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YOUTH CORPS
SINGAPORE



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

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 future-ready youth who are committed to Singapore by instilling in them a heart for service, resilience and an enterprising spirit.

Our Vision

Confident and Resilient Youth, Vibrant and Caring Nation

Our Mission

To **Advocate** youth interests, **Connect** the youth sector and **Enable** holistic youth development – imbuing youth with the values and skills to thrive in a globalised world while keeping a strong Singapore heartbeat.

Advocate active youth citizenry – positive youth development, engagement, leadership and voice for causes and issues – through research, programming and recognition.

Connect the youth sector for increased youth outreach. We partner youth leaders, youth sector influencers and organisations to build a vibrant youth ecosystem to create more local and overseas opportunities for our youths.

Enable holistic youth development and build the youth ecosystem, through funding, capacity building, resources and training.

Our Background

The National Youth Council (NYC) was set up by the Singapore Government on 1 November 1989 as the national co-ordinating body for youth affairs in Singapore and the focal point of international youth affairs.

On 1 January 2015, NYC began its operations as an autonomous agency under the Ministry of Culture, Community and Youth (MCCY) and housed two key institutions: Outward Bound Singapore (OBS) and Youth Corps Singapore (YCS). Together, the agency drives youth development and broadens outreach to young Singaporeans and youth sector organisations.

Ms Grace Fu, Minister for Culture, Community and Youth, is the Chairperson of the 15th Council. The Council comprises members from diverse backgrounds such as the youth, media, arts, sports, corporate and government sectors.

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. To date, NYS has been conducted in 2002, 2005, 2010, 2013 and 2016. 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 2016 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 youth trends and issues. Contributors comprise NYS's academic collaborators (A/Ps Ho Kong Chong, Irene Ng, and Ho Kong Weng), NYC, and other contributors (A/P Leong Chan Hoong, Prime Minister's Office, Ministry of Manpower, National Volunteer and Philanthropy Centre, and Sport Singapore).

This publication has been put together by the Research team at the National Youth Council.



Contents

Preface

PG 05

About the National Youth Survey

PG 09

Youth in Singapore

PG 13

Social Support

PG 18

Social Participation

PG 32

Values & Attitudes

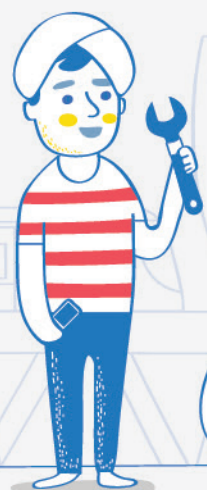
PG 44

Education & Employment

PG 58

Wellbeing

PG 70



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.

To date, the NYS has been conducted in 2002, 2005, 2010, 2013 and 2016. The NYS represents a milestone in Singapore's youth research with its resource-based approach that focuses on the support youth 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; Grootaert & Van Bastelaer, 2002). 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, 2016).

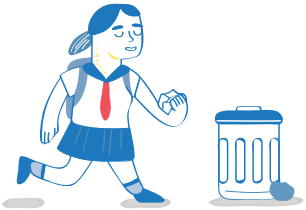
Social and human capital are closely linked. For example, investment in social capital shapes the social networks of individuals, which in turn influences the extent to which human capital is developed. Likewise, human capital development may influence the extent to which individuals are able to contribute 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; Grootaert & Van Bastelaer, 2002)	Human Capital (OECD, 2001; World Economic Forum, 2016)
Definition	Social networks & the norms of reciprocity & trust-worthiness that arise from them.	Knowledge, skills, & competencies embodied in individuals that facilitate the creation of personal, social, & economic wellbeing.
Domains	<div>- Social support</div> <div>- Social participation</div> <div>- Values & attitudes</div>	<div>- Education</div> <div>- Employment</div> <div>- Wellbeing</div>
Focus	The power of relationships	The human potential of young people

Notations
NA Not Available



Research Method for National Youth Survey 2016

NYS 2016 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.

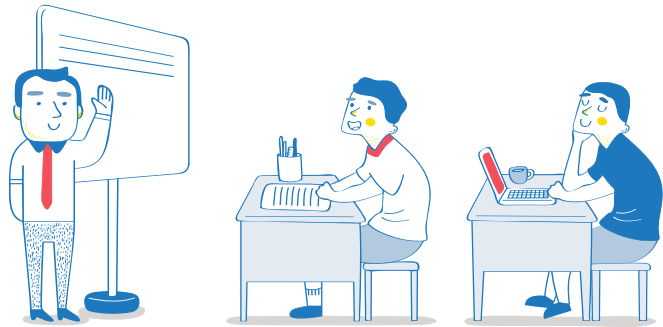
A nationally representative Department of Statistics (DOS) sampling frame of 30,000 individuals by age group, dwelling type and geographic region was used.

The fieldwork period spanned October to December 2016. TNS Singapore Pte Ltd, an independent market research consultancy 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. The invitation letter and survey was available in English, Malay, Mandarin, and Tamil. The adoption of this survey mode since NYS 2013 was made after careful consideration of the target respondents and survey questions¹, given that Singapore's youths have a near-100% internet and smartphone penetration rate (Infocomm Media Development Authority, 2017) and are highly mobile. One additional round of mail, email and phone reminders were used. Minority and underrepresented groups were approached at their respective households to complete the survey in-person using a computing device.

A total of 3,531 youths were successfully surveyed, of which 184 were surveyed at their households. This yielded a cooperation rate of 20% and a response rate of 12%, comparable with NYS 2013. This provided a confidence interval of 1.65% at the 95% confidence level with a youth population size of 1,068,678. 30% of respondents were randomly re-contacted to ensure response veracity. Demographic proportions adhered closely to the youth population.

