

YOUTH.sg:  
The State of  
**Youth**  
*in*  
Singapore  
2014







At NYC, we believe in a world where young people are respected and heard, and have the ability to influence and make a difference to the world. Together with our partners, we develop a dynamic and engaging environment where young people are inspired to dream and committed to action.

WE HEAR **YOUTH**  
HERE FOR **YOUTH**

## Our Vision

## Our Mission

Inspired and Committed Youth

We connect with young Singaporeans so that their collective voices can advocate and enable positive change as an:

### Advocate

Aggregate youth voices and represent the interests of young Singaporeans nationally and internationally

### Enabler

Enable young people to pursue their aspirations and be positive contributors to Singapore through our programmes and grants

### Partner

Congregate youth leaders and youth organisations to jointly develop a vibrant youth ecosystem

## Our Background

NYC was set up by the Singapore Government on 1 November 1989 as the national co-ordinating body for youth affairs in Singapore. NYC is also Singapore's focal point for international youth affairs.

Mr Lawrence Wong, Minister for Culture, Community and Youth & Second Minister, Ministry of Communications and Information, is the Chairman of the 13th Council. The Council comprises members from various government ministries, youth organisations, academic institutions, voluntary welfare organisations, media and private sector organisations.



# Preface

The National Youth Survey (NYS) studies the major concerns and issues of schooling and working youths in Singapore. It is a time-series survey that tracks and provides updated analyses of national youth statistics and outcomes to inform policy and practice. Till date, NYS has been conducted in 2002, 2005, 2010, and 2013.

NYS represents a milestone in youth research in Singapore. With its resource-based approach, the NYS focuses on the support youths require for societal engagement (i.e., social capital) and individual development (i.e., human capital). Findings and analyses from each cycle of NYS are subsequently published as YOUTH.sg: The State of Youth in Singapore (YOUTH.sg).

This edition of YOUTH.sg consists of two separate publications. The present publication is the statistical handbook, which contains statistics collated from NYS 2013 to provide readers with an overview of the state of youth in Singapore.

Accompanying this publication is a compilation of research articles which explore emergent trends and issues of youths. Contributors comprise NYS's academic collaborators (A/Ps Ho Kong Chong, Irene Ng, and Ho Kong Weng), NYC, and other contributors (A/P Lim Sun Sun, Health Promotion Board, Ministry of Manpower, and National Arts Council).

## **NOTATIONS**

NA Not Available

## **NOTES**

Numbers may not add up to the totals due to rounding.

Survey population figures for NYS 2005, 2010, and 2013 may vary slightly due to sample weighting.

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# About the National Youth Survey

The NYS is a time-series study that focuses on the major concerns and issues of schooling and working youths in Singapore. Till date, the NYS has been conducted in 2002, 2005, 2010, and 2013.

The NYS represents a milestone in Singapore's youth research with its resource-based approach that focuses on the support youths require for societal engagement (social capital) and individual development (human capital). Social capital refers to the relationships within and between groups, and the shared norms and trust that govern these interactions (Putnam, 2000; World Bank, 2011). Human capital on the other hand refers to the skills, competencies, and attitudes of individuals which in turn create personal, social, and economic wellbeing (Organisation for Economic Cooperation and Development (OECD) 2001; World Economic Forum, 2013).

Social and human capital are closely linked. For example, investment in social capital shapes the social networks of individuals, which in turn influences the extent to which human capital is developed. Likewise, human capital development may influence the extent to which individuals are able to contribute to the social networks they are embedded in (Schuller, 2001). Based on these social and human capital theories, the National Youth Indicators Framework (NYIF) (Ho & Yip, 2003) was formulated to provide a comprehensive, systematic, and theoretically-grounded assessment of youths in Singapore.

The NYIF draws from the existing research literature, policy-relevant indicators, and youth development models. It spans six domains of social and human capital. **Table I** summarises the framework.

**TABLE I**  
National Youth Indicators Framework

	Social Capital (Putnam, 2000; World Bank, 2011)	Human Capital (OECD, 2001; World Economic Forum, 2013)
<b>Definition</b>	Social networks and the norms of reciprocity and trustworthiness that arise from them.	Knowledge, skills, and competencies embodied in individuals that facilitate the creation of personal, social, and economic wellbeing.
<b>Domains</b>	<ul style="list-style-type: none"> <li>• Social support</li> <li>• Social participation</li> <li>• Values &amp; attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Employment</li> <li>• Wellbeing</li> </ul>
<b>Focus</b>	The power of relationships	The human potential of young people

**TABLE II.**  
Profile of NYS Respondents

		NYS 2002 n=1,504	NYS 2005 n=1,504	NYS 2010 n=1,268	NYS 2013 n=2,843	Latest Youth Population <sup>1</sup>
<b>Age</b>						
	15–19	NYS 2002 utilised nonstandard age bands	33%	24%	24%	24%
	20–24		31%	23%	25%	25%
	25–29		36%	25%	24%	24%
	30–34 <sup>2</sup>	NA	NA	28%	28%	28%
<b>Gender</b>						
	Male	50%	50%	49%	49%	49%
	Female	50%	50%	51%	51%	51%
<b>Race</b>						
	Chinese	77%	75%	72%	72%	72%
	Malay	15%	15%	15%	16%	16%
	Indian	7%	9%	10%	10%	10%
	Others	1%	1%	4%	3%	3%
<b>Nationality</b>						
	Singaporean	93%	90%	86%	91%	81%
	Permanent Resident	7%	10%	14%	10%	19%
<b>Marital Status</b>						
	Single	83%	85%	74%	74%	71%
	Married	17%	14%	25%	25%	28%
	Divorced / Separated / Widowed	0%	1%	1%	1%	1%
<b>Religion</b>						
	Buddhism	35%	32%	36%	25%	29%
	Islam	16%	17%	18%	19%	18%
	Christianity	16%	16%	15%	19%	18%
	Hinduism	5%	6%	6%	6%	6%
	Taoism / Traditional Chinese Beliefs	6%	6%	7%	7%	8%
	Other Religions	2%	1%	3%	1%	1%
	No religion	21%	21%	15%	23%	20%
<b>Dwelling</b>						
	HDB 1–2 rooms	5%	3%	5%	3%	3%
	HDB 3 rooms	26%	24%	24%	14%	14%
	HDB 4 rooms	33%	43%	34%	37%	37%
	HDB 5 rooms, executive, and above	24%	19%	26%	31%	30%
	Private flat and condominium	12%	11%	3%	10%	10%
	Private house and bungalow			9%	6%	6%
	Others	0%	NA	NA	0%	1%

## Research Method for National Youth Survey 2013

NYS 2013 adopted a random (i.e., probability-based) sampling method to ensure responses are representative of the resident youth population aged 15 to 34 years old. The fieldwork period spanned September to December 2013. A pilot test was conducted prior to the commencement of fieldwork and the survey was available in English, Malay, Mandarin, and Tamil. IPSOS Singapore, a research house commissioned by NYC, undertook data collection and fieldwork management.

Youths were invited to complete the survey over the internet via a mailed household letter with assigned login credentials. In order to reduce mode effects<sup>3</sup> and preserve the value of unbiased sampling procedures (Groves, 2006), and in consideration of the declining survey cooperation and response rates<sup>4</sup> over the past decade<sup>5</sup>, a random probability-based listing of 22,000 households was adopted. The adoption of this survey mode was made after careful consideration of the target respondents and survey questions<sup>6</sup>, given that Singapore's youths have a near-100% internet and smartphone penetration rate (Infocomm Development Authority of Singapore (IDA), 2013) and are highly mobile. This survey mode reduces geographical and time restrictions as well as interviewer bias and allows for more honest disclosures (Bowling, 2005; Lind et al., 2013).

Two rounds of mail and phone reminders were used. Minority and underrepresented groups were approached at their respective households to complete the survey using a computing device. A total of 2,843 youths were successfully surveyed, of which 141 were surveyed at their households. This yielded a cooperation rate of 30% and a response rate of 14%, comparable with recent surveys<sup>7</sup>. This provided a confidence interval of 1.8% at the 95% confidence level with a youth population size of 1,073,400. 40% of respondents were randomly contacted to ensure response veracity. Responses adhered closely to the youth population.

**Table II** presents the profile of respondents from NYS 2013, 2010, 2005, and 2002. Figures referenced in all tables in the publication (with the exception of figures from NYS 2002<sup>8</sup>) were weighted according to interlocking matrices of age, gender, and race of the respective youth populations.

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1 Youth population refers to the most recent available data from the Department of Statistics (DOS) — age, gender, race, and dwelling (DOS, 2013) as well as nationality, marital status, and religion (DOS, 2010).

2 The 30–34 age band was included from NYS 2010.

3 Although mode effects may not be completely eliminated, steps were taken to reduce the effects of the adopted survey mode through the use of a random sampling procedure, mailed household invitations, multiple completion reminders, approaching minorities and underrepresented groups at their households, and random verification of survey respondents. The final survey dataset adhered closely to the Singapore youth population.

4 The American Association for Public Opinion Research defined response rate as “the number of complete interviews with reporting units divided by the number of eligible reporting units in the sample” and cooperation rate as “the proportion of all cases interviewed of all eligible units ever contacted”. More information is available at [http://www.aapor.org/Response\\_Rates\\_An\\_Overview1.htm](http://www.aapor.org/Response_Rates_An_Overview1.htm)

5 For example, Pew Research (2012) reported declines in cooperation (40% in 2000 to 14% in 2012) and response (28% in 2000 to 9% in 2012) rates. Lower response rates do not necessarily equate to lower data quality (Groves, 2006; American Association for Public Opinion Research, n.d.), and recent studies have found minimal differences between samples of lower and higher response rates (e.g., Curtin et al., 2000; Keeter et al., 2006; Holbrook et al., 2007).

6 General population surveys which employ multiple modes of responses have found that internet-based respondents tend to be younger and more educated, with responses peaking at night (e.g., Chan, 2011).

7 Recent local surveys (e.g., NYS 2010; Institute of Public Policy, 2011 & 2013; and National Volunteer & Philanthropy Centre, 2013) reported response rates ranging from 8% to 30%.

8 Figures from NYS 2002 were not weighted due to the nonstandard age bands used.

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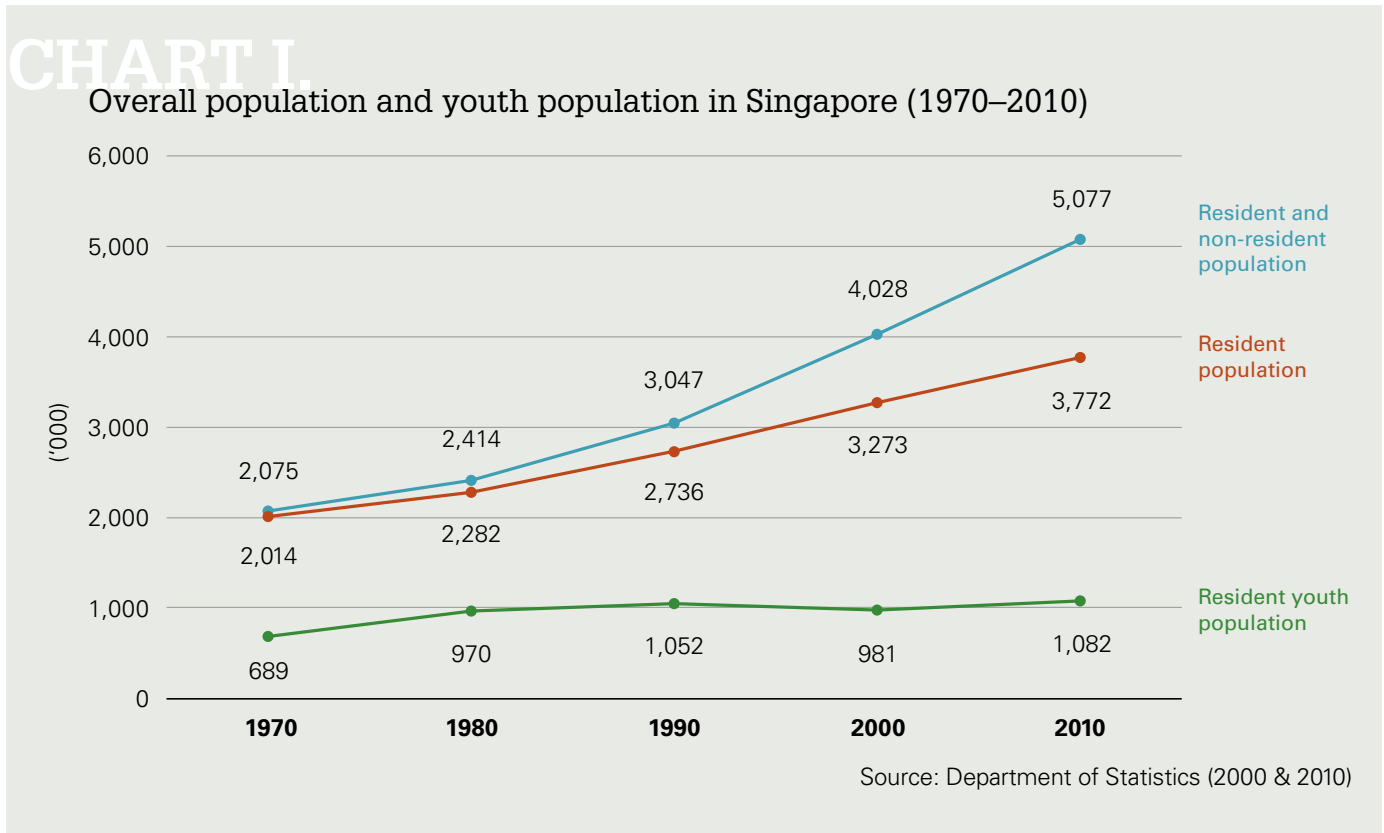
# YOUTH IN SINGAPORE

Since the inception of NYS 2002, youths have seen dramatic changes to Singapore society. Youths today reside in a more diverse environment with a higher proportion of minorities and migrants. Youths also straddle multiple communities and report higher levels of affluence and education.

