI equal to or greater than .90, and RMSEA of less than .08 (Browne and Cudeck 1993; Hoyle 1995). The indices were adequate for the overall model— $\chi^2_{(6)} = 9.9, p = .13$; $\chi^2/df = 1.65$; CFI = .99; IFI = .99; RMSEA = .04 (Fig. 2).

In the final model only significant paths are presented. Overall, the entire model explained 43 % of the variance. Youth involvement was explained by 24 % of the variance and citizen' efficacy by 29 % of the variance. Examining the direct and indirect effects revealed that while SOC explained hope and youth involvement directly, it was linked to citizens' efficacy only indirectly via youth involvement. Furthermore, its contribution to hope was not only via a direct link but also indirectly via youth involvement and/or citizens' efficacy. Regarding values, the different values directly explained youth

Table 2 Means and standard deviations of the study's variables

	N ≈ 363	
	M	SD
Sense of coherence (1–7)	4.04	.86
Individualistic values (1–5)	4.29	.67
In-group collectivist values (1–5)	3.72	.87
Universal values (1–5)	3.79	.75
Youth responsibility (1–5)	4.02	.68
Civic efficacy (1–5)	3.60	1.04
Hope (1–36)	22.36	6.56

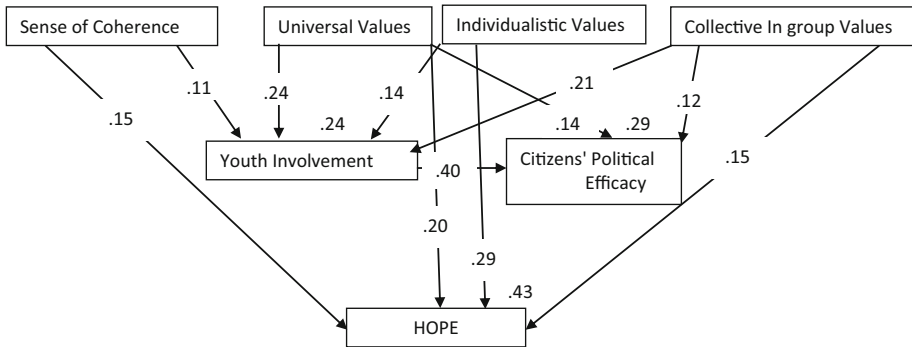


Fig. 2 Research model

involvement, citizens' efficacy and hope. They also explained hope indirectly via involvement and efficacy. The higher the values were, the higher the involvement, efficacy and hope. As for youth involvement, it was highly linked to citizens' efficacy and it was linked to hope only indirectly via citizens' efficacy. Finally, citizens' efficacy was moderately related to hope. In sum, it seems that when considering the total direct and indirect effects, values are the most important explanatory factors of youth involvement, and hope while youth involvement is the most important factor to explain citizens' efficacy. Citizens' efficacy, followed by SOC and by youth involvement, are also significant in explaining hope but to a lesser extent.

4 Discussion

This study aimed to explore sense of coherence, values, youth involvement (civic engagement), citizens' efficacy and hope among adolescents against the background of the social protest which took place last summer in Israel. The study had several specific goals. First, the examination of sense of coherence as an explanatory variable of youth involvement (civic engagement) and citizens' efficacy. Second, the clarification of which values explain these variables. Lastly, the examination of which of the variables of this study explain positive emotions and healthy development as expressed by hope.

The prevalence of the different variables was examined and reports of this sample were on the higher end of all scales- SOC, values, involvement, efficacy and hope. It may be concluded that Israeli adolescents of this study feel that citizens have the ability to act and make a difference, that adolescents feel responsible towards their society and that they are hopeful. The value system of the Israeli adolescents in this context served as a framework for their attitudes and behaviors during the social protest. These values, especially those related to the country and solidarity with the poor, served as dynamic social processes and enable the adolescents to take actions. The social environment of summer 2011 in Israel provided motivation for aspiration and for social goals. Thus, the values played a significant role in moving these youngsters towards civic actions.

The main questions of this study, however, related to the entire model and how the different variables are linked and explain one another.