Table II presents the profile of respondents from NYS 2002, 2005, 2010, 2013 and 2016. Figures referenced in all tables in the publication (with the exception of figures from NYS 2002²) were weighted according to interlocking matrices of age, gender, and race of the respective youth populations.



Notes

- 1. 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).
- 2. Figures from NYS 2002 were not weighted due to the nonstandard age bands used.

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)	NYS 2016 (n=3,531)	Latest Youth Population ^a
Age	15-19	NYS 2002 utilised nonstandard age bands	33%	24%	24%	23%	23%
	20-24		31%	23%	25%	25%	25%
	25-29		36%	25%	24%	25%	25%
	30-34 ^b	NA	NA	28%	28%	27%	27%
Gender	Male	50%	50%	49%	49%	49%	49%
	Female	50%	50%	51%	51%	51%	51%
Race	Chinese	77%	75%	72%	72%	72%	72%
	Malay	15%	15%	15%	16%	16%	16%
	Indian	7%	9%	10%	10%	9%	9%
	Others	1%	1%	4%	3%	3%	3%
Nationality	Singaporean	93%	90%	86%	91%	94%	85%
	Permanent Resident	7%	10%	14%	10%	6%	15%
Marital status	Single	83%	85%	74%	74%	74%	74%
	Married	17%	14%	25%	25%	26%	25%
	Divorced/Separated/Widowed	0%	1%	1%	1%	1%	1%
Religion	Buddhism	35%	32%	36%	25%	24%	28%
	Islam	16%	17%	18%	19%	20%	18%
	Christianity	16%	16%	15%	19%	19%	18%
	Hinduism	5%	6%	6%	6%	5%	5%
	Taoism/Traditional Chinese Beliefs	6%	6%	7%	7%	6%	7%
	Other Religions	2%	1%	3%	1%	0%	0%
	No Religion	21%	21%	15%	23%	25%	23%
Dwelling	HDB 1 - 2 rooms	5%	3%	5%	3%	5%	3%
	HDB 3 rooms	26%	24%	24%	14%	14%	13%
	HDB 4 rooms	33%	43%	34%	37%	38%	36%
	HDB 5 rooms, executive, & above	24%	19%	26%	31%	29%	29%
	Private flat & condominium	12%	11%	3%	10%	9%	11%
	Private house & bungalow			9%	6%	4%	6%
	Others	0%	NA	NA	0%	0%	1%

Notes

- a. Latest youth population refers to the most recent available data from the Department of Statistics (DOS) at the time of fieldwork - age, gender, race and dwelling (DOS, 2016b), as well as nationality, marital status and religion (DOS, 2016a).
- b. The 30-34 age band was included from NYS 2010.

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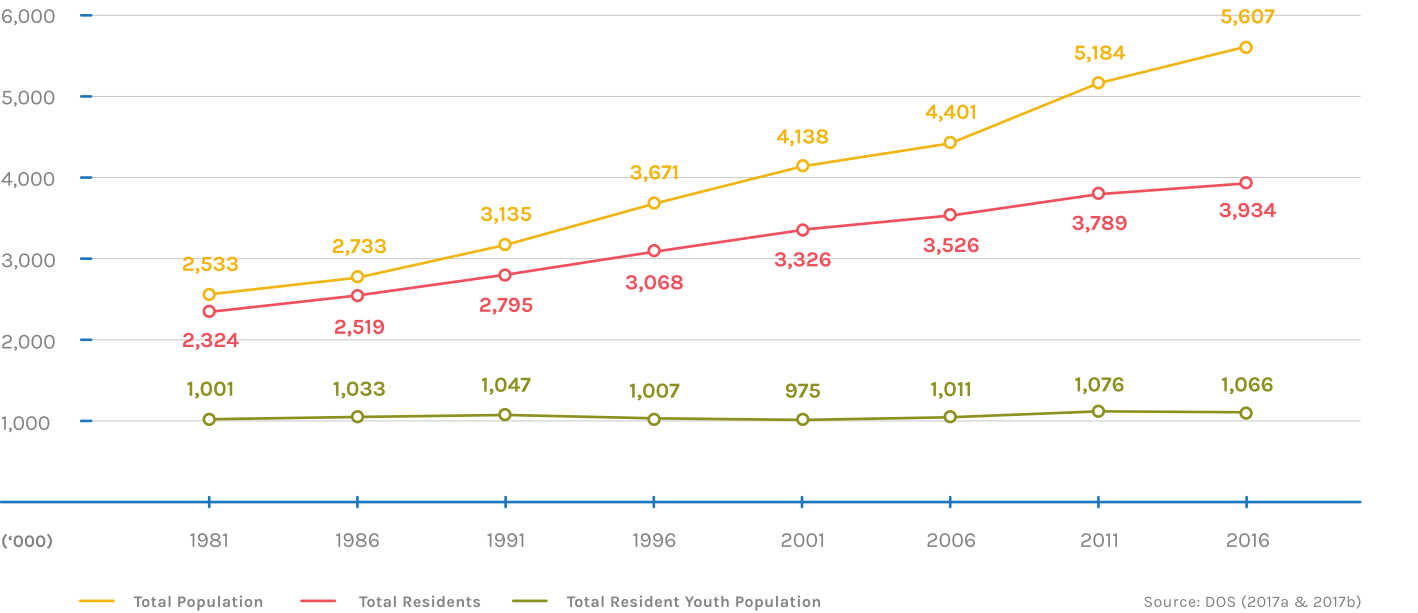
Youth in Singapore

A Brief Demographic Overview

Youth Population

Singapore has an overall population of 5.6 million and a resident population of 3.9 million as at 2016 (Department of Statistics [DOS], 2016b). Singapore's resident' youth population (aged 15 to 34 years old) has remained fairly stable and has not kept pace with the overall population growth Singapore experienced over the last 35 years (see **Chart I**). The overall trend of an increasingly aging population can be seen in the rise of the median age of the resident population from 25 years in 1981 to 40 years in 2016 (DOS, 2017a).