## Youth Population in Singapore

Singapore is an island city-state with a land area of 716 sq km. It has an overall population of 5.5 million and a resident population of 3.9 million as at 2014 (Department of Statistics (DOS), 2014). Among its resident population, the majority race is the Chinese, which makes up 74% of the population. This is followed by the Malays (13%) and Indians (9%).

Singapore's resident<sup>1</sup> youth population (aged 15 to 34 years old) has increased over the past 40 years. Much of the growth occurred between 1970 and 1980, before reaching a plateau in the subsequent decades (see **Chart I**).

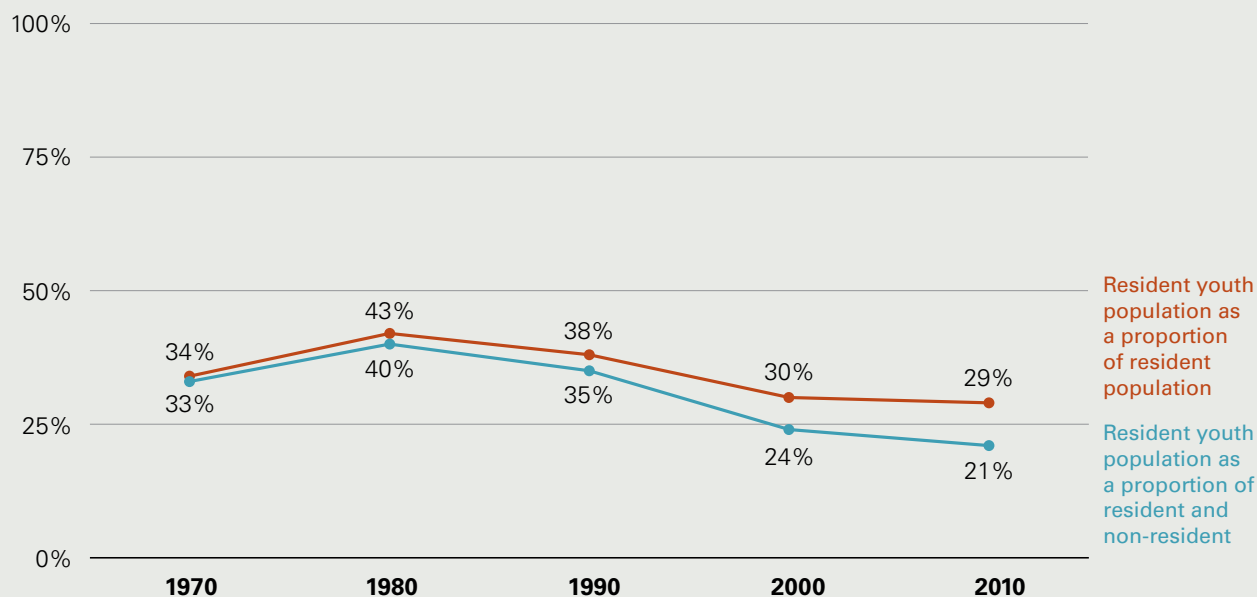


<sup>1</sup> Resident population consists of Singapore Citizens and Permanent Residents.

As Singapore's resident youth population growth has not kept pace with the overall population, the median age of the resident population has doubled, from 20 years in 1970 to 39 years in 2013 (DOS, 2014). This has resulted in the decline in proportion of resident youth population (see **Chart II**). Correspondingly, the proportion of permanent residents among youths have increased (from 13% in 2000 to 18% in 2010), alongside that of minorities (from 23% in 2000 to 28% in 2010). Taken together, these trends point towards a greater level of diversity that exists among Singapore's youths today.

## CHART II

Proportion of youth in Singapore (1970–2010)



Source: DOS (2000 & 2010)

As social diversity and inequality increase, there is a tendency for trust to erode within and across ethnic groups in the short-to-medium term (Putnam, 2007; Portes & Vickstrom, 2011), particularly if there is a lack of frequent, socially diverse interaction (Stolle et al., 2008). Considering the multicultural and multiracial nature of Singapore society, it is therefore crucial that youths develop deep, meaningful relationships that span multiple social groups and communities to maintain social trust and cohesion in the face of increasing diversity and social stratification.

## Youth Development in Singapore

In addition to population demographics, the local youth development scene has also seen changes over the past decade. Youths today are more likely to be members of multiple communities and are at the forefront of a rapidly changing economy.

### *Youths are members of multiple communities*

Youths belong to multiple communities, from families and friends, schools and workplaces, to religious communities and welfare groups. This exposes youths to the effects of socialisation through sharing and transmission of social norms and values. These socialisation processes are crucial to building networks of shared norms and trust (i.e., social capital) of youths. With a stronger focus on the overall development and community involvement of youths through national initiatives and programmes such as the Youth Expedition Project, Youth Corps Singapore, and Values-in-Action, youths will have a myriad of opportunities to participate in a variety of communities.

Radically altering the social processes associated with social groups is the proliferation of internet use among Singapore's youths, who report a near-100% internet penetration rate (IDA, 2013). The internet lowers barriers of access and enables new forms of engagement, allowing youths to participate in a greater variety of communities. Social media exposes youths to information that both aligns and diverges from their own (Kahne et al., 2012) and is associated with larger and more diverse social networks, particularly among those of higher socioeconomic status (Hampton & Ling, 2013).

Social media also allows youths with common interests to form online communities that would have been otherwise difficult to establish, such as platforms for political and civic engagement (Lin et al., 2010). It has also been used to mobilise individuals for specific causes. For example, during the haze crisis of 2013, youths tapped on local friendship and online communities to solicit excess masks and mobilise volunteers to distribute masks to the needy (Liu, 2013). Such positive civic engagement both online and offline will be crucial as Singapore matures as a society.

### *Youths are at the forefront of the changing economy*

As a country with no natural resources, Singapore has long focused on building a highly educated workforce as part of its human capital strategy in a globalised economy (Osman-Gani, 2004). This push may be seen in the proportion of university graduates among resident non-students aged 25–34 years old, which had almost doubled from 31% in 2002 to 49% in 2012 (Teo, 2013).

The majority of youths have also benefited from Singapore's strong economic growth and development. The proportion of heads of households aged 25 to 34 years old residing in private estates increased from 7% in 2000 to 14% in 2010 (DOS, 2000; 2010) while the median income of youths aged 25 to 34 years old increased from \$2,000–\$2,999 in 2000 to \$3,000–\$3,999 in 2013. However, the median income of youths aged 15 to 24 years old remained unchanged at \$1,500–\$1,999 over the same period (DOS, 2000; Ministry of Manpower (MOM), 2013).

Globalisation has increased income and wealth inequalities, raising new challenges for social mobility, the nature of meritocracy, and the dignity of workers. This threatens Singapore's long-standing social compact which has associated hard work with material success (Yeoh, 2007; Chan, 2014; Leong & Kang, 2012).

These challenges are not unique to Singapore's youths. Developed countries such as the United States of America similarly grapple with the effects of globalisation. Singapore is responding by restructuring its economy to achieve a just and equitable society, a process that will take considerable time and effort on the part of the government as well as citizens. This is an opportunity for Singapore's youths to develop their collective resilience and wellbeing by being engaged in society to shape the norms that will guide Singapore in the generations to come.

## Overview of Handbook

This chapter introduced Singapore's youth landscape. The next three chapters will cover the social capital of youth. That is, the quality of youths' social support (such as relationships with family and friends and time spent on non-school/work activities), social participation (such as involvement in social groups and leadership, civic engagement, and internet and social media use), and values and attitudes (such as life goals and attitudes towards family, marriage, and society). The subsequent chapters will relate to the human capital of youth. This includes youths' attitudes and aspirations towards education and employment and their subjective, physical, and financial wellbeing.

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# Social Support

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Social support refers to the degree of support that youths receive from their parents, families, and communities. This chapter reflects the important social processes that influence youth development. It looks at youths' family environment and social networks.

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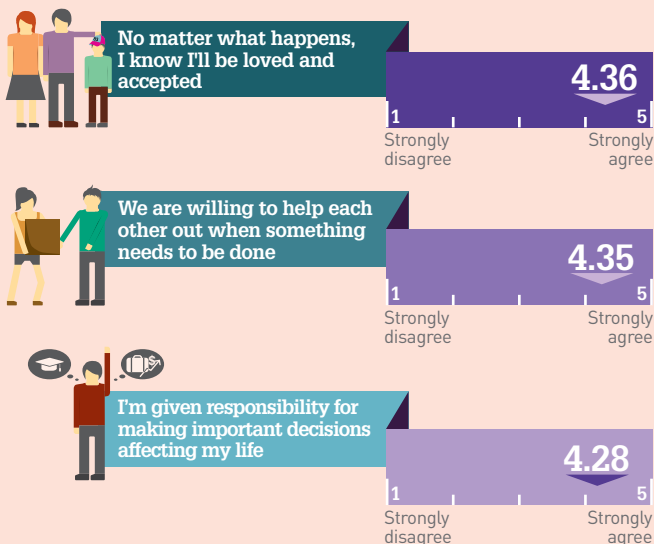


## The State of Youth in Singapore: SOCIAL SUPPORT

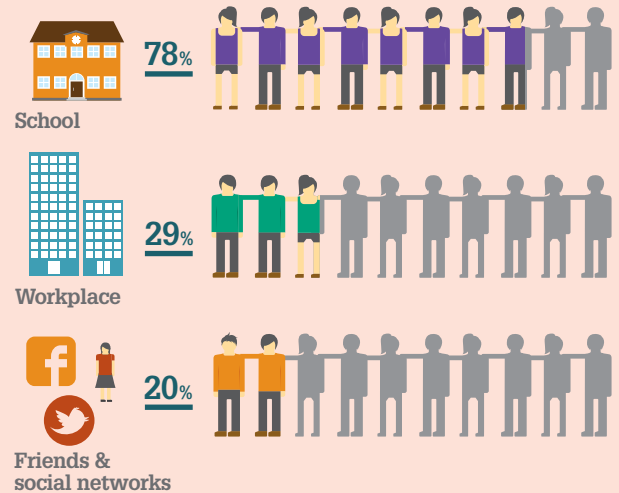
Youths with positive family environments benefit from the support they receive. Such family environments generally respond to youths' needs, challenges them to acquire new skills and knowledge and to be responsible members of the society. In this regard, youths growing up in a more positive family environment tend to be associated with individual wellbeing (National Youth Council, 2010). Findings from NYS 2103 show that youths generally report high levels of family support and challenge.

Friends are another important source of support and resource valuable to individual development. Top sources of close friends for Singapore's youths are schools, workplaces, and through other friends and social networks. Younger youths are more likely to report close friends of a different race and religion, while youths aged 15 to 19 and 30 to 34 are more likely to report close friends of a different nationality. Overall, youths continue to spend much of their time outside of school and work with their families and friends, and on online activities.

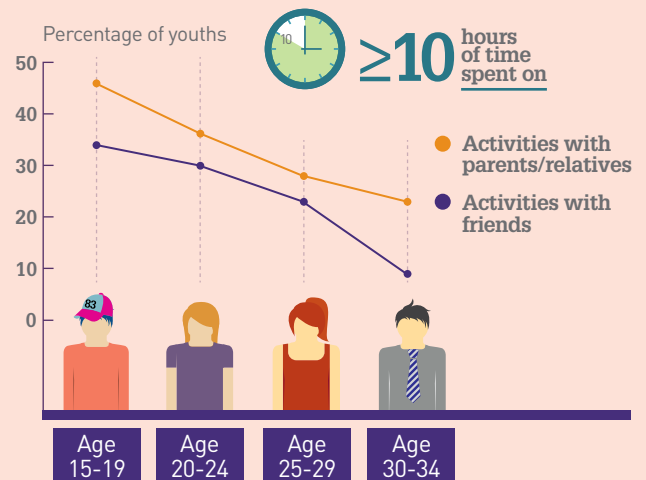
### Youths in Singapore generally report having POSITIVE FAMILY ENVIRONMENTS.



### Youths' top sources of close friends are **SCHOOLS, WORKPLACES, AND OTHER FRIENDS AND SOCIAL NETWORKS.**



### Younger youths spend significantly more time with **FAMILIES AND FRIENDS** compared to older youths.





## Part 1A

# Family Environment

### Section A1 Family Support & Challenge

Family environment, particularly parent-child interaction, affects youth development. The quality of parent-child interaction may be seen through the extent in which youths are supported and challenged positively (Csikszentmihalyi & Schneider, 2000). Singapore's youths in 2013 continue to report high levels of family support and challenge (**Tables A1 and A2**).

Q. To what extent do you agree with the following statements regarding your family?  
(Based on a 5-pt scale, where 5="strongly agree", 3="neither agree nor disagree", and 1="strongly disagree".)

### A1

Mean ratings of youths' level of family support over time  
(with standard deviations in parenthesis)

	2010	2013
	n=1,268	n=2,843
I feel appreciated for who I am	4.24 (0.60)	4.18 (0.84)
If I have a problem, I get special attention and help from family	4.08 (0.77)	4.13 (0.87)
No matter what happens, I know I'll be loved and accepted	4.36 (0.63)	4.36 (0.77)
We enjoy having dinner together and talking	4.24 (0.72)	4.25 (0.83)
We compromise when our schedules conflict	4.01 (0.72)	4.06 (0.83)
We are willing to help each other out when something needs to be done	4.26 (0.64)	4.35 (0.70)

15–34 years old

### A2

Mean ratings of youths' level of family challenge over time  
(with standard deviations in parenthesis)

	2010	2013
	n=1,268	n=2,843
Individual accomplishments are noticed	4.05 (0.62)	4.01 (0.85)
I'm given responsibility for making important decisions affecting my life	4.09 (0.68)	4.28 (0.73)
I'm expected to do my best	4.10 (0.73)	4.22 (0.75)
I try to make other family members proud	4.08 (0.69)	4.20 (0.77)
I'm encouraged to get involved in activities outside school and work	3.70 (0.87)	3.89 (0.90)
I'm expected to use my time wisely	4.10 (0.65)	4.14 (0.76)

15–34 years old



## Part B Friendship

### Section B1 Number Of Close Friends

Alongside families, friends form another anchor of youth development and social support; in particular, close friends whom youths are able to approach for personal advice and help. Singapore's youths' number of close friends has remained consistent over the years (**Table B1**), with the majority of youths having at least two close friends. Youths' number of close friends declined with age, with older youths reporting a smaller group of friends (**Table B2**).