The explanation of youth involvement Values were the strongest explanatory factors of youth involvement. It seems that also in the present study, values underlie the motivations

of individuals for civic behaviors (Wray-Lake and Syvertsen 2011) and play a significant role in developing civic behavior in youths (Marzana et al. 2011). Considering the different categories, universalism was the strongest explanatory factor of youth involvement. Similar to this study, previous studies have also shown universalism and benevolence as contributors of social responsibility and social action (Wray-Lake and Syvertsen 2011). The in-group collective values followed universalism in explaining youth involvement. It seems that shared aspirations and identification with values of one's group are motivations for individuals' actions and involvement (Watts and Flaganan 2007). Moreover, it seems that youngsters who have shared goals are moved and motivated to take action and to become involved.

Sense of coherence was also significant in explaining youth involvement. It seems that those adolescents who report their world as full of meaning have inner motivation and reason to act and to be involved. Perhaps social participation such as youth involvement also reinforces and enhances one's meaningfulness.

The explanation of citizens' efficacy Youth involvement was the strongest variable which explained citizens' efficacy. In this study youth responsibility items represent civic engagement and social participation, also linked in previous studies to stronger collective efficacy (Browning et al. 2004). Youth who are more involved, who believe that they have a role in changing the world to be a better place are also the kind of youth that have a stronger civic efficacy. It seems that youth involvement interplays with civic efficacy so that one's actions reinforce one's collective efficacy which in turn enhances additional social action. Indeed, it seems that, in this study as in previous ones, participation and communal activity proved to be a facilitator to civic efficacy (Haste 2010). The second important component in explaining citizens' efficacy was universal and collective in-group values. Once again it seems that certain values held by adolescents are foundations for standards of behaviors leading to civic or citizens' efficacy. Overall, it seems that values, especially universal and collective in-group ones, not only enhance social action and community involvement but they also contribute to building stronger citizens' efficacy.

The explanation of hope Our final examination related to the way all variables explained hope as an indicator of positive emotion and healthy development of youth. Our findings correspond and support previous research from different fields. First, values, especially the individualistic ones, seem to play a significant role in positive development for our youth sample. Furthermore, in-group collectivist and universal values contributed to higher levels of hope. Similar to other studies, in this one as well, hope seemed to be a reflection of one's value system (Sagy and Adwan 2006), with stronger values predicting higher hopes. Additionally, the ability of these youngsters to see themselves and other citizens as powerful and as able to make a change (citizens' efficacy) in this study contributed to stronger wishes and expectations by adolescents for better future. Finally, it seems that those who have meaning in their lives and perceive their life as manageable and comprehensible (strong SOC) are those who can wish for and expect a better future (Braun-Lewensohn and Sagy 2010).

In sum, it seems that most variables are linked to one another in this model. Thus, one should emphasize the importance of strong value systems in this context for enhancing civic involvement and efficacy among young people, which contributed directly and indirectly to the positive development of hope by seeking a better future. When individuals have the ability to engage in activities which contribute to their environment, they strengthen their efficacy. This by itself is an indicator of positive development and in this study the indication for enhanced development is also reflected in feelings of hope.

Moreover, adolescents with stronger meaning to their lives, as indicated in this study by sense of coherence and values, are more hopeful and therefore healthier.

4.1 Study Limitations

Beyond these suggestions, we have to consider the limitations of this study. The sample is neither representative nor random but rather consists of youngsters whom we were able to reach via the ‘midgam’ project. Thus, some degree of potential sample bias should be taken into account. For example, the majority of the sample population belongs to the stronger segment of the Israeli population, with most parents being highly educated. Thus, generalization of findings is limited. Additionally, although self-reports are generally reliable, an assessment may benefit from multiple-informant evaluations. As a rule, the multi-informant paradigm facilitates a better evaluation of the psychological processes across different environments (Celestin and Celestin-Westriech 2008). Furthermore, future research could benefit from qualitative component that can shed light on social psychological dynamics of adolescents who take part in social protest.

To conclude, our study has shed some light on the way Israeli adolescents perceive and engage in their environment against the background of the social protests which took place during summer 2011. We found that strong values and meaning for life (SOC) contribute to adolescents’ involvement in their society which in turn leads to stronger belief in one’s ability to make a change in his/her environment (citizens’ efficacy). Finally, our findings show that all these indeed predict positive emotions and healthy development (hope). Future research should explore the way this model operates in different sub groups, e.g. genders, political views and others.