• CHART I: OVERALL POPULATION & YOUTH POPULATION IN SINGAPORE (1981-2016)



Note

1. Resident population consists of Singapore Citizens and Permanent Residents.

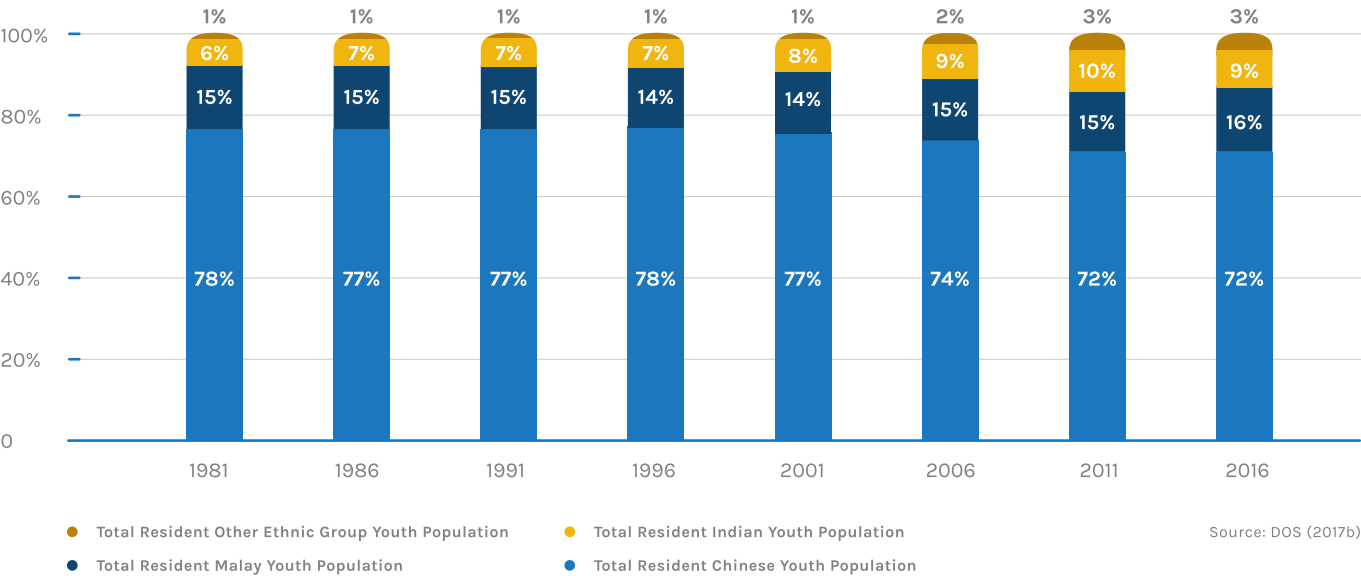
Gender Profile

Following the overall local population gender demographic trends, the male to female ratio of the resident youth population has remained even across the past 35 years. In 2016, 50.5% of the resident youth population was female, and 49.5% of the resident youth population was male (DOS, 2016b).

Ethnicity and Permanent Residency Profile

While the proportion of youths in Singapore has decreased across the years, it has become more diverse than before. Chinese remain as the majority ethnic group of youths in Singapore. However, there has been an increase in the proportion of minorities from 22% in 1981 to 28% in 2016 (see **Chart II**). There is also a significant proportion of permanent residents (15% in 2015) among the youth population, particularly those aged 30 to 34 years of age (26% in 2015) (DOS, 2016a).

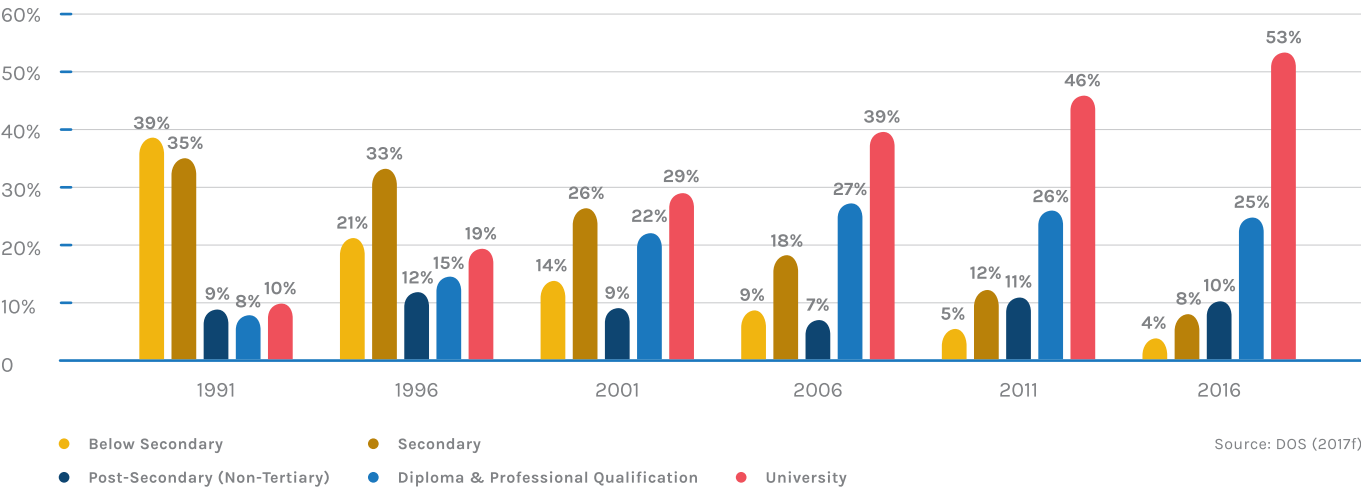
• CHART II: ETHNICITY BREAKDOWN OF THE RESIDENT YOUTH POPULATION IN SINGAPORE (1981 – 2016)