Q. Close friends are people you feel at ease with, can talk to about private matters, or call on for help... how many close friends do you have?

### B1

#### Youths' number of close friends over time

	2002	2005	2010	2013	2010	2013
	n=1,501	n=1,504	n=918	n=2,061	n=1,268	n=2,843
More than 5	24%	30%	20%	29%	19%	26%
4 to 5	23%	26%	28%	30%	27%	30%
2 to 3	44%	35%	42%	31%	45%	32%
1	6%	6%	9%	7%	9%	8%
None	3%	4%	1%	4%	1%	4%
	15–29 years old				15–34 years old	

### B2

#### Youths' number of close friends by age

	15–19	20–24	25–29	30–34	Overall
	n=686	n=700	n=675	n=782	n=2,843
More than 5	35%	28%	23%	18%	26%
4 to 5	28%	33%	28%	31%	30%
2 to 3	28%	30%	36%	36%	33%
1	6%	6%	8%	10%	8%
None	3%	3%	5%	5%	4%

## Section B2 Sources Of Close Friends

Schools form the top source of close friends for youths across all age groups, thus serving as an important source of social capital. This is followed by workplaces among older youths, and through friends and social networks (**Table B3**).

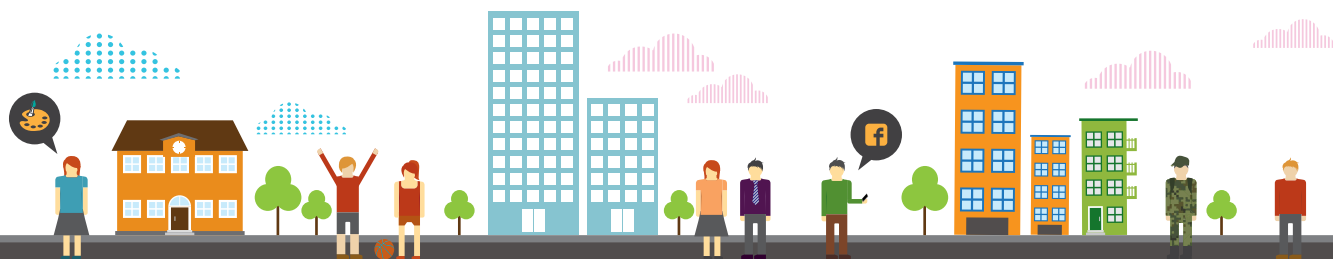
Q. Select up to three ways in which you met your close friends.

### B3

#### Youths' sources of close friends by age

	15-19	20-24	25-29	30-34	Overall
	n=664	n=678	n=642	n=741	n=2,725
School	93%	89%	72%	60%	78%
Workplace	6%	15%	42%	50%	29%
Through other friends / social networks	18%	20%	20%	20%	20%
Hobby / interest groups	16%	14%	14%	9%	13%
Public places / gatherings	9%	11%	13%	15%	12%
Sports activities	13%	12%	8%	9%	10%
Religious community	10%	9%	10%	11%	10%
Army	1%	16%	13%	9%	10%
Through family members / relatives	6%	6%	7%	13%	8%
Neighbourhood	10%	7%	7%	8%	8%
Internet	9%	6%	8%	7%	7%
Others	1%	1%	1%	3%	1%

Notes. This is a multiple response item, hence figures will not sum to 100%. The upper-bound survey population figures are reflected in this table.



## Section B3 Friendship Diversity

Younger youths are more likely to report having close friends of a different race and religion. A larger proportion of youths aged 15 to 19 and 30 to 34 are more likely to report having close friends of a different nationality (**Table B4**). Compared to other races, Chinese youths are less likely to report having close friends of a different race, while Chinese and Malay youths are less likely to report having close friends of a different nationality. Overall, the majority of youths report having close friends of a different religion, regardless of their race (**Table B5**).

Q. Do you have close friends who are of a different race, nationality, or religion?

### B4

#### Youths with close friends of a different race, nationality, or religion by age

	Different race	Different nationality	Different religion
	n=2,724	n=2,724	n=2,723
15–19	64%	48%	85%
20–24	57%	37%	83%
25–29	47%	40%	79%
30–34	43%	44%	75%
Overall	53%	42%	80%

### B5

#### Youths with close friends of a different race, nationality, or religion by race

	Different race	Different nationality	Different religion
	n=2,723	n=2,724	n=2,723
Chinese	43%	40%	81%
Malay	76%	39%	75%
Indian	80%	56%	82%
Others	81%	61%	81%
Overall	53%	42%	80%

15–34 years old



## Part C

# Non-school/Work Activities

### Section C1 Non-school/Work Activities Over Time

The amount of time youths spend on activities outside of school or work have the capacity to shape their development. Overall, youths aged 15 to 34 spend the most time outside of school or work with their families (**Table C1**), friends (**Table C2**), learning (**Table C3**), and on online activities in 2013 (**Table C7**).

Q. On average, how many hours a week do you spend on the following activities outside of school and work?  
(Please provide your estimate or best guess.)

### C1

Hours spent on activities with parents or other relatives over time  
(e.g., going out, having dinner together)

	2002	2005	2010	2013	2010	2013
	n=1,479	n=1,498	n=918	n=2,061	n=1,268	n=2,843
≥ 10 hours	21%	25%	39%	37%	38%	33%
< 10 hours	74%	70%	58%	58%	59%	61%
None	5%	5%	3%	6%	4%	6%
	15–29 years old				15–34 years old	

### C2

Hours spent on activities with friends over time  
(e.g., movies, hanging out, concerts)

	2002	2005	2010	2013	2010	2013
	n=1,495	n=1,503	n=918	n=2,061	n=1,268	n=2,843
≥ 10 hours	28%	34%	38%	29%	34%	23%
< 10 hours	69%	64%	60%	62%	64%	65%
None	3%	2%	2%	9%	2%	12%
	15–29 years old				15–34 years old	

### C3

Hours spent on learning activities over time  
(e.g., reading, studying or doing homework, excluding school hours)

	2002	2005	2010	2013	2010	2013
	n=1,484	n=1,483	n=918	n=2,061	n=1,268	n=2,843
≥ 10 hours	12%	19%	20%	33%	17%	27%
< 10 hours	70%	64%	60%	48%	61%	51%
None	19%	17%	20%	19%	22%	22%
	15–29 years old				15–34 years old	

## C4 Hours spent on physical activities over time (e.g., exercising or playing sports)

	2002	2005	2010	2013	2010	2013
	n=1,496	n=1,494	n=918	n=2,061	n=1,268	n=2,843
≥ 10 hours	7%	10%	9%	10%	8%	9%
< 10 hours	71%	75%	75%	70%	73%	70%
None	22%	15%	16%	20%	19%	22%
	15–29 years old			15–34 years old		

## C5 Hours spent on volunteer activities and/or community projects over time (e.g., helping in a welfare home or a place of worship, voluntary welfare organisations, grassroots activities)

	2010	2013
	n=1,268	n=2,843
≥ 10 hours	1%	2%
< 10 hours	30%	28%
None	68%	71%
	15–34 years old	

Note. This scale is new to NYS 2010 and 2013.

## C6 Hours spent on entrepreneurship activities over time (e.g., business planning, running stalls, selling items and services online)

	2010	2013
	n=1,268	n=2,843
≥ 10 hours	2%	4%
< 10 hours	19%	15%
None	79%	82%
	15–34 years old	

Note. This scale is new to NYS 2010 and 2013.

## C7 Hours spent on online activities over time (e.g., gaming, chatting, social networking, reading blogs)

	2010	2013
	n=1,268	n=2,843
≥ 10 hours	32%	35%
< 10 hours	60%	54%
None	8%	11%
	15–34 years old	

Note. This scale is new to NYS 2010 and 2013.



## Section C2 Non-school/Work Activities By Age

Compared to older youths, younger youths spend significantly more time with their families, friends, and on learning and online activities (**Tables C8–C10, C14**). They are also more likely to spend time on physical and volunteer activities (**Tables C11 and C12**).

Q. On average, how many hours a week do you spend on the following activities outside of school and work? (Please provide your estimate or best guess.)

### C8 Hours spent on activities with parents or other relatives by age (e.g., going out, having dinner together)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=702	n=674	n=781	n=2,843
≥ 10 hours	45%	37%	28%	24%	33%
< 10 hours	51%	57%	65%	68%	61%
None	4%	5%	7%	8%	6%

### C9 Hours spent on activities with friends by age (e.g., movies, hanging out, concerts)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=675	n=782	n=2,844
≥ 10 hours	34%	30%	23%	9%	23%
< 10 hours	57%	63%	67%	73%	65%
None	9%	7%	11%	19%	12%

### C10 Hours spent on learning activities by age (e.g., reading, studying or doing homework, excluding school hours)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=702	n=674	n=782	n=2,844
≥ 10 hours	49%	33%	15%	13%	27%
< 10 hours	44%	47%	54%	58%	51%
None	7%	20%	30%	29%	22%

## C11

## Hours spent on physical activities by age

(e.g., exercising or playing sports)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=700	n=674	n=782	n=2,842
≥ 10 hours	12%	11%	7%	4%	8%
< 10 hours	69%	69%	73%	68%	70%
None	18%	20%	21%	28%	22%

## C12

## Hours spent on volunteer activities and/or community projects by age

(e.g., helping in a welfare home or a place of worship, voluntary welfare organisations, grassroots activities)

	15–19	20–24	25–29	30–34	Overall
	n=685	n=701	n=675	n=782	n=2,843
≥ 10 hours	3%	2%	1%	1%	2%
< 10 hours	33%	26%	26%	25%	28%
None	64%	72%	73%	74%	71%

## C13

## Hours spent on entrepreneurship activities by age

(e.g., business planning, running stalls, selling items and services online)

	15–19	20–24	25–29	30–34	Overall
	n=685	n=701	n=674	n=782	n=2,842
≥ 10 hours	2%	3%	5%	5%	4%
< 10 hours	10%	12%	16%	19%	15%
None	88%	85%	79%	75%	82%

## C14

## Hours spent on online activities by age

(e.g., gaming, chatting, social networking, reading blogs)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=674	n=782	n=2,843
≥ 10 hours	46%	42%	28%	23%	35%
< 10 hours	48%	51%	58%	60%	54%
None	6%	7%	13%	17%	11%



## Part D

# Living Arrangements & Behaviours

### Section D1 Living Arrangements Over Time

The living arrangements of youths have generally remained consistent over the past decade (Tables D1 and D2).

Q. How many persons in each of the following categories currently live with you in your household?

### D1

#### Living arrangements of unmarried youths over time

	2002	2005	2010	2013	2010	2013
	n=1,255	n=1,288	n=810	n=1,844	n=948	n=2,089
Parent/s	94%	94%	97%	98%	94%	97%
Sibling/s	79%	74%	84%	75%	81%	72%
Grandparent/s	13%	10%	12%	14%	11%	13%
Boy/Girlfriend	0%	0%	0%	1%	1%	1%
Relative/s	7%	5%	6%	5%	6%	5%
Domestic helper/s	8%	6%	13%	12%	13%	11%
	15–29 years old				15–34 years old	

Notes. This is a multiple response item, hence figures will not sum to 100%.  
The overall unmarried survey population figures are reflected in this table.

### D2

#### Living arrangements of married youths over time

	2002	2005	2010	2013	2010	2013
	n=249	n=216	n=108	n=180	n=320	n=713
Parent/s	37%	33%	47%	46%	40%	37%
Sibling/s	23%	14%	27%	27%	19%	18%
Grandparent/s	3%	1%	5%	6%	4%	2%
Husband/Wife	84%	87%	88%	88%	93%	89%
Relative/s	8%	9%	4%	1%	4%	2%
Domestic helper/s	7%	5%	10%	14%	13%	16%
	15–29 years old				15–34 years old	

Notes. This is a multiple response item, hence figures will not sum to 100%.  
The overall married survey population figures are reflected in this table.

Section D2  
Advice-seeking  
Behaviour

Unmarried youths are more likely to turn to their mothers for advice concerning personal problems and important life decisions, while married youths are more likely to turn to their spouse (Tables D3 and D4).

Q. Select up to three most important persons you would turn to when you are worried or troubled with a personal problem, with the 1st person being the most important person.

D3

### First person youths turn to for advice regarding a personal problem

	Unmarried Youths	Married Youths
	n=2,089	n=713
Father	11%	6%
Mother	33%	11%
Boy/Girlfriend or Spouse	15%	72%
Close or Best Friend	26%	7%
Others	11%	3%
None	4%	2%

15–34 years old

Q. Select up to three most important persons you would turn to for advice on important life decisions, with the 1st person being the most important person.