References

- American Psychological Association. (1996). Contemporary psychology. *APA Review of Books*, 43, 372–374.
- Anderson, M. R. (2010). Community psychology, political efficacy, and trust. *Political Psychology*, 31, 59–84. doi:10.1111/j.1467-9221.2009.00734.x.
- Angvik, M., & Von Borries, B. (Eds.). (1997). *Youth and history: A comparative European survey on historical consciousness and political attitudes among adolescents*. Hamburg: Korber Foundation.
- Antonovsky, A. (1979). *Health, stress, and coping: New perspectives on mental and physical well-being* (p. 1979). San Francisco: Jossey-Bass.
- Antonovsky, A. (1987). *Unraveling the mystery of health*. San Francisco: Jossey-Bass.
- Antonovsky, A. (1993). The structure and properties of the sense of coherence scale. *Social Science & Medicine*, 36(6), 725–733.
- Arbuckle, J. L., & Wothke, W. (1999). *Amos 4.0 user’s guide*. Chicago, IL: Small Waters.
- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26.
- Bentler, P. (1990). Comparative fit indexes in structural models. *Psychological Bulletin*, 107(2), 238–246.
- Bogy, T. F. M., Meeus, W. H. J., Raaijmakers, Q. A. W., & Vollebergh, W. A. M. (2001). Youth centrism and the formation of political orientation in adolescence and young adulthood. *Journal of Cross-Cultural Psychology*, 32, 229–240. doi:10.1177/0022022101032002009.
- Bollen, K. (1989). *Structural equations with latent variables*. New York: Wiley.
- Braun-Lewensohn, O., & Sagy, S. (2010). Sense of coherence, hope and values among adolescents under missile attacks: A longitudinal study. *International Journal of Children’s Spirituality*, 15(3), 247–260.
- Breznitz, S. (1986). The effect of hope on coping with stress. In M. H. Appley & R. Trumbull (Eds.), *Dynamics of stress: Physiological, psychological and social perspectives* (pp. 295–306). New York: Plenum.

- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136–162). Newbury Park, CA: Sage.
- Browning, C. R., Leventhal, T., & Brooks-Gunn, J. (2004). Neighborhood context and racial differences in early adolescent sexual activity. *Demography*, *41*, 697–720. doi:10.1353/dem.2004.0029.
- Campbell, D. (2006). *Why we vote: How schools and communities shape our civic life*. Princeton, NJ: Princeton University Press.
- Carmines, E. G., & McIver, J. P. (1981). Analyzing models with unobserved variables. In G. W. Bohrnstedt & E. F. Borgatta (Eds.), *Social measurement: Current issues*. Beverly Hills, CA: Sage.
- Celestin, L. P., & Celestin-Westreich, S. (2008). How to FACE polydrug use: Pathways toward an integrative structured care model to facilitate adjustment of cognitions and emotions. *European Psychiatry*, *23*(2), S244–S245.
- Clore, G. L., Schwarz, N., & Conway, M. (1994). Affective causes and consequences of social information processing. In R. S. Wyer Jr & T. K. Srull (Eds.), *Handbook of social cognition* (2nd ed., Vol. 1, pp. 323–417). Hillsdale, NJ: Lawrence Erlbaum.
- Colby, A., & Damon, W. (1992). *Some do care*. New York: Free Press.
- Feather, N. T. (1995). Values, valences and choice: The influence of values on the perceived attractiveness and choice of alternatives. *Journal of Personality and Social Psychology*, *68*, 1135–1151.
- Feldman, D. B., & Snyder, C. R. (2005). Hope and the meaningful life: Theoretical and empirical associations between goal-directed thinking and life meaning. *Journal of Social and Clinical Psychology*, *24*(3), 401–421.
- Flanagan, C. A. (2003). Trust, identity, and civic hope. *Applied Developmental Science*, *7*, 165–171.
- Flanagan, C., Cumsille, P., Gill, S., & Gallay, L. (2007). School and community climates and civic commitments: Processes for ethnic minority and majority students. *Journal of Educational Psychology*, *99*(2), 421–431. doi:10.1037/0022-0663.99.2.421.
- Fromm, E. (1968). *The revolution of hope*. New York: Bantam.
- Gecas, V. (2000). Value identities, self-motives, and social movements. In S. Styker, T. J. Owens, & R. W. White (Eds.), *Self, identity and social movements* (pp. 93–253). Minneapolis: University of Minnesota Press.
- Gimpel, J., Lay, J. C., & Schuknecht, J. (2003). *Cultivating democracy: Civic environments and political socialization in America*. Washington, DC: Brookings Institution Press.
- Gratevant, H. D., & Adams, G. R. (1984). Development of an objective measure to assess ego identity in adolescence: Validation and replication. *Journal of Youth and Adolescence*, *13*, 419–438.
- Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of Research on Adolescence*, *13*(1), 25–55.
- Haste, H. (2010). Citizenship education: A critical look at a contested field. In: Sherrod, L. R., Torney-Purta, J. & Flanagan, C.A. (Eds.), *Handbook of research on civic engagement in youth* (Ch. 7, pp. 161–188). New York: Wiley. doi:10.1002/9780470767603
- Haste, H., & Hogan, A. (2006). Beyond conventional civic participation, beyond the moral-political divide: Young people and contemporary debates about citizenship. *Journal of Moral Education*, *35*(4), 473–493.
- Hitlin, S. (2003). Values as the core of personal identity: Drawing links between two theories of the self. *Social Psychology Quarterly*, *66*, 118–137. <http://www.jstor.org/stable/pdfplus/1519843.pdf>
- Hoyle, R. H. (1995). *Structural equation modeling: Concepts, issues, and applications*. Newbury Park, CA: Sage.
- Isen, A. M. (1990). The influence of positive and negative affect on cognitive organization: Some implications for development. In N. L. Stein, B. Leventhal, & T. Trabasso (Eds.), *Psychological and biological approaches to emotion* (pp. 75–94). Hillsdale, NJ: Erlbaum.
- Kagitcibasi, C. (1997). Individualism and collectivism. In J. W. Berry, M. H. Segall, & C. Kagitcibasi (Eds.), *Handbook of cross cultural psychology* (pp. 1–50). Boston: Ally & Bacon Publishers.
- Lazarus, R. S. (1991). *Emotion and adaptation*. New York: Oxford University Press.
- Ludden, A. B. (2011). Engagement in school and community civic activities among rural adolescents. *Journal of Youth and Adolescence*, *40*, 1254–1270. doi:10.1007/s10964-010-9536-3.
- Markstrom, C. A., Li, X., Blackshire, S. L., & Wilfong, J. J. (2005). Ego strength development of adolescents involved in adultsponsored structured activities. *Journal of Youth and Adolescence*, *34*(2), 85–95.
- Marzana, D., Marta, E., & Pozzi, M. (2011). Social action in young adults: Voluntary and political engagement. *Journal of Adolescence*,. doi:10.1016/j.adolescence.2011.08.013.
- Metzger, A., & Smetana, J. G. (2009). Adolescent civic and political engagement: Associations between domain-specific judgments and behavior. *Child Development*, *80*, 433–441.