Educational Profile

Singapore youth have also become increasingly educated, with the gross enrolment ratio of post-secondary (non-tertiary) students rising from 47% in 1990 to 95% in 2015 (DOS, 2017c). The higher educational attainment of youths is also evident in the increasing proportions of those aged 25 to 29 years old with at least a university degree (see **Chart III**).

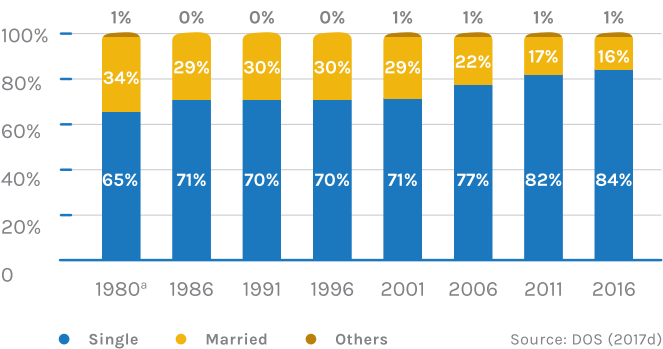
• CHART III: HIGHEST QUALIFICATION ATTAINED OF RESIDENT YOUTH AGED 25-29 (1991 - 2016)



Marital Profile

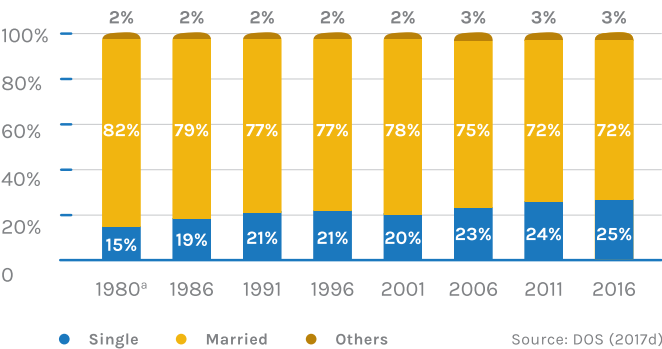
The pursuit of higher education and other life goals may have contributed to delayed marriage plans. The median age of first marriages has risen from 26.8 in 1981 to 30.3 in 2016 for grooms, and from 23.7 in 1981 to 28.3 in 2016 for brides (DOS, 2017e). There has also been an increase in the prevalence of singlehood observed. While there has traditionally been a larger proportion of singles among those aged 20-29, this has increased by almost 20% from 65% in 1980 to 84% in 2016 (see **Chart IV**). Similarly, there are now more singles aged 30-39 (from 15% in 1980 to 25% in 2016) (see **Chart V**), but this increase was less sharp compared to the younger age group.

• CHART IV: RESIDENT YOUTH AGED 20-29 YEARS OLD IN SINGAPORE BY MARITAL STATUS (1981 – 2016)



Note a. 1981 data is not available.

• CHART V: RESIDENT YOUTH AGED 30-39 YEARS OLD IN SINGAPORE BY MARITAL STATUS (1981 – 2016)