D4

### First person youths turn to for advice regarding a life decision

	Unmarried Youths	Married Youths
	n=2,089	n=713
Father	24%	7%
Mother	38%	11%
Boy/Girlfriend or Spouse	9%	72%
Close or Best Friend	12%	4%
Others	13%	3%
None	5%	3%

15–34 years old

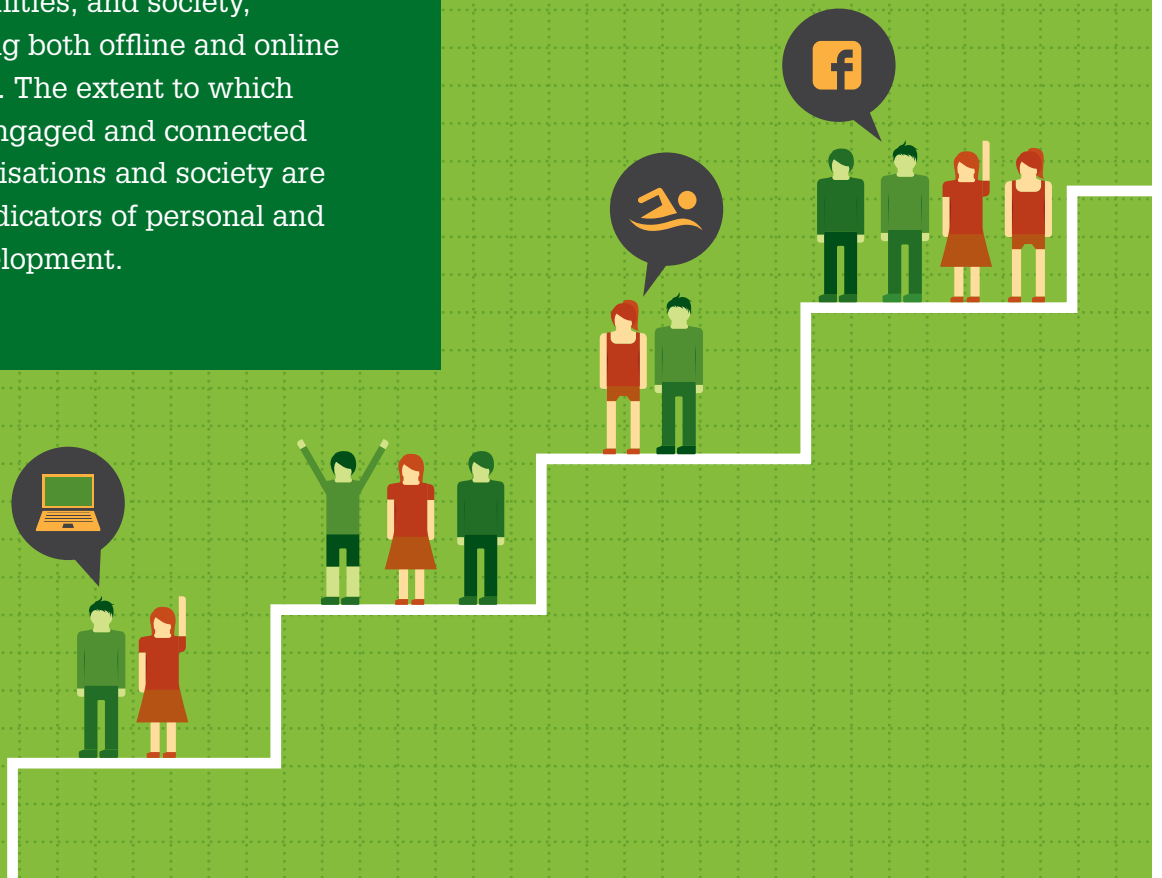
## References

Csikszentmihalyi, M., & Schneider, B (2000). *Becoming adult: How teenagers prepare for the world of work*. Chicago: Basic Books.

National Youth Council (2010). *YOUTH.sg: The State of Youth in Singapore 2010*. Singapore: National Youth Council.

# Social Participation

Social participation refers to youths' involvement in schools, organisations, local communities, and society, encompassing both offline and online participation. The extent to which youths are engaged and connected within organisations and society are important indicators of personal and societal development.



## The State of Youth in Singapore:

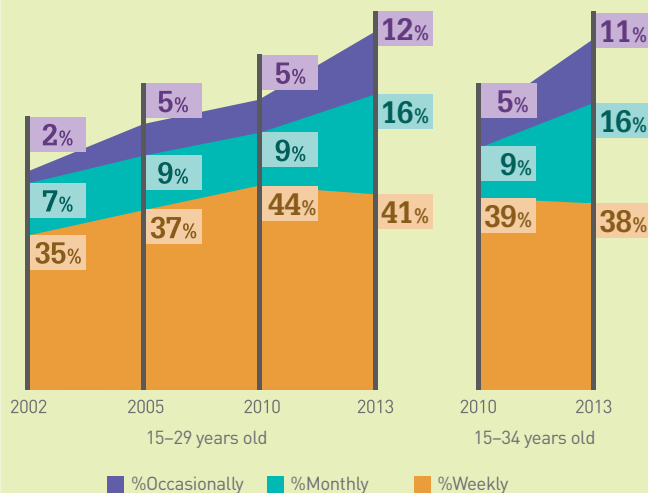
# SOCIAL PARTICIPATION

Youths' involvement in social groups has risen over a decade, with much of the increase driven by monthly and occasional participation.

Given the pervasiveness of internet use among Singapore's youths, civic engagement of youths take place mostly online. This includes contacting government officials, commenting on an online news story or blog, and signing online petitions.

Finally, a majority of youths use the internet on a daily basis to get news or information on current affairs or access social networking sites.

Youths' **INVOLVEMENT IN SOCIAL GROUPS HAS RISEN**, with much of the increase in social group involvement driven by monthly and episodic participation.



## Youths' popular forms of **CIVIC ENGAGEMENT OFTEN TAKE PLACE ONLINE.**



**15%**

Contacted a government official online, by email, or by text message about an issue that is important to you



**15%**

Commented on an online news story or blog post to express an opinion about a political or social issue



**12%**

Signed a petition online

## Youths often use the internet to **ACCESS NEWS AND SOCIAL NETWORKING SITES.**



**63%**



Get news or information on current affairs on a daily basis.



**83%**



Use a social networking site such as Facebook, Twitter, or Instagram on a daily basis.



## Part A

# Social Group & Leadership Involvement

### Section A1 Overall Social Group & Leadership Involvement

Involvement in social groups and leadership exposes youths to new ideas, interests, and skills. Group interaction and teamwork allow youths to pick up interpersonal and leadership skills as well as build self-efficacy and educational aspiration (Zaff et al., 2003; Mahony et al., 2003). Such associations also develop the social capital of youths, enabling extensive access to resources such as social support or job leads (Wollebaek & Selle, 2002; Bekkers et al., 2008).

Singapore's youths' involvement in social groups and leadership has increased over the past decade (**Table A1**). Due to changing commitments across life stages, such as entering full-time work or parenthood (Oesterle et al., 2004), involvement in social groups and leadership generally declines with age (**Tables A2 to A4**). Male youths report higher levels of involvement compared to female youths (**Table A5**).

Q. Which of the following social groups have you been involved in the past 12 months? (Check all that apply.)

Q. In the past 12 months, have you led one of the following social groups (i.e., held an official title, such as chairman, treasurer, council member, etc)?

### A1 Social group & leadership involvement over time

	2002	2005	2010	2013	2010	2013
	n=1,504	n=1,504	n=918	n=2,061	n=1,268	n=2,843
Group involvement	44%	51%	58%	69%	53%	65%
Leadership involvement	14%	20%	12%	28%	10%	25%
	15–29 years old				15–34 years old	

### A2 Social group & leadership involvement by age

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=675	n=782	n=2,844
Group involvement	81%	63%	62%	57%	65%
Leadership involvement	40%	24%	19%	18%	25%

Note. The upper-bound survey population figures are reflected in this table.

## A3

## Social group involvement by age

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=675	n=782	n=2,844
Sports-related	36%	26%	22%	21%	26%
Arts & cultural	27%	14%	8%	6%	14%
Uniform	16%	4%	2%	1%	6%
Community	17%	9%	6%	8%	10%
Welfare & self-help	6%	6%	5%	5%	5%
Religious	18%	16%	16%	19%	17%
Interest & hobby	18%	15%	11%	9%	13%
Discussion & forums	8%	8%	7%	6%	7%
Workplace	7%	15%	27%	26%	19%
Others	4%	3%	2%	2%	3%

Note. The upper-bound survey population figures are reflected in this table.

## A4

## Leadership involvement by age

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=675	n=782	n=2,844
Sports-related	11%	7%	6%	5%	7%
Arts & cultural	12%	5%	3%	1%	5%
Uniform	12%	2%	1%	0%	3%
Community	4%	3%	2%	2%	3%
Welfare & self-help	1%	1%	1%	1%	1%
Religious	4%	3%	3%	5%	4%
Interest & hobby	5%	4%	2%	2%	3%
Discussion & forums	1%	1%	1%	1%	1%
Workplace	1%	5%	8%	8%	5%
Others	1%	2%	1%	1%	1%

Note. The upper-bound survey population figures are reflected in this table.

## A5

## Social group &amp; leadership involvement by gender

	Male	Female	Overall
	n=1,401	n=1,443	n=2,844
Group involvement	71%	60%	65%
Leadership involvement	30%	21%	25%

15-34 years old



## Section A2 Frequency Of Social Group Involvement

Compared to a decade ago, more youths today report membership in multiple groups and involvement on a monthly and occasional basis (**Tables A6 and A7**). Youths involved in social groups on a weekly basis tend to be younger (**Table A8**) and are more likely to be members of sports and religious groups (**Table A9**).

Q. In the past 12 months, how often are you involved in the following social groups?

### A6 Youths' number of social group involvement over time

	2002	2005	2010	2013	2010	2013
	n=1,504	n=1,504	n=918	n=2,061	n=1,268	n=2,843
3 or more	4%	8%	9%	15%	7%	14%
2	11%	14%	14%	19%	12%	19%
1	29%	29%	35%	35%	34%	33%
0	56%	49%	42%	32%	47%	35%
	15-29 years old			15-34 years old		

### A7 Frequency of social group involvement over time

	2002	2005	2010	2013	2010	2013
	n=1,504	n=1,504	n=918	n=2,061	n=1,268	n=2,843
Weekly	35%	37%	44%	41%	39%	38%
Monthly	7%	9%	9%	16%	9%	16%
Occasionally	2%	5%	5%	12%	5%	11%
None	56%	50%	43%	32%	48%	35%
	15-29 years old			15-34 years old		

Note. Participation figures are based on the most frequent level of participation of each respondent.

### A8 Frequency of social group involvement by age

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=674	n=781	n=2,842
Weekly	58%	37%	28%	28%	38%
Monthly	14%	14%	19%	18%	16%
Occasionally	9%	12%	15%	11%	11%
None	19%	37%	38%	43%	35%

Note. Participation figures are based on the most frequent level of participation of each respondent.

A9

## Frequency of social group involvement

	None	Occasionally	Monthly	Weekly
n=2,843				
Sports-related	74%	3%	7%	16%
Arts & cultural	87%	3%	4%	7%
Uniform	95%	2%	1%	3%
Community	90%	5%	3%	2%
Welfare & self-help	95%	2%	2%	1%
Religious	83%	3%	4%	11%
Interest & hobby	87%	3%	5%	4%
Discussion & forums	93%	3%	2%	2%
Workplace	81%	8%	8%	3%
Others	97%	0%	1%	2%

15–34 years old

Note. Participation figures are based on the overall number of groups (i.e., a participant may be involved in more than one group).

### Section A3 Frequency Of Leadership Involvement

The majority of youths involved in leadership are likely to participate on a weekly basis (**Table A10**). Youth leaders who are involved on a weekly basis tend to be younger and come from sports and religious groups (**Table A11 and A12**).

Q. In the past 12 months, how often are you involved in the following social groups?

A10

## Frequency of leadership involvement over time

	2002	2005	2010	2013	2010	2013
	n=213	n=295	n=111	n=576	n=131	n=717
Weekly	82%	85%	83%	73%	82%	69%
Monthly	16%	11%	13%	21%	12%	24%
Occasionally	3%	4%	5%	6%	6%	7%

15–29 years old

15–34 years old

Note. Participation figures are based on the most frequent level of participation of each leader.

A11

## Frequency of leadership involvement by age

	15–19	20–24	25–29	30–34	Overall
	n=276	n=170	n=128	n=141	n=715
Weekly	81%	72%	55%	55%	69%
Monthly	16%	18%	34%	37%	24%
Occasionally	3%	9%	11%	8%	7%

Note. Participation figures are based on the most frequent level of participation of each leader.

A12

## Frequency of leadership involvement

	None	Occasionally	Monthly	Weekly
n=716				
Sports-related	55%	4%	13%	28%
Arts & cultural	70%	5%	8%	16%
Uniform	85%	3%	2%	10%
Community	79%	8%	8%	5%
Welfare & self-help	92%	4%	3%	2%
Religious	74%	2%	5%	19%
Interest & hobby	74%	5%	12%	9%
Discussion & forums	88%	3%	4%	4%
Workplace	70%	8%	16%	6%
Others	95%	1%	1%	3%

15–34 years old

Note. Participation figures are based on the overall number of groups (i.e., a participant may lead more than one group).



## Part B Civic Engagement

### Section B1 Civic Engagement

Civic engagement among youths has increased from 2005 (**Table B1**). For example, more youths have signed a petition and contacted a government official in 2013 compared to 2005. Also, older youths are more likely to engage government officials while younger youths are more likely to have attended discussions on social or political affairs (**Table B2**).

Q. Have you performed the following activities related to matters of public concern in the past 12 months (e.g., social or political affairs)?

B1

## Youths' civic engagement over time

	2005	2013	2013
	n=1,502	n=2,061	n=2,843
Contacted a government official (offline/online)	2%	15%	18%
Wrote to a newspaper or magazine (offline/online)	6%	3%	3%
Signed a petition (offline/online)	3%	13%	13%
Commented on an online forum or blog	10%	15%	16%

15–29 years old

15–34 years old

Notes. NYS 2010 figures are not comparable due to a change in scale measure. NYS 2013 expanded upon the four civic engagement measures used in NYS 2005. The upper-bound survey population figures are reflected in this table.