- Moore, S., & Greer, S. (1989). *Psychological therapy for patients with cancer: A new approach*. London: Heneman.
- Pancer, S. M., Pratt, M., Hunsberger, B., & Alisat, S. (2007). Community and political involvement in adolescence: What distinguishes the activists from the uninvolved? *Journal of Community Psychology*, 35, 741–759.
- Raviv, A., Sade, A., Raviv, A., & Silberstein, O. (1998). The reaction of youth in Israel to the assassination of Prime Minister Yitzhak Rabin. *Political Psychology*, 19, 255–278.
- Rohan, M. J. (2000). A rose by a name? The values construct. *Personality and Social Psychology Review*, 4, 255–277.
- Sagy, S., & Adwan, S. (2006). Hope in times of threat: The case of Israeli and Palestinian youth. *American Journal of Orthopsychiatry*, 76, 128–133.
- Sagy, S., Orr, E., & Bar-On, D. (1999). Individualism and collectivism in Israeli society: Comparing religious and secular high school students. *Human Relations*, 52, 327–348.
- Sawatzky, R., Gadermann, A., & Pesut, B. (2009). An investigation of the relationships between spirituality, health status and quality of life in adolescents. *Applied Research quality life*, 4, 5–22.
- Schulenberg, J., Bryant, A., & O'Malley, P. (2004). Taking hold of some kind of life: How developmental tasks relate to trajectories of well-being during the transition to adulthood. *Development and Psychopathology*, 16(4), 1119–1140.
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in Experimental Social Psychology*, 25, 1–65.
- Schwartz, S. H. (1995). Values. In A. S. R. Manstead & M. Hewstone (Eds.), *The blackwell encyclopedia of social psychology* (pp. 665–667). Oxford: Basil Blackwell.
- Settle, J. E., Bond, R., & Levitt, J. (2011). The social origins of adult political behavior. *American Politics Research*, 39(2), 239–263. doi:10.1177/1532673X10382195.
- Sharabi, A., Levi, U., & Margalit, M. (2012). Children's loneliness, sense of coherence, family climate, and hope: Developmental risk and protective factors. *The Journal of Psychology: Interdisciplinary and Applied*, 146, 61–83. doi:10.1080/00223980.2011.568987.
- Sherrrod, L. R., Flanagan, C., & Youniss, J. (2002). Dimensions of citizenship and opportunities for youth development: The what, why, when, where, and who of citizenship development. *Applied Developmental Science*, 6, 264–272.
- Snyder, C. R. (1994). Hope and optimism. *Encyclopedia of Human Behavior*, 2, 535–542.
- Snyder, C. R. (2000). Hypothesis: There is hope. In C. R. Snyder (Ed.), *Handbook of hope: Theory, measures, & applications* (pp. 3–21). San Diego: Academic Press.
- Snyder, M., & Omoto, A. (2007). Social action. In A. Kruglanski & E. T. Higgins (Eds.), *Social psychology: a handbook of basic principles* (2nd ed., pp. 940–961). New York: Guilford.
- Staat, S. (1989). Hope: A comparison of two self report measures for adults. *Journal of Personality Assessment*, 53, 366–375.
- Stewart, A., & McDermott, C. (2004). Civic engagement, political identity, and generation in developmental context. *Research in Human Development*, 1(3), 189–203.
- Strang, S., & Strang, P. (2001). Spiritual thoughts, coping and 'sense of coherence' in brain tumour patients and their spouses. *Palliative Medicine*, 15, 127–134. doi:10.1191/026921601670322085.
- Thoits, P. (1994). Stressors and problem solving: The individual as psychological activist. *Journal of Health and Social Behavior*, 35, 143–160.
- Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen*. Amsterdam: IEA.
- Triandis, H. C., Bontempo, R., Marcelo, V. J., Masaaki, A., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-in-group relationships. *Journal of Personality and Social Psychology*, 54, 323–338.
- Valentino, N. A., Gregorowicz, K., & Groenendyk, E. W. (2009). Efficacy, emotions and the habit of participation. *Political Behavior*, 31, 307–330. doi:10.1007/s11109-008-9076-7.
- Watts, R. J., & Flanagan, C. (2007). Pushing the envelope on youth civic engagement: A developmental and liberation psychology perspective. *Journal of Community Psychology*, 35(6), 779–792.
- Wray-Lake, L., & Syvertsen, A. K. (2011). The developmental roots of social responsibility in childhood and adolescence. In C. A. Flanagan & B. D. Christens (Eds.), *Youth civic development: Work at the cutting edge* (Vol. 134, pp. 11–25). New Directions for Child and Adolescent Development.
- Youniss, J. (2006). Reshaping a developmental theory for political-civic development. In P. Levine & J. Youniss (Eds.), *Youth civic engagement: An institutional turn*. CIRCLE: Medford, MA.
- Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M., & Silbereisen, R. (2002). Youth civic engagement in the twenty first century. *Journal of Research on Adolescence*, 12, 121–148.

- Youniss, J., McLellan, J., & Yates, M. (1997). What we know about engendering civic identity. *American Behavioral Scientist*, *40*, 620–631.
- Zaff, J. F., Kawashima-Ginsberg, K., Lin, E. S., Lamb, M., Balsano, A., & Lerner, R. M. (2011). Developmental trajectories of civic engagement across adolescence: Disaggregation of an integrated construct. *Journal of Adolescence*, *34*, 1207–1220.