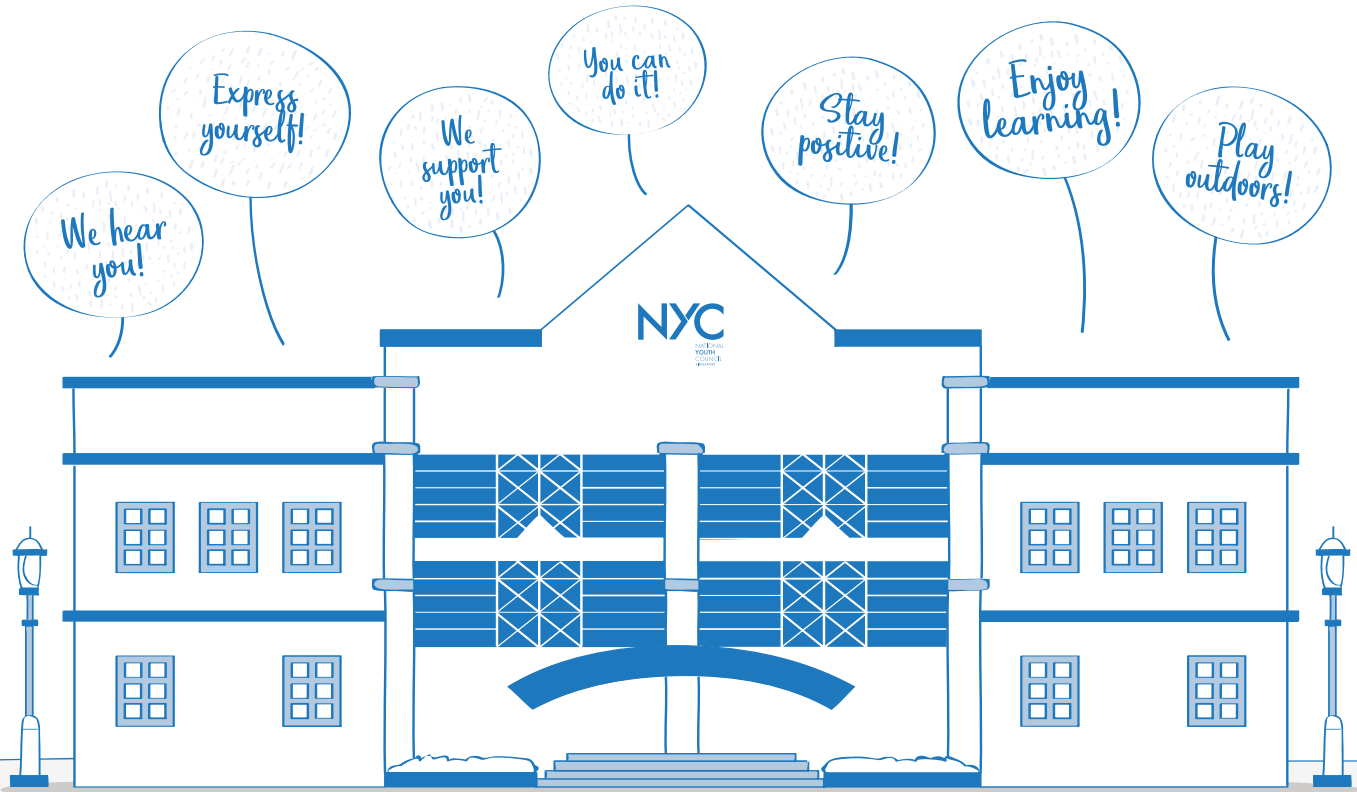
Note a. 1981 data is not available.

Conclusion

Despite slow growth in size, the youth population in Singapore has become more diverse and educated. This can be attributed to strong local economic growth and development, as well as the effects of globalisation and technological advancements that have impacted the Singapore population as a whole.

This globalised and digital generation of youth face the challenge of navigating an amorphous digital space, increasingly complex social issues, and more sophisticated and volatile economic environments. This is a crucial time to develop resilience and readiness for the future, so that youths can have positive outcomes and be meaningfully engaged in society.

The National Youth Survey (NYS) seeks to compliment broad youth population data with greater insights into social and human capital indicators which can inform both youth development policy and practice. With that goal in mind, NYS provides statistical data on youth in the domains of social support, social participation, values and attitudes, aspirations towards education and employment, and subjective wellbeing, to further aid the understanding of all involved in youth engagement and development.



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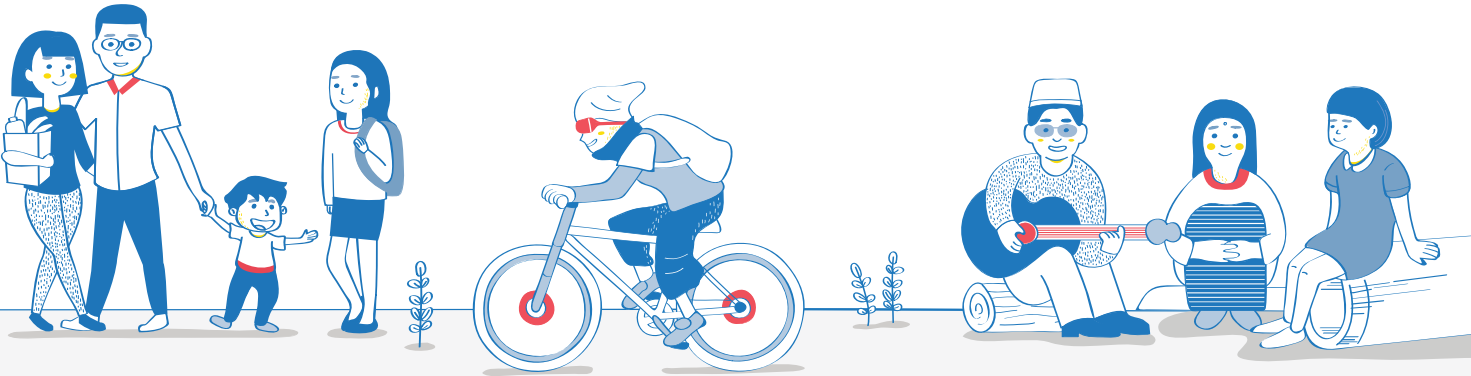
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Social Support

Social support refers to the availability and perceived degree of support that youth receive from significant others (e.g. family, friends) in their lives. Youths' family environment as well as the strengths and diversity of their social networks are important areas that influence youth development and wellbeing.



Social Support

Youths in Singapore generally report stronger and closer social ties than in the past.

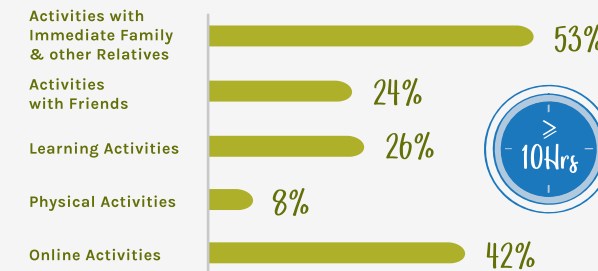
Older youths are spending a large amount of time with their family, despite spending less time on all other activities outside work and school. Youths also continue to enjoy a positive family environment – as seen by the stable high levels of family support and challenge.