## B2

## Youths' civic engagement by age

	15–19 n=686	20–24 n=701	25–29 n=675	30–34 n=782	Overall n=2,844
Contacted a government official in person, by phone call, or by letter about an issue that is important to you	4%	11%	17%	18%	13%
Contacted a government official online, by email, or by text message about an issue that is important to you	5%	13%	20%	21%	15%
Signed a paper petition	4%	2%	2%	3%	3%
Signed a petition online	13%	13%	11%	10%	12%
Sent a "letter to the editor" by regular mail to a newspaper or magazine	2%	1%	3%	1%	2%
Sent a "letter to the editor" to a newspaper or magazine online, by email or by text message	3%	2%	4%	4%	3%
Commented on an online news story or blog post to express an opinion about a political or social issue	13%	14%	18%	16%	15%
Posted pictures or videos online related to a political or social issue	8%	11%	11%	9%	10%
Attended a discussion on social or political affairs	12%	10%	7%	6%	9%
Attended a political rally or speech	7%	5%	7%	6%	6%
Attended an organized protest of any kind	1%	1%	2%	2%	1%
Worked or volunteered for a political party or candidate	2%	1%	2%	2%	2%
Been an active member of any group that tries to influence public policy or government, not including a political party	1%	1%	2%	2%	1%
Worked with fellow citizens to solve a problem in your community	7%	6%	4%	6%	6%

Note. The upper-bound survey population figures are reflected in this table.



## Part C

## Internet &amp; Social Media Use

Section C1  
Internet Use

The internet penetration rate in Singapore is near 100% (Infocomm Development Authority of Singapore, 2013). Consequently, youths actively use the internet for social networking and the gathering of news or information on current affairs (**Table C1**). Across all age groups, the majority of youths use the internet daily to access social networking sites (**Table C2**).

Q. How often do you use the Internet (on computers and mobile devices) for the following:

## C1 Youths' internet use

	Never	Every few weeks or less	Several times a week	About once a day	Several times a day
n=2,843					
Get news or information on current affairs	5%	11%	21%	31%	32%
Use a social networking site such as Facebook, Twitter, or Instagram	3%	5%	9%	20%	63%
Buy things online	21%	54%	15%	5%	6%
Sell things online	67%	24%	4%	2%	3%
Look for health-related information such as dieting and fitness	14%	42%	27%	10%	8%
Look for information that is hard to talk with others	29%	45%	14%	6%	6%
Play online games	26%	27%	18%	13%	16%

15–34 years old

## C2 Youths' daily internet use by age

	15–19 n=686	20–24 n=701	25–29 n=675	30–34 n=783	Overall n=2,843
Get news or information on current affairs	51%	60%	67%	73%	63%
Use a social networking site such as Facebook, Twitter, or Instagram	88%	87%	80%	76%	83%
Buy things online	8%	9%	14%	12%	11%
Sell things online	3%	4%	7%	6%	5%
Look for health-related information such as dieting and fitness	15%	18%	18%	21%	18%
Look for information that is hard to talk with others	10%	11%	12%	15%	12%
Play online games	35%	30%	27%	27%	30%

Note. Sum of 'several times a day' and 'about once a day' scale items. The upper-bound survey population figures are reflected in this table.

### Section C2 Social Media Use

Youths are most likely to use social media for (i) maintaining contact with friends and family; (ii) seeking information on current affairs; and (iii) getting entertainment (**Table C3**). Younger youths are more likely to use social media for entertainment while older youths are more likely to use social media as a source of information for current affairs (**Table C4**).

Q. How often do you use social media (e.g., Facebook, Twitter, YouTube) for the following:

### C3 Youths' social media use

	Never	Every few weeks or less	Several times a week	About once a day	Several times a day
	n=2,843				
Get news or information on current affairs	8%	12%	21%	29%	31%
Post comments	13%	31%	23%	16%	17%
Update information about yourself and activities	13%	37%	22%	13%	15%
Share materials such as videos and photos with others	11%	35%	26%	14%	14%
Maintain contact with existing friends and family	6%	19%	26%	22%	28%
Make new friends and contacts	20%	46%	17%	9%	9%
Create future employment opportunities	45%	31%	12%	7%	5%
For entertainment	7%	14%	22%	24%	34%

15–34 years old

### C4 Youths' daily social media use by age

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=675	n=782	n=2,844
Get news or information on current affairs	54%	60%	58%	64%	59%
Post comments	37%	35%	31%	31%	33%
Update information about yourself and activities	39%	26%	23%	22%	27%
Share materials such as videos and photos with others	32%	28%	25%	25%	28%
Maintain contact with existing friends and family	55%	50%	47%	46%	50%
Make new friends and contacts	21%	15%	16%	18%	17%
Create future employment opportunities	7%	12%	14%	16%	12%
For entertainment	70%	63%	53%	44%	57%

Notes. Sum of 'several times a day' and 'about once a day' scale items. The upper-bound survey population figures are reflected in this table.

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# Values & Attitudes

The value orientations of youths toward their lives, families and relationships, national identity, and social integration play an important role in building individual and societal development. They offer insights into the degree of trust and cohesion that exist within youths' families, local communities, and the larger society.



## The State of Youth in Singapore:

# VALUES & ATTITUDES

The value orientations of youths have largely remained consistent over a decade. Youths continue to value strong family ties, marriage, and remain very willing to take care of their parents in old age. While they seek upward social mobility through knowledge and wealth acquisition, they also desire to help the less fortunate and contribute to society.

Youths' pride in being a Singaporean remain high. Youths also remain generally comfortable with other races and nationalities as co-workers or neighbours but express mixed feelings or attitudes towards Singapore encouraging other nationalities to work or study in Singapore or become Singapore citizens, with mean scores approaching the mid-point.

Youths continue to

### PRIORITISE STRONG FAMILY RELATIONSHIP.

They also seek to acquire knowledge and wealth.

2005

Strong family ties



81%

Learn / acquire skills



58%

Earn lots of money



46%

2010

Strong family ties



71%

Successful career



67%

Learn / acquire skills



59%

2013

Strong family ties



74%

Home ownership



70%

Learn / acquire skills



68%

15-29 years old

2010

Strong family ties



71%

Successful career



66%

Learn / acquire skills



57%

2013

Strong family ties



74%

Home ownership



70%

Learn / acquire skills



65%

15-34 years old

The majority of youths report that they would **TAKE CARE OF THEIR PARENTS** and regard **MARRIAGE AS NECESSARY.**

I would take care of my parents in their old age, if my circumstances allow

13%

I would leave matters to my parents or to the government

1%

86% I would take care of my parents in their old age, regardless of the circumstances

It is better not to marry

2%

It is not necessary to marry

25%

39% One should marry

35% It is better to marry

Youths

### REMAIN COMFORTABLE WITH OTHER RACES AND NATIONALITIES AS NEIGHBOURS

but express mixed feelings or attitudes towards Singapore encouraging other nationalities to work or study in Singapore.

I am comfortable having someone of a different race as a neighbour

Strongly disagree



Strongly agree

I am comfortable having someone of a different nationality as a neighbour

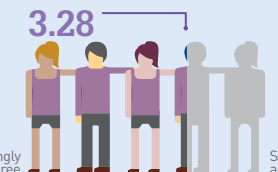
Strongly disagree



Strongly agree

Singapore should encourage people of other nationalities to come to work or study in Singapore

Strongly disagree



Strongly agree





# Part A Life Goals

## Section A1 Life Goals

The value orientations of youths may be seen through their life goals. Despite the inclusion of new life goals in 2010 and 2013, the nature of youths' life goals remain largely consistent. Youths prioritise strong family relationships and knowledge acquisition (**Table A1**). Encouragingly, many youths regard helping the less fortunate and contributing to society as very important life goals (**Table A2**).

Q. How important are the following aspirations or life goals in your life?

### A1 Youths' "Very important" life goals over time

	2005 n=1,504	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
To maintain strong family relationships	81%	71%	74%	71%	74%
To have a place of my own <sup>b</sup>	NA	NA	70%	NA	70%
To acquire new skills and knowledge	58%	59%	68%	57%	65%
To have a successful career <sup>a</sup>	NA	67%	65%	66%	61%
To earn lots of money	46%	47%	47%	48%	46%
To help the less fortunate <sup>b</sup>	NA	NA	43%	NA	41%
To contribute to society <sup>b</sup>	NA	NA	41%	NA	39%
To get married	32%	31%	36%	35%	39%
To have children	30%	30%	33%	34%	37%
To have a good personal spiritual/religious life	27%	27%	36%	27%	36%
To start my own business	21%	19%	21%	19%	22%
To be actively involved in sports	16%	18%	19%	17%	18%
To discover, design or invent something new	13%	13%	18%	13%	17%
To be actively involved in the arts	8%	10%	14%	8%	13%
To be actively involved in local volunteer work	6%	5%	13%	4%	12%
To migrate to another country <sup>a</sup>	NA	5%	11%	5%	10%
To be actively involved in overseas volunteer work	5%	4%	10%	4%	9%
To be famous	5%	7%	7%	7%	6%

15–29 years old

15–34 years old

Note. a. Item added in NYS 2010

b. Item added in NYS 2013

Q. How important are the following aspirations or life goals in your life?

## A2 Youths' life goals

	Not important at all	Somewhat unimportant	Somewhat important	Very important
n=2,843				
To maintain strong family relationships	1%	1%	24%	74%
To have a place of my own	1%	2%	27%	70%
To acquire new skills and knowledge	1%	1%	33%	65%
To have a successful career	1%	3%	35%	61%
To earn lots of money	2%	10%	42%	46%
To help the less fortunate	1%	6%	51%	41%
To contribute to society	1%	8%	52%	39%
To get married	6%	11%	45%	39%
To have children	7%	13%	43%	37%
To have a good personal spiritual/religious life	8%	18%	38%	36%
To start my own business	9%	28%	41%	22%
To be actively involved in sports	11%	27%	44%	18%
To discover, design or invent something new	14%	33%	36%	17%
To be actively involved in the arts	21%	38%	29%	13%
To be actively involved in local volunteer work	9%	33%	47%	12%
To migrate to another country	23%	42%	25%	10%
To be actively involved in overseas volunteer work	16%	40%	35%	9%
To be famous	33%	40%	21%	6%

15–34 years old



## Part B

# Family & Relationships

### Section B1 Attitudes Towards Parental Care

Strong and stable families play a central role in inculcating values in youths, such as filial piety. Overall, the trend over a 10-year period remains positive: at least 8 in 10 youths continue to report that they would take care of their parents in old age regardless of the circumstances (**Table B1**), particularly among younger youths (**Table B2**).

Q. Which statement best describes your belief towards caring for your parents?

### B1

#### Youths' attitudes towards parental care over time

	2002 n=1,476	2005 n=1,498	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
I would take care of my parents in their old age, regardless of the circumstances	87%	89%	83%	88%	81%	86%
I would take care of my parents in their old age, if my circumstances allow	11%	11%	16%	11%	18%	13%
I would leave matters to my parents or to the government	2%	1%	1%	1%	1%	1%

15–29 years old

15–34 years old

### B2

#### Youths' attitudes towards parental care by age

	15–19 n=686	20–24 n=701	25–29 n=675	30–34 n=782	Overall n=2,844
I would take care of my parents in their old age, regardless of the circumstances	90%	88%	86%	82%	86%
I would take care of my parents in their old age, if my circumstances allow	10%	11%	13%	17%	13%
I would leave matters to my parents or to the government	0%	1%	0%	1%	1%

## Section B2 Attitudes Towards Marriage

Youths' attitudes towards marriage remain fairly consistent over time. Regardless of age, most believe in the necessity of marriage (**Tables B3 to B4**).

Q. Which statement best describes your belief towards marriage?

### B3 Youths' attitudes towards marriage over time

	2002 n=1,438	2005 n=1,473	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
One should marry	42%	41%	44%	38%	47%	39%
It is better to marry	33%	33%	36%	34%	35%	35%
It is not necessary to marry	24%	25%	18%	26%	17%	25%
It is better not to marry	1%	1%	1%	2%	1%	2%
	15-29 years old			15-34 years old		

### B4 Youths' attitudes towards marriage by age

	15-19 n=685	20-24 n=702	25-29 n=674	30-34 n=782	Overall n=2,843
One should marry	39%	36%	39%	41%	39%
It is better to marry	34%	37%	32%	36%	35%
It is not necessary to marry	25%	25%	27%	22%	25%
It is better not to marry	2%	2%	2%	1%	2%



## Part C

# National Pride & Social Integration

### Section C1 National Pride

Singaporean youths continue to express high levels of national pride, peaking in 2005 (**Table C1**). Youths who are younger, or are Malay or Indian, report higher levels of national pride (**Tables C2 and C3**).

Q. How proud are you as a Singaporean? (Based on a 4-pt scale, where 4="very proud" and 1="not proud at all".)

### C1 Mean ratings of youths' national pride over time (with standard deviations in parentheses)

	2002	2005	2010	2013	2010	2013
	n=1,379	n=1,349	n=824	n=1,946	n=1,086	n=2,572
Proud of being Singaporean	3.38 (0.61)	3.47 (0.66)	3.43 (0.58)	3.20 (0.69)	3.43 (0.58)	3.18 (0.71)
	15–29 years old			15–34 years old		

### C2 Mean ratings of youths' national pride by age (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	n=646	n=674	n=626	n=626	n=2,572
Proud of being Singaporean	3.31 (0.63)	3.18 (0.68)	3.10 (0.73)	3.13 (0.78)	3.18 (0.71)

### C3 Mean ratings of youths' national pride by race (with standard deviations in parentheses)

	Chinese	Malay	Indian	Others	Overall
	n=1,878	n=436	n=202	n=57	n=2,572
Proud of being Singaporean	3.15 (0.72)	3.22 (0.68)	3.37 (0.71)	3.15 (0.69)	3.18 (0.71)
	15–34 years old				

## Section C2 Attitudes Towards Other Races

Youths remain very comfortable with other races as co-workers and neighbours (**Table C4**), particularly among youths aged 15 to 24 (**Table C5**) and minority races (**Table C6**).

Q. Responses below are based on a 5-pt scale, where 5="strongly agree", 3="neither agree nor disagree", and 1="strongly disagree".

### C4 Mean ratings of youths' attitudes towards other races over time (with standard deviations in parentheses)

	2005 n=1,504	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
I am comfortable working together with someone of a different race	4.27 (0.67)	4.25 (0.58)	4.39 (0.65)	4.24 (0.58)	4.37 (0.65)
I am comfortable having someone of a different race as a neighbour	4.28 (0.66)	4.26 (0.60)	4.40 (0.67)	4.24 (0.60)	4.38 (0.67)
	15–29 years old			15–34 years old	

### C5 Mean ratings of youths' attitudes towards other races by age (with standard deviations in parentheses)

	15–19 n=686	20–24 n=701	25–29 n=674	30–34 n=782	Overall n=2,843
I am comfortable working together with someone of a different race	4.49 (0.64)	4.39 (0.65)	4.29 (0.66)	4.34 (0.65)	4.37 (0.65)
I am comfortable having someone of a different race as a neighbour	4.51 (0.62)	4.40 (0.64)	4.28 (0.72)	4.34 (0.68)	4.38 (0.67)

### C6 Mean ratings of youths' attitudes towards other races by race (with standard deviations in parentheses)

	Chinese n=2,034	Malay n=442	Indian n=279	Others n=88	Overall n=2,843
I am comfortable working together with someone of a different race	4.30 (0.67)	4.49 (0.60)	4.66 (0.54)	4.64 (0.49)	4.37 (0.65)
I am comfortable having someone of a different race as a neighbour	4.29 (0.70)	4.55 (0.56)	4.70 (0.48)	4.72 (0.45)	4.38 (0.67)
	15–34 years old				

## Section C3 Attitudes Towards Other Nationalities

Youths remain comfortable with other nationalities as co-workers and neighbours but express mixed feelings or attitudes towards Singapore encouraging other nationalities to work or study in Singapore (**Table C7**), particularly among youths aged 20 to 29 (**Table C8**).

Q. Responses below are based on a 5-pt scale, where 5="strongly agree", 3="neither agree nor disagree", and 1="strongly disagree".

### C7

#### Mean ratings of youths' attitudes towards other nationalities over time (with standard deviations in parentheses)

	2005 n=1,504	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
I am comfortable working together with someone of a different nationality (i.e., from a different country)	4.21 (0.70)	4.10 (0.71)	4.12 (0.86)	4.09 (0.71)	4.11 (0.87)
I am comfortable having someone of a different nationality as a neighbour	4.19 (0.70)	4.09 (0.70)	4.08 (0.92)	4.07 (0.68)	4.06 (0.92)
Singapore should encourage people of other nationalities to come to work or study in Singapore	3.92 (0.83)	3.76 (0.84)	3.24 (1.15)	3.80 (0.81)	3.28 (1.17)
I think Singapore should encourage people of other nationalities who are professionals or skilled workers to become Singapore citizens	3.81 (0.90)	3.70 (0.85)	3.22 (1.19)	3.73 (0.83)	3.25 (1.20)
	15–29 years old			15–34 years old	

### C8

#### Mean ratings of youths' attitudes towards other nationalities by age (with standard deviations in parentheses)

	15–19 n=686	20–24 n=701	25–29 n=674	30–34 n=782	Overall n=2,843
I am comfortable working together with someone of a different nationality (i.e., from a different country)	4.28 (0.82)	4.07 (0.84)	4.02 (0.89)	4.08 (0.90)	4.11 (0.87)
I am comfortable having someone of a different nationality as a neighbour	4.26 (0.85)	4.02 (0.90)	3.95 (0.97)	4.01 (0.94)	4.06 (0.92)
Singapore should encourage people of other nationalities to come to work or study in Singapore	3.43 (1.13)	3.11 (1.12)	3.19 (1.18)	3.38 (1.20)	3.28 (1.17)
I think Singapore should encourage people of other nationalities who are professionals or skilled workers to become Singapore citizens	3.49 (1.11)	3.06 (1.18)	3.12 (1.24)	3.33 (1.23)	3.25 (1.20)



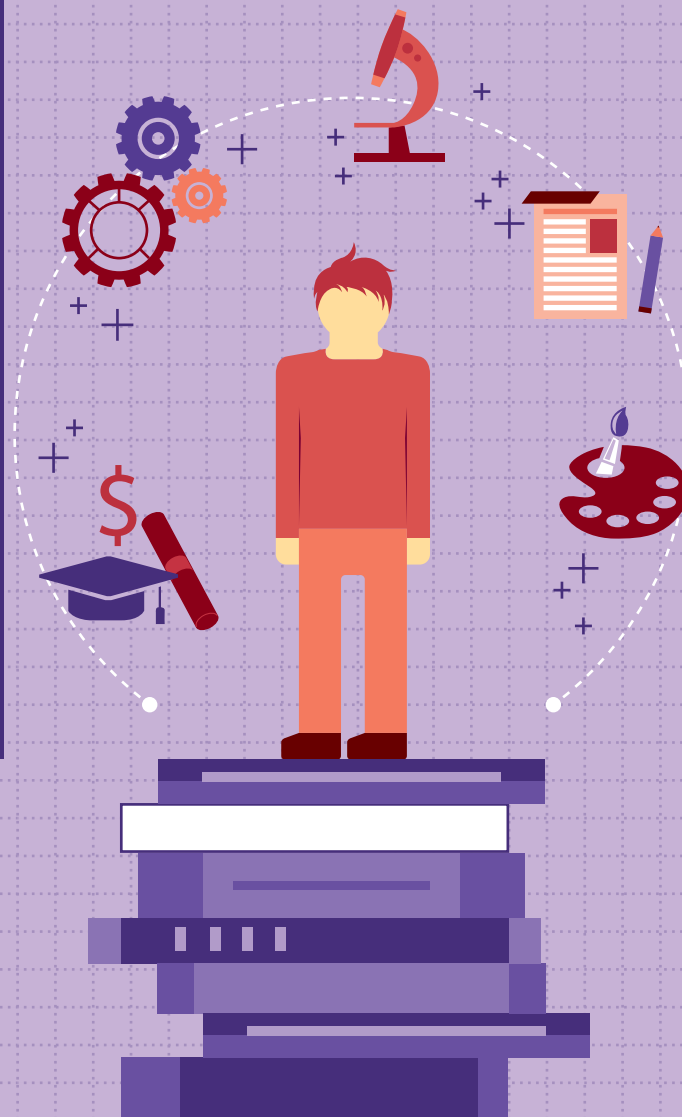


# Education & Employment

Education consists of institutional and non-institutional learning. The NYS focuses on the latter by considering youths' attitudes, motivations, and environments that facilitate personal development.

Employment statistics are readily available through the Labour Force Survey. The NYS complements these statistics by capturing youths' educational and wage expectations in relation to employment as well as their attitudes towards the labour market.

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## The State of Youth in Singapore:

# EDUCATION & EMPLOYMENT

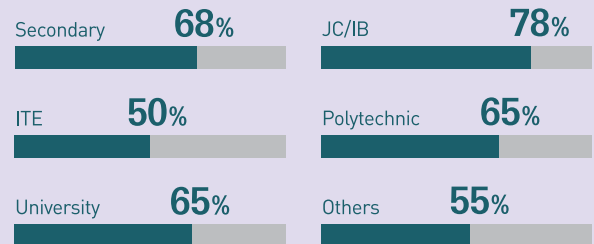
Singapore's youths are generally confident of their ability to attain higher education. Also, nearly half of schooling youths report learning and studying as a school-going motivation. In terms of social competencies, youths are most confident of their ability to empathise with others but much less so with public speaking. Youths are more confident of respecting other races and cultures than knowing about them. At least half of schooling youths have also participated in some form of overseas programme over the course of their schooling life.

Singapore's youths emphasise the role of higher education and hard work when it comes to attaining success in life. For example, at least half of youths consider the bachelor's degree as necessary to getting an average or decent job. Also, more than half of youths lean towards the role of hard work in achieving a better life. Finally, the majority of youths have some form of income expectation, with the median expected income ranging from \$2,001 to \$3,000.

### Nearly half of students regard LEARNING AND STUDYING AS A SCHOOL-GOING MOTIVATION.



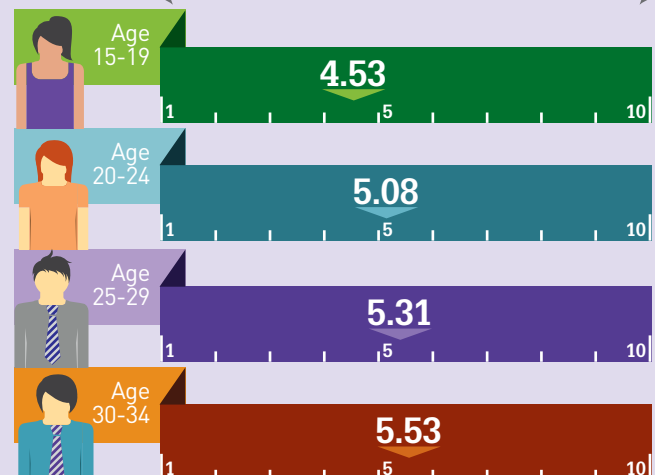
### At least half of students have some form of EXPOSURE TO CULTURES ABROAD.



### Youths view both HARD WORK AND CONNECTIONS & LUCK AS NECESSARY to achieving success in life.

In the long run, hard work usually brings a better life

Hard work doesn't generally bring success — it's more a matter of luck and connections





## Part A

# Attitudes & Aspirations

### Section A1 School-going Motivations

Youths attain education for a variety of reasons. Nearly half of schooling youths report learning as the main school-going motivation (**Table A1**). Other top motivations include attaining good qualifications and improving future prospects.

Q. What is your main reason for going to school?

### A1 Schooling youths' school-going motivations

	Overall
	n=1,057
Learn / study	45%
Get good grades / qualifications	36%
Improve future prospects	32%
Make friends / build social network	13%
Increase income	6%
Compulsory / no choice	5%
Gain experience / training	5%
Fulfil passion / ambition	5%
Others	2%

15–34 years old

Notes: This is a multiple response item, hence figures will not sum to 100%. The overall schooling-youth survey population figures are reflected in this table.

### Section A2 Perceived Educational Attainment

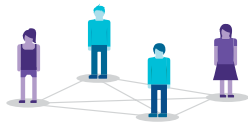
More than 70% of youths are confident about their ability to attain a bachelor's degree or higher (**Table A2**).

Q. What is the highest level of education you think you can achieve?

### A2 Youths' perceived educational attainment

	Schooling	Non-schooling
	n=1,057	n=1,786
Postgraduate degree	35%	40%
Bachelor degree	48%	33%
Diploma	12%	12%
Professional certification	3%	8%
ITE or equivalent	2%	3%
'A' level / Int'l Baccalaureate	1%	1%
'O' or 'N' level	1%	3%

15–34 years old



## Section B1 Work Competencies

# Part B Competencies

Overall, youths are confident of working well with other people. Older youths are more confident in their ability to plan compared to younger youths. Male youths are more confident of their work ability than female youths (**Tables B1 and B2**).

Q. To what extent do these qualities reflect who you are?

(Based on a 5-pt scale, where 5=“very much like me”, 3=“somewhat like me”, and 1=“not like me at all”.)

## B1

### Mean ratings of youths' work competencies by age (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Being good at planning ahead	3.54 (1.04)	3.67 (1.03)	3.79 (0.97)	3.79 (0.97)	3.70 (1.01)
Leading a team of people	3.41 (1.14)	3.38 (1.10)	3.45 (1.08)	3.42 (1.20)	3.41 (1.13)
Working well with other people	3.85 (0.90)	3.89 (0.86)	4.03 (0.81)	4.01 (0.86)	3.95 (0.86)

## B2

### Mean ratings of youths' work competencies by gender (with standard deviations in parentheses)

	Male	Female	Overall
	n=1,400	n=1,443	n=2,843
Being good at planning ahead	3.76 (1.04)	3.64 (0.97)	3.70 (1.01)
Leading a team of people	3.60 (1.09)	3.24 (1.15)	3.41 (1.13)
Working well with other people	3.98 (0.90)	3.92 (0.83)	3.95 (0.86)

15–34 years old

## Section B2 Social Competencies

Youths are most confident of their ability to empathise but less so with public speaking, a trend consistent regardless of age or gender (**Tables B3 and B4**).

Q. To what extent do these qualities reflect who you are?

(Based on a 5-pt scale, where 5=“very much like me”, 3=“somewhat like me”, and 1=“not like me at all”.)

### B3

#### Mean ratings of youths' social competencies by age (with standard deviations in parentheses)

	15–19 n=686	20–24 n=701	25–29 n=674	30–34 n=782	Overall n=2,843
Speaking publicly	2.92 (1.23)	2.80 (1.22)	2.72 (1.25)	2.58 (1.25)	2.75 (1.25)
Adapting to change	3.77 (0.93)	3.77 (0.95)	3.91 (0.89)	3.98 (0.87)	3.86 (0.91)
Being good at making friends	3.68 (1.09)	3.63 (1.03)	3.71 (1.04)	3.69 (1.05)	3.68 (1.05)
Caring about other people's feelings	4.26 (0.86)	4.22 (0.84)	4.15 (0.82)	4.15 (0.82)	4.19 (0.84)
Staying away from people who might get me in trouble	3.74 (1.04)	3.78 (1.05)	3.75 (1.06)	3.68 (1.09)	3.74 (1.06)

### B4

#### Mean ratings of youths' social competencies by gender (with standard deviations in parentheses)

	Male n=1,400	Female n=1,443	Overall n=2,843
Speaking publicly	2.92 (1.24)	2.59 (1.23)	2.75 (1.25)
Adapting to change	3.93 (0.94)	3.79 (0.88)	3.86 (0.91)
Being good at making friends	3.69 (1.08)	3.67 (1.03)	3.68 (1.05)
Caring about other people's feelings	4.16 (0.88)	4.22 (0.79)	4.19 (0.84)
Staying away from people who might get me in trouble	3.76 (1.07)	3.71 (1.05)	3.74 (1.06)

15–34 years old

Q. To what extent do these qualities reflect who you are?

(Based on a 5-pt scale, where 5=“very much like me”, 3=“somewhat like me”, and 1=“not like me at all”.)