Apart from family, friends provide critical support for our youths' individual development. Youths in Singapore continue to meet their close friends in schools, workplaces and through other friends, and have diverse friendships across race, nationality, religion, income group and educational background.

Youths also list their family and their friends as the most important people they turn to when it comes to seeking advice for personal problems and important life decisions.

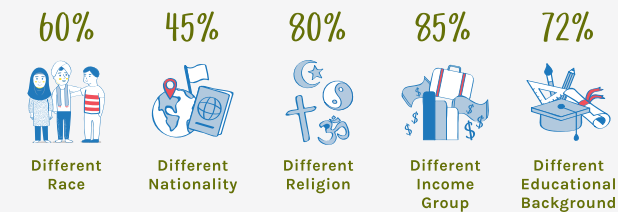
Youths spend the most time **with their families, friends,** as well as on **online activities, physical activities and learning activities.**

Percentage of youths who spend ≥ 10 hours a week outside school/work on...

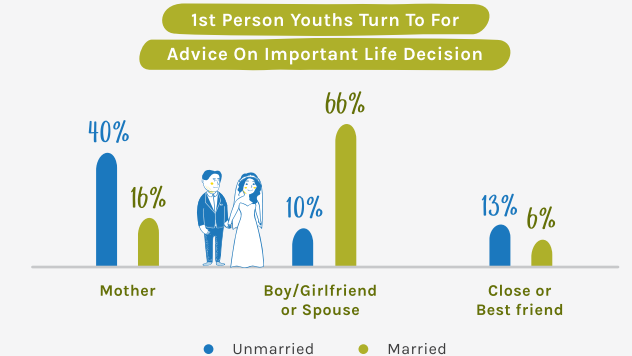
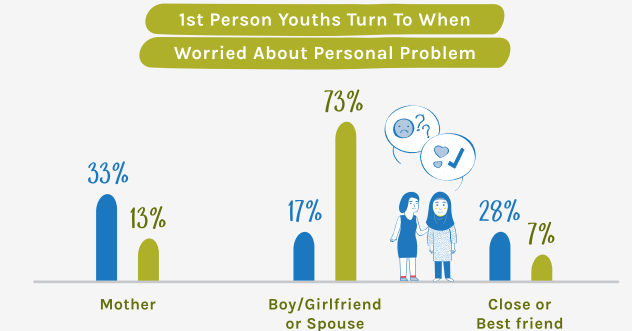


Youths in Singapore generally have **diverse friendships.**

Percentage of youths who have a close friend of...



Unmarried youths most commonly confide in their **mothers** while married youths turn to their **spouses.**





Family Environment

Section A1: Family Support & Challenge

Providing a supportive and challenging family environment for adolescents is linked to positive outcomes, such as the ability to maintain undivided interest in achieving one’s goals, an important trait that facilitates lifelong learning and skill development (Rathunde, 2001). Youths in Singapore continue to report high levels of both in 2016 (**Tables A1 and A2**).

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

• **TABLE A1: MEAN RATINGS OF YOUTHS’ LEVEL OF FAMILY SUPPORT OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Family Support (Aggregate)	4.20 (0.52)	4.22 (0.68)	4.19 (0.68)
I feel appreciated for who I am	4.24 (0.60)	4.18 (0.84)	4.23 (0.79)
If I have a problem, I get special attention and help from family	4.08 (0.77)	4.13 (0.87)	4.02 (0.91)
No matter what happens, I know I'll be loved and accepted	4.36 (0.63)	4.36 (0.77)	4.29 (0.79)
We enjoy having dinner together and talking	4.24 (0.72)	4.25 (0.83)	4.22 (0.84)
We compromise when our schedules conflict	4.01 (0.72)	4.06 (0.83)	4.04 (0.85)
We are willing to help each other out when something needs to be done	4.26 (0.64)	4.35 (0.70)	4.32 (0.72)

Note Question is refined in NYS 2016.

• **TABLE A2: MEAN RATINGS OF YOUTHS’ LEVEL OF FAMILY CHALLENGE OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Family Challenge (Aggregate)	4.02 (0.50)	4.11 (0.64)	4.09 (0.60)
Individual accomplishments are noticed	4.05 (0.62)	4.01 (0.85)	4.07 (0.84)
I'm given responsibility for making important decisions affecting my life	4.09 (0.68)	4.28 (0.73)	4.27 (0.73)
I'm expected to do my best	4.10 (0.73)	4.22 (0.75)	4.14 (0.78)
I try to make other family members proud	4.08 (0.69)	4.20 (0.77)	4.17 (0.80)
I'm encouraged to get involved in activities outside school and work	3.70 (0.87)	3.89 (0.90)	3.83 (0.93)
I'm expected to use my time wisely	4.10 (0.65)	4.14 (0.76)	4.08 (0.79)

Note Question is refined in NYS 2016.



Friendship

Section B1: Number Of Close Friends

Apart from family, youths also approach their friends for personal advice and help. Youths in Singapore have a consistent number of close friends over time, with most youths having at least two close friends (**Table B1**). However, there is a small, but increasing, percentage of youths reporting no close friends. Similar to 2013, older youths tend to report having a smaller group of close friends than younger youths do (**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?