**B5**

### Mean ratings of youths' cultural competencies by age

(with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Respecting the values and beliefs of people who are of different race or culture than I am	4.26 (0.83)	4.26 (0.79)	4.19 (0.81)	4.20 (0.81)	4.23 (0.81)
Knowing a lot about people of other races	3.48 (1.05)	3.30 (1.06)	3.31 (1.10)	3.34 (1.11)	3.36 (1.08)

**B6**

### Mean ratings of youths' cultural competencies by gender

(with standard deviations in parentheses)

	Male	Female	Overall
	n=1,400	n=1,443	n=2,843
Respecting the values and beliefs of people who are of different race or culture than I am	4.23 (0.85)	4.22 (0.77)	4.23 (0.81)
Knowing a lot about people of other races	3.47 (1.05)	3.24 (1.10)	3.36 (1.08)

15–34 years old



Section C1  
Overseas Programme  
Participation

## Part C

# Overseas Exposure

At least half of schooling youths have participated in some form of school-based overseas programme (**Table C1**).

Q. Have you participated in the following overseas programmes as a student?

### C1 Schooling youths' school-based overseas programme participation

	Secondary	JC/IB	ITE	Polytechnic	University	Others <sup>1</sup>	Overall
	n=217	n=114	n=65	n=293	n=220	n=150	n=1,059
Internship	1%	3%	3%	6%	6%	5%	4%
Student exchange	33%	43%	15%	23%	33%	17%	28%
Study trip	26%	33%	14%	36%	26%	23%	28%
Community expedition	19%	25%	17%	18%	23%	15%	20%
Religious expedition	2%	1%	0%	0%	2%	1%	1%
Competition	9%	9%	2%	7%	8%	7%	8%
Other learning programme	11%	12%	12%	4%	5%	6%	7%
Overall participation	68%	78%	50%	65%	65%	55%	65%

15–34 years old

Notes. This is a multiple response item, hence figures will not sum to 100%. The upper-bound survey population figures are reflected in this table.

Overall participation is derived by considering respondents who have participated in at least one overseas programme over the course of their schooling life.

1. Youths enrolled in private or foreign institutions.



### Section D1 Perceived Education To Get A Decent Job

## Part D Employment & Qualification Expectations

Approximately half of youths regard a bachelor's degree as necessary to getting a decent job (**Table D1**).

Q. In your opinion, what level of education / training does a person need to get an average / decent job these days?

### D1 Youths' perceived level of education needed to get a decent job by age

	15-19	20-24	25-29	30-34	Overall
	n=685	n=702	n=673	n=781	n=2,841
Postgraduate degree	8%	6%	5%	6%	6%
Bachelor degree	51%	53%	53%	52%	52%
Diploma	30%	32%	28%	29%	30%
Professional certification	0%	1%	2%	1%	1%
ITE or equivalent	5%	4%	7%	6%	6%
'A' level / Int'l Baccalaureate	1%	0%	0%	1%	1%
'O' or 'N' level	4%	3%	4%	4%	4%
PSLE	0%	1%	0%	1%	1%

### Section D2 Hard Work & Connections

Youths generally perceive that both hard work & connections and luck are necessary to achieving success in life. Younger youths are more likely to agree with the statement that "hard work usually brings a better life" compared to older youths (**Table D2**).

Q. To what extent do you agree with the following statement regarding work and connections?  
(Based on a 10-pt scale, where 10="hard work doesn't generally bring success - it's more a matter of luck and connections" and 1="in the long run, hard work usually brings a better life".)

### D2 Mean ratings of youths' attitudes towards hard work & connections by age (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Hard work & connections	4.53 (2.46)	5.08 (2.56)	5.31 (2.61)	5.53 (2.65)	5.12 (2.60)





## Part E

# Income Expectations

### Section E1 Expected Income

Approximately 7 in 10 have a minimum level of income per month below which they would not accept a job, with the median expected income ranging from \$2,001 to \$3,000 (**Table E1**).

Q. Is there a minimum level of income per month below which you would not accept a job?

### E1 Youths' expected level of income by age

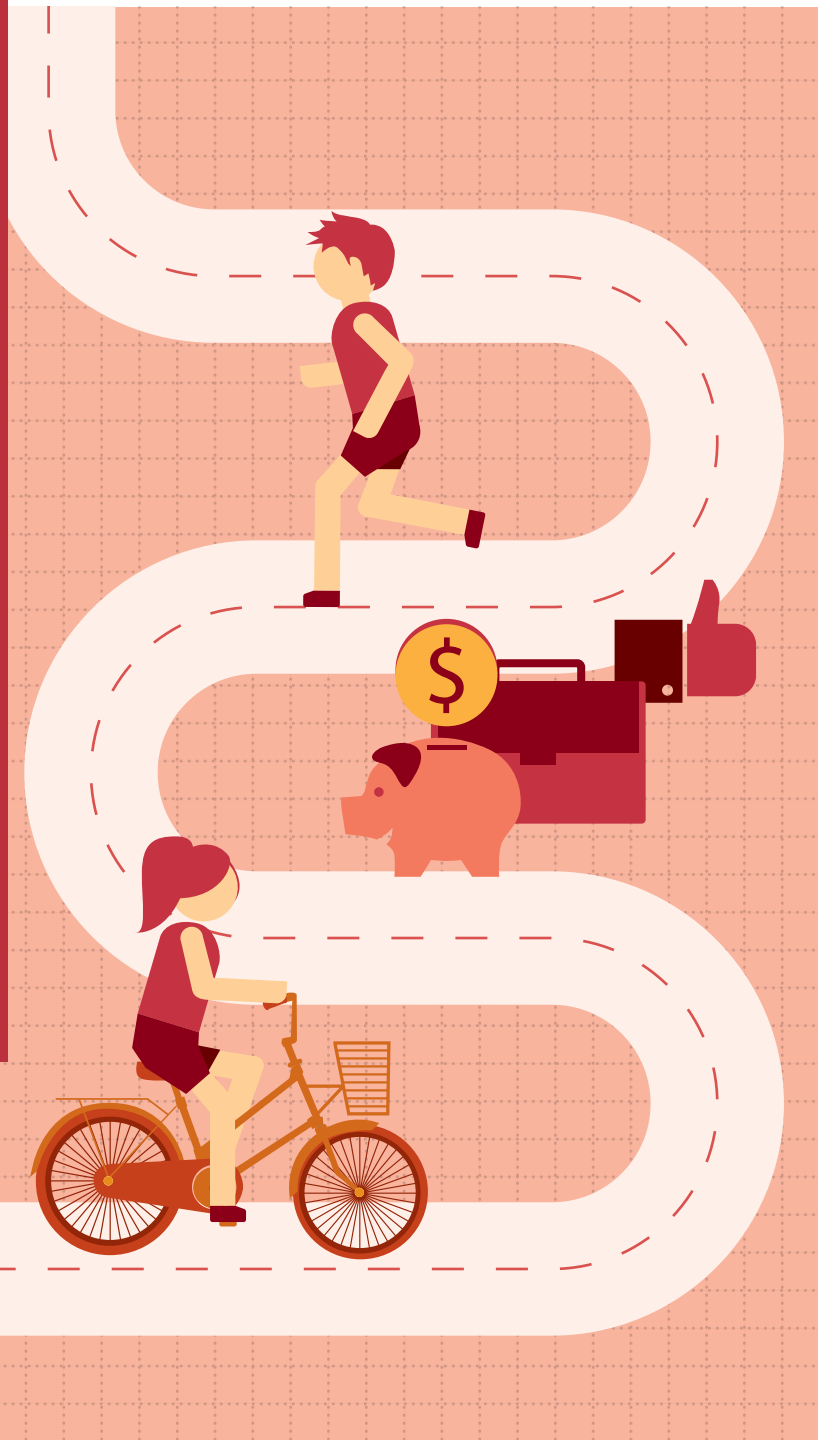
	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=675	n=782	n=2,844
Yes	62%	75%	77%	74%	72%
No	38%	25%	23%	26%	28%

	15-19	20-24	25-29	30-34	Overall
	n=427	n=527	n=519	n=583	n=2,056
S\$10,001 and above	1%	0%	0%	1%	0%
S\$7,501 - \$10,000	1%	0%	0%	3%	1%
S\$5,001 - S\$7,500	1%	0%	1%	4%	2%
S\$3,001 - S\$5,000	12%	6%	15%	33%	17%
S\$2,001 - S\$3,000	29%	43%	44%	31%	37%
S\$1,501 - S\$2,000	30%	31%	27%	18%	26%
S\$1,001 - S\$1,500	14%	14%	9%	6%	10%
S\$500 - S\$1,000	11%	5%	3%	4%	5%
Less than S\$500	2%	0%	1%	0%	1%



# Wellbeing

Subjective, physical, and economic health are components of human wellbeing (OECD, 2011). Subjective wellbeing refers to how people experience the quality of their life, both positive and negative. Subjective wellbeing indicators include self-esteem and self-efficacy, life stressors, and life satisfaction. Physical wellbeing considers youths' perceived levels of general health. Economic wellbeing indicators include youths' allowances and parental incomes as well as their attitudes towards income and rewards.

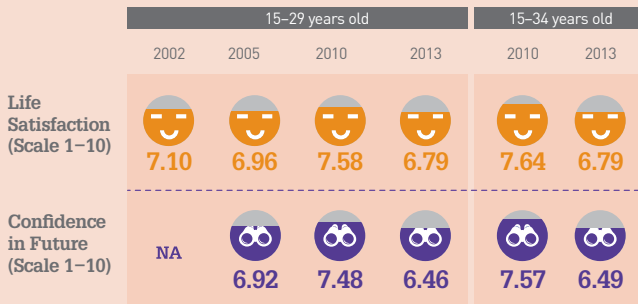


## The State of Youth in Singapore:

# WELLBEING

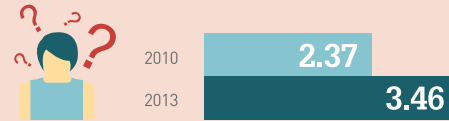
The subjective wellbeing of youths continue to remain high in the face of increased life stresses. Also, the majority of youths perceive their general health as at least fair. Finally, youths' preference for income differentiation has declined slightly from 2010.

### Despite a slight dip from past years, youths' LIFE SATISFACTION AND CONFIDENCE REMAIN HIGH.

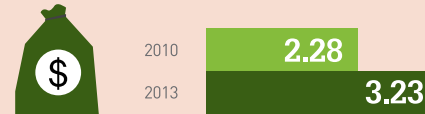


### Youths are most stressed about FUTURE UNCERTAINTY.

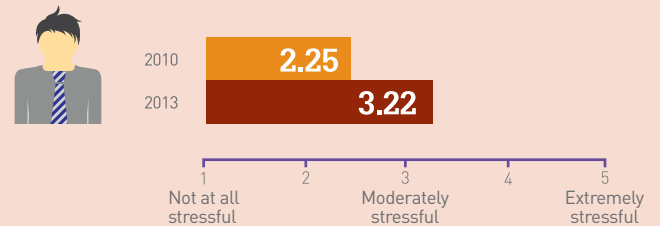
#### Future Uncertainty



#### Finances

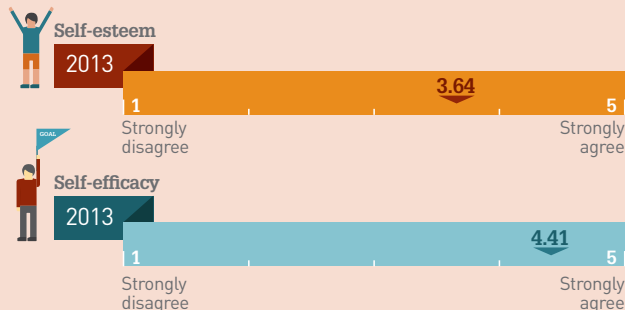


#### Emerging Adult Responsibilities



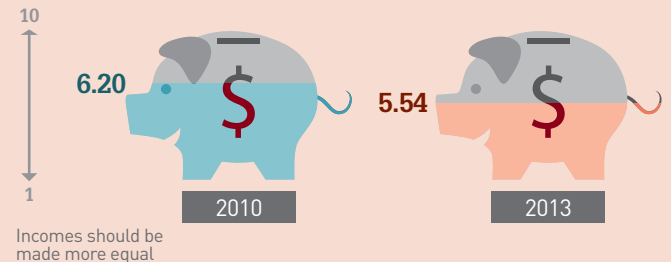
### Youths continue to report SELF-EFFICACY AND SELF-ESTEEM.

They are more likely to report higher levels of self-efficacy (i.e., confidence in their ability) than self-esteem (perceived self-worth).



### Youths are slightly LESS INCLINED TOWARDS INCOME DIFFERENTIATION in 2013.

We need larger income differences as incentives for different efforts





## Section A1 Life Satisfaction & Happiness

# Part A Subjective Wellbeing

Despite a slight dip from past years, youths report high levels of life satisfaction and happiness (**Table A1**). Life satisfaction and happiness did not significantly differ across age (**Table A2**).

Q. Having considered all things in life, how satisfied are you with your life as a whole these days?  
(Based on a 10-pt scale, where 10="satisfied" and 1="dissatisfied".)

Q. Taking all things together, how happy would you say you are?  
(Based on a 7-pt scale, where 7="very happy" and 1="very unhappy".)