• **TABLE B1: YOUTHS’ NUMBER OF CLOSE FRIENDS OVER TIME**

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
More than 5	19%	26%	20%
4 to 5	27%	30%	29%
2 to 3	45%	32%	36%
1	9%	8%	9%
None	1%	4%	6%

• **TABLE B2: YOUTHS’ NUMBER OF CLOSE FRIENDS BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=897)	(n=961)	(n=3,534)
More than 5	27%	24%	19%	12%	20%
4 to 5	30%	28%	30%	27%	29%
2 to 3	32%	34%	36%	42%	36%
1	7%	8%	11%	12%	9%
None	4%	6%	6%	8%	6%

Section B2:
Sources Of
Close Friends

School continues to be the top source of close friends for youths across all age groups. This is followed by workplaces among older youths, and through friends or social networks, and hobby or interest groups among younger youths (**Table B3**).

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

• **TABLE B3: YOUTHS’ SOURCES OF CLOSE FRIENDS BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=768)	(n=821)	(n=845)	(n=889)	(n=3,323)
School	98%	90%	84%	72%	86%
Workplace	5%	21%	38%	51%	29%
Through other friends/social networks	16%	14%	15%	17%	15%
National Service	3%	17%	16%	11%	12%
Hobby/interest groups	16%	12%	8%	8%	11%
Religious community	11%	10%	9%	12%	10%
Neighbourhood	10%	8%	5%	9%	8%
Public places/gatherings	7%	7%	5%	7%	7%
Sports activities	13%	7%	5%	5%	7%
Internet	14%	7%	6%	3%	7%
Through family members/relatives	5%	4%	4%	5%	5%
Others	0%	0%	0%	0%	0%

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

Friendship diversity has improved from 2013, with more youths reporting having close friends of a different race and nationality (**Table B4**). Younger youths are more likely to report having close friends of a different race, nationality and religion than older youths, but youths of all ages are similar when it comes to having a close friend of a different income group and educational background (**Table B5**).

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

• **TABLE B4: YOUTHS WITH CLOSE FRIENDS OF A DIFFERENT RACE, NATIONALITY OR RELIGION OVER TIME**

	2013	2016
	(n=2,723)	(n=3,324)
Different race	53%	60%
Different nationality	42%	45%
Different religion	80%	80%

• **TABLE B5: FRIENDSHIP DIVERSITY BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=768)	(n=822)	(n=846)	(n=889)	(n=3,324)
Different race	74%	65%	56%	48%	60%
Different nationality	57%	44%	41%	40%	45%
Different religion	87%	84%	77%	74%	80%
Different income group ^a	87%	87%	84%	82%	85%
Different educational background ^a	71%	72%	72%	73%	72%

Note

a. Items are new to NYS 2016.

• TABLE B6: FRIENDSHIP DIVERSITY BY RACE

	Chinese	Malay	Indian	Others	Overall
	(n=2,397)	(n=542)	(n=299)	(n=88)	(n=3,325)
Different race	53%	74%	87%	81%	60%
Different nationality	44%	40%	58%	61%	45%
Different religion	81%	73%	87%	84%	80%
Different income group ^a	84%	83%	92%	88%	85%
Different educational background ^a	68%	80%	83%	85%	72%

Note
a. Items are new to NYS 2016.



Non-School/Work Activities

Section C1: Non-School/Work Activities Over Time

In 2016, youths spend the most amount of time outside of school or work with their families (**Table C1**), on online activities (**Table C7**) and with their friends (**Table C2**).

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

• TABLE C1: HOURS SPENT ON ACTIVITIES WITH IMMEDIATE FAMILY & OTHER RELATIVES OVER TIME
(e.g., going out, having dinner together)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	38%	33%	53%
< 10 hours	59%	61%	45%
None	4%	6%	3%

Note
In NYS 2010 and 2013, family was captured as parents and other relatives. NYS 2016 rephrased the example used to more accurately capture activities with immediate family including one's siblings and spouse, and separately measured activities with other relatives.

• TABLE C2: HOURS SPENT ON ACTIVITIES WITH FRIENDS OVER TIME (e.g., movies, hanging out, concerts)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	34%	23%	24%
< 10 hours	64%	65%	67%
None	2%	12%	9%

• TABLE C3: HOURS SPENT ON LEARNING ACTIVITIES OVER TIME (e.g., reading, studying or doing homework, excluding school hours)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	17%	27%	26%
< 10 hours	61%	51%	54%
None	22%	22%	20%

• **TABLE C4: HOURS SPENT ON PHYSICAL ACTIVITIES OVER TIME** (e.g., exercising or playing sports)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	8%	9%	8%
< 10 hours	73%	70%	72%
None	19%	22%	19%

• **TABLE 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	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	1%	2%	2%
< 10 hours	30%	28%	27%
None	68%	71%	71%

• **TABLE C6: HOURS SPENT ON ENTREPRENEURSHIP ACTIVITIES OVER TIME**
(e.g., business planning, running stalls, selling items & services online)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	2%	4%	5%
< 10 hours	19%	15%	18%
None	79%	82%	78%

• **TABLE C7: HOURS SPENT ON ONLINE ACTIVITIES OVER TIME** (e.g., gaming, chatting, social networking, reading blogs)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
≥ 10 hours	32%	35%	42%
< 10 hours	60%	54%	52%
None	8%	11%	6%

Section C2:
**Non-School/
Work Activities
By Age**

The top three activities that youths spend time on, for all age groups, are with their families, friends and on online activities (**Tables C8, C9 and C14**). Apart from spending time with family and on entrepreneurship activities, older youths tend to spend less time on all other activities compared to younger youths (**Tables C8 to C14**).