## A1 Mean ratings of youths' life satisfaction & happiness over time (with standard deviations in parentheses)

	2002	2005	2010	2013	2010	2013
	n=1,504	n=1,504	n=918	n=2,061	n=1,268	n=2,843
Life satisfaction (10-pt scale)	7.10 (1.43)	6.96 (1.44)	7.58 (1.52)	6.79 (1.87)	7.64 (1.52)	6.79 (1.88)
Happiness (7-pt scale)	NA	NA	5.43 (1.03)	4.91 (1.17)	5.45 (1.04)	4.92 (1.18)
	15–29 years old			15–34 years old		

## A2 Mean ratings of youths' life satisfaction & happiness by age (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Life satisfaction (10-pt scale)	6.83 (1.99)	6.78 (1.83)	6.77 (1.79)	6.79 (1.88)	6.79 (1.88)
Happiness (7-pt scale)	4.93 (1.21)	4.89 (1.17)	4.91 (1.14)	4.95 (1.19)	4.92 (1.18)

## Section A2 Confidence In Future & Perceived Opportunities To Achieve Aspirations

Singapore's youths report positive levels of confidence in their future and perceived opportunities to achieve their personal aspirations, peaking in 2010 (**Table A3**). Youths aged 30 to 34 are more likely to report higher levels of confidence and perceive opportunities than youths from other age groups (**Table A4**).

Q. How confident do you feel about your future as a whole?

(Based on a 10-pt scale, where 10="very confident" and 1="not confident at all".)

Q. There are enough opportunities in Singapore for me to achieve my personal aspirations in life.

(Based on a 5-pt scale, where 5="strongly agree", 3="neither agree nor disagree", and 1="strongly disagree".)

### A3

Mean ratings of youths' confidence in their future & perceived opportunities to achieve their aspirations over time (with standard deviations in parentheses)

	2005 n=1,504	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
Confidence in future (10-pt scale)	6.92 (1.42)	7.48 (1.59)	6.46 (1.96)	7.57 (1.56)	6.49 (1.99)
Perceived opportunities to achieve aspirations (5-pt scale)	3.40 (0.95)	3.71 (0.77)	3.24 (0.99)	3.73 (0.76)	3.29 (1.01)
	15-29 years old			15-34 years old	

Notes. "Perceived opportunities to achieve aspirations" was recoded as a 5-pt scale for NYS 2010, which adopted a 6-pt scale. The upper-bound survey population figures are reflected in this table.

### A4

Mean ratings of youths' confidence in their future & perceived opportunities to achieve their aspirations by age (with standard deviations in parentheses)

	15-19 n=686	20-24 n=701	25-29 n=674	30-34 n=782	Overall n=2,843
Confidence in future (10-pt scale)	6.39 (2.02)	6.40 (1.90)	6.59 (1.96)	6.59 (2.07)	6.49 (1.99)
Perceived opportunities to achieve aspirations (5-pt scale)	3.26 (1.00)	3.20 (0.99)	3.25 (0.99)	3.43 (1.03)	3.29 (1.01)

## Section A3 Self-esteem & Self-efficacy

Youths generally report high levels of self-esteem (i.e. perceived self-worth) and self-efficacy (i.e., confidence in their ability), regardless of age (**Tables A5 to A8**). They report higher levels of self-efficacy than self-esteem.

Q. To what extent do you agree with the following statements?  
(Based on a 5-pt scale, where 5="strongly agree", 3="neither agree nor disagree", and 1="strongly disagree".)

### A5 Mean ratings of youths' self-esteem over time (with standard deviations in parentheses)

	2010	2013
	n=1,268	n=2,843
Self-Esteem (Aggregate)	3.79 (0.54)	3.64 (0.67)
On the whole, I am satisfied with myself	4.12 (0.61)	3.86 (0.86)
I feel that I have a number of good qualities	4.05 (0.59)	4.01 (0.75)
I feel I do not have much to be proud of	2.80 (1.01)	2.95 (1.07)

15–34 years old

Note. The item 'I feel I do not have much to be proud of' was reversed coded in the aggregated score.

### A6 Mean ratings of youths' self-efficacy over time (with standard deviations in parentheses)

	2010	2013
	n=1,268	n=2,843
Self-Efficacy (Aggregate)	4.38 (0.51)	4.41 (0.53)
It is important to think before you act	4.38 (0.60)	4.50 (0.61)
If I work harder, I will achieve better results	4.42 (0.63)	4.28 (0.78)
I am responsible for what happens to me	4.35 (0.64)	4.45 (0.62)

15–34 years old

### A7 Mean ratings of youths' self-esteem by age (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Self-Esteem (Aggregate)	3.52 (0.72)	3.63 (0.66)	3.68 (0.62)	3.71 (0.65)	3.64 (0.67)
On the whole, I am satisfied with myself	3.79 (0.90)	3.82 (0.88)	3.90 (0.82)	3.93 (0.83)	3.86 (0.86)
I feel that I have a number of good qualities	3.88 (0.84)	4.01 (0.73)	4.07 (0.68)	4.08 (0.72)	4.01 (0.75)
I feel I do not have much to be proud of	3.09 (1.07)	2.95 (1.03)	2.92 (1.07)	2.86 (1.10)	2.95 (1.07)

Note. The item 'I feel I do not have much to be proud of' was reversed coded in the aggregated score.

A8

## Mean ratings of youths' self-efficacy by age (with standard deviations in parentheses)

	15–19 n=686	20–24 n=701	25–29 n=674	30–34 n=782	Overall n=2,843
Self-Efficacy (Aggregate)	4.45 (0.53)	4.43 (0.52)	4.39 (0.54)	4.38 (0.54)	4.41 (0.53)
It is important to think before you act	4.51 (0.63)	4.50 (0.61)	4.49 (0.62)	4.50 (0.59)	4.50 (0.61)
If I work harder, I will achieve better results	4.40 (0.74)	4.33 (0.73)	4.22 (0.79)	4.17 (0.84)	4.28 (0.78)
I am responsible for what happens to me	4.44 (0.64)	4.45 (0.61)	4.45 (0.63)	4.46 (0.60)	4.45 (0.62)

### Section A4 Life Stressors

Compared to 2010, youths' overall level of stress has increased (**Table A9**). Younger youths are most stressed about their studies, future uncertainty, and emerging adult responsibilities, while older youths are most stressed about their finances, future uncertainty, and work (**Table A10**).

Q. To what extent do you find the following areas of your life to be stressful? (Based on a 5-pt scale, where 5="extremely stressful", 3="moderately stressful", and 1="not at all stressful".)

A9

## Mean ratings of youths' life stressors over time (with standard deviations in parentheses)

	2010 n=1,259	2013 n=2,791
Future uncertainty	2.37 (1.13)	3.46 (1.15)
Finances	2.28 (1.10)	3.23 (1.27)
Emerging adult responsibility	2.25 (1.15)	3.22 (1.12)
Health of family member	2.14 (1.14)	3.04 (1.18)
Studies	2.81 (1.10)	3.49 (1.16)
Work	2.52 (1.04)	3.10 (1.09)
Personal health	1.88 (1.04)	2.68 (1.18)
Family relationships	1.82 (0.93)	2.45 (1.26)
Friendships (including peer pressure, romantic relationships)	1.80 (0.90)	2.40 (1.16)

15–34 years old

Note. The upper-bound survey population figures are reflected in this table.



A10

## Mean ratings of youths' life stressors by age (with standard deviations in parentheses)

	15-19 n=669	20-24 n=698	25-29 n=669	30-34 n=770	Overall n=2,791
Future uncertainty	3.53 (1.16)	3.58 (1.12)	3.48 (1.14)	3.26 (1.16)	3.46 (1.15)
Finances	3.03 (1.27)	3.23 (1.29)	3.39 (1.26)	3.27 (1.23)	3.23 (1.27)
Emerging adult responsibility	3.20 (1.13)	3.38 (1.10)	3.24 (1.13)	3.05 (1.11)	3.22 (1.12)
Health of family member	2.96 (1.19)	2.98 (1.19)	3.14 (1.19)	3.07 (1.13)	3.04 (1.18)
Studies	3.88 (1.02)	3.55 (1.11)	3.19 (1.14)	2.92 (1.22)	3.49 (1.16)
Work	2.78 (1.19)	2.98 (1.07)	3.30 (1.00)	3.19 (1.07)	3.10 (1.09)
Personal health	2.64 (1.20)	2.62 (1.16)	2.72 (1.21)	2.73 (1.15)	2.68 (1.18)
Family relationships	2.51 (1.28)	2.39 (1.24)	2.48 (1.29)	2.43 (1.22)	2.45 (1.26)
Friendships (including peer pressure, romantic relationships)	2.66 (1.19)	2.44 (1.14)	2.36 (1.18)	2.15 (1.08)	2.40 (1.16)

Note: The upper-bound survey population figures are reflected in this table.



### Section B1 Perceived General Health

## Part B Physical Wellbeing

Youths' perception of their general health remain positive, peaking in 2010 (**Table B1**). Younger youths report higher levels of perceived general health (**Table B2**).

Q. All in all, how would you describe your state of health these days?  
(Based on a 5-pt scale, where 5="very good", 3="fair", and 1="very poor".)

B1

## Mean ratings of youths' perceived general health over time (with standard deviations in parentheses)

	2002 n=1,500	2005 -	2010 n=918	2013 n=2,061	2010 n=1,268	2013 n=2,843
Perceived general health	3.95 (0.66)	NA	4.12 (0.70)	3.72 (0.78)	4.12 (0.69)	3.70 (0.79)
	15-29 years old			15-34 years old		

B2

## Mean ratings of youths' perceived general health by age (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Perceived general health	3.78 (0.81)	3.70 (0.78)	3.69 (0.76)	3.63 (0.81)	3.70 (0.79)



### Section C1 Allowance & Parental Income

## Part C Economic Wellbeing

About 7 in 10 schooling youths receive a monthly allowance of \$100 or more, remaining constant between 2002 and 2013 (**Table C1**). Parents' combined median income has increased from \$1,501–\$2,000 to \$2,001–\$3,000 between 2002 and 2013 (**Table C2**).

Q. What is the average monthly spending money you receive from your family or guardian?  
(This does not include school or tuition fees or your own salary.)

C1

### Schooling youths' monthly allowances over time

	2002	2005	2010	2013	2010	2013
	n=463	n=586	n=420	n=1,054	n=425	n=1,057
Above \$300	9%	10%	17%	17%	17%	17%
\$201–\$300	21%	20%	21%	18%	21%	18%
\$100–\$200	51%	52%	36%	32%	35%	32%
Below \$100	16%	15%	23%	22%	23%	22%
I do not receive money	2%	3%	4%	10%	4%	11%
	15–29 years old				15–34 years old	

Notes. Respondents who declined giving a response was excluded from the report figures for NYS 2002, 2005, and 2010. Response was mandatory for NYS 2013, which may account for some fluctuation in the overall trend.

Q. What is your parents' combined monthly personal income (from all sources)?

## C2 Parents' combined income over time

	2002	2005	2010	2013	2010	2013
	n=1,112	n=974	n=593	n=1,480	n=813	n=2,025
Above \$5,000	17%	10%	23%	30%	22%	25%
\$3,001–\$5,000	13%	19%	23%	20%	20%	18%
\$2,001–\$3,000	21%	19%	19%	17%	17%	15%
\$1,501–\$2,000	18%	16%	13%	11%	13%	12%
\$1,001–\$1,500	16%	12%	10%	10%	8%	11%
\$500–\$1,000	11%	11%	5%	7%	4%	9%
Below \$500	5%	12%	8%	5%	16%	10%
None	NA					
	15–29 years old			15–34 years old		

Note. Respondents who declined giving a response was excluded from the report figures.

### Section C2 Income & Rewards

Youths are slightly less inclined toward income differentiation in 2013, particularly among younger youths (**Tables C3 and C4**).

Q. To what extent do you agree with the following statement regarding incomes and rewards?  
(Based on a 10-pt scale, where 10="we need larger income differences as incentives for different efforts" and 1="incomes should be made more equal".)

## C3 Mean ratings of youths' attitudes towards income & rewards over time (with standard deviations in parentheses)

	2010	2013
	n=1,268	n=2,843
Incomes & rewards	6.20 (2.06)	5.54 (2.50)
	15–34 years old	

## C4 Mean ratings of youths' attitudes towards income & rewards by age (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	n=686	n=701	n=674	n=782	n=2,843
Incomes & rewards	5.24 (2.42)	5.62 (2.43)	5.67 (2.60)	5.63 (2.53)	5.54 (2.50)

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# Conclusion

Our youths today reside in a diverse, globalised, and highly-connected environment. Coupled with Singapore's dramatic growth over the past forty years, the human capital of our youths have flourished. However, such developments are often accompanied by reduced intergenerational mobility and increased wage inequality (Ho, 2007). Realising these challenges, Deputy Prime Minister Tharman Shanmugaratnam has assured Singaporeans that the Government is working to ensure that its citizens will "have the chance to fulfil their full potential" (Yahya, 2014a). As policy shifts seek to (i) restructure the economy; (ii) reduce reliance on foreign labour; and (iii) emphasise vocational education to meet the needs of both industry and workers (Bin Yahya, 2014b; See, 2014), the manner in which youths respond to these challenges will shape the society to come.

Encouragingly, our youths appear well-placed to overcome these challenges. They continue to value and prioritise strong family relationships, desire to care for their parents at old age, and spend a good proportion of their time with their families. They also maintain close friendships despite the prevalence of social media. These provide the necessary support and developmental networks in the face of increased stress and lowered wellbeing. In addition, with the support of the government and a more developed youth sector, our youths are more educated, developed and equipped.

Youths will play a critical role in contributing to the good of Singapore. More youths are engaged in society and more desire to learn and acquire new skills. Already, youth-led initiatives have sought to bridge societal divides and contribute to the less fortunate. With growing interest in NYC programmes such as the Youth Expedition Project and Youth Corps Singapore, this underscores the growing awareness and interest youths have for their society. These healthy developments will further serve to empower youths to build an equitable and just Singapore.

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