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

• **TABLE C8: HOURS SPENT ON ACTIVITIES WITH IMMEDIATE FAMILY & OTHER RELATIVES BY AGE**
(e.g., going out, having dinner together)

	15-19	20-24	25-29	30-34	Overall
	(n=802)	(n=873)	(n=896)	(n=960)	(n=3,531)
≥ 10 hours	55%	52%	51%	55%	53%
< 10 hours	43%	45%	46%	43%	45%
None	2%	3%	3%	2%	3%

• **TABLE 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=803)	(n=873)	(n=895)	(n=961)	(n=3,532)
≥ 10 hours	34%	31%	20%	11%	24%
< 10 hours	59%	64%	71%	74%	67%
None	7%	5%	9%	15%	9%

• **TABLE 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=802)	(n=872)	(n=896)	(n=960)	(n=3,530)
≥ 10 hours	48%	34%	12%	12%	26%
< 10 hours	46%	48%	62%	60%	54%
None	6%	18%	26%	28%	20%

• **TABLE C11: HOURS SPENT ON PHYSICAL ACTIVITIES BY AGE** (e.g., exercising or playing sports)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
≥ 10 hours	15%	9%	6%	5%	8%
< 10 hours	70%	69%	76%	74%	72%
None	15%	22%	19%	21%	19%

• **TABLE 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=803)	(n=873)	(n=895)	(n=960)	(n=3,531)
≥ 10 hours	2%	3%	1%	2%	2%
< 10 hours	35%	27%	24%	23%	27%
None	63%	71%	75%	75%	71%

• **TABLE C13: HOURS SPENT ON ENTREPRENEURSHIP ACTIVITIES BY AGE**
(e.g., business planning, running stalls, selling items & services online)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
≥ 10 hours	2%	3%	7%	6%	5%
< 10 hours	15%	18%	19%	20%	18%
None	83%	80%	74%	74%	78%

• **TABLE 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=802)	(n=873)	(n=895)	(n=960)	(n=3,530)
≥ 10 hours	52%	49%	37%	32%	42%
< 10 hours	44%	47%	57%	60%	52%
None	4%	5%	5%	9%	6%



Living Arrangements & Behaviours

Section D1: Living Arrangements Over Time

Living arrangements of our youths have remained relatively constant when compared to 2010 and 2013. The majority of unmarried youths live with their parents, and the majority of married youths live with their spouses. (**Tables D1 and D2**).

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

• **TABLE D1: LIVING ARRANGEMENTS OF UNMARRIED YOUTHS OVER TIME**

	2010	2013	2016
	(n=948)	(n=2,089)	(n=2,570)
Parent(s)	94%	97%	97%
Sibling(s)	81%	72%	68%
Grandparent(s)	11%	13%	10%
Boy/Girlfriend	1%	1%	1%
Child(ren)	0%	1%	1%
Relative(s)	6%	5%	5%
Domestic helper(s)	13%	11%	10%

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.

• **TABLE D2: LIVING ARRANGEMENTS OF MARRIED YOUTHS OVER TIME**

	2010	2013	2016
	(n=320)	(n=713)	(n=889)
Parent(s)	40%	37%	31%
Sibling(s)	19%	18%	15%
Grandparent(s)	4%	2%	2%
Husband/Wife	93%	89%	93%
Child(ren)	67%	61%	58%
Relative(s)	4%	2%	2%
Domestic helper(s)	13%	16%	13%

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.

Section D2:
Advice-Seeking
Behaviour

Youths continue to have someone to turn to when faced with problems or when making decisions (**Tables D3 and D5**). Unmarried youths are most likely to turn to their mothers and married youths are most likely to turn to their spouses for advice on both personal problems and important life decisions (**Tables D4 and D6**).

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.

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.

• **TABLE D3:** FIRST PERSON YOUTHS TURN TO FOR ADVICE REGARDING A PERSONAL PROBLEM OVER TIME

	2013	2016
	(n=2,843)	(n=3,531)
Father	10%	9%
Mother	28%	28%
Boy/Girlfriend or Spouse	29%	31%
Best/Close friend	21%	23%
Others	9%	9%
None	4%	1%

• **TABLE D4:** FIRST PERSON YOUTHS TURN TO FOR ADVICE REGARDING A PERSONAL PROBLEM BY MARITAL STATUS

	Unmarried Youths	Married Youths
	(n=2,569)	(n=889)
Father	10%	4%
Mother	33%	13%
Boy/Girlfriend or Spouse	17%	73%
Best/Close friend	28%	7%
Others	11%	4%
None	1%	0%

• **TABLE D5:** FIRST PERSON YOUTHS TURN TO FOR ADVICE REGARDING A LIFE DECISION OVER TIME

	2013	2016
	(n=2,843)	(n=3,531)
Father	19%	19%
Mother	32%	34%
Boy/Girlfriend or Spouse	25%	24%
Best/Close friend	10%	11%
Others	10%	11%
None	5%	1%

• **TABLE D6:** FIRST PERSON YOUTHS TURN TO FOR ADVICE REGARDING A LIFE DECISION BY MARITAL STATUS

	Unmarried Youths	Married Youths
	(n=2,569)	(n=889)
Father	22%	8%
Mother	40%	16%
Boy/Girlfriend or Spouse	10%	66%
Best/Close friend	13%	6%
Others	14%	4%
None	2%	1%

References

Rathunde, K. (2001). Family context and the development of undivided interest: A longitudinal study of family support and challenge and adolescents' quality of experience. *Applied Developmental Science*, 5(3), 158-171.

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 youth are engaged and connected within organisations and society are important indicators of personal and societal development.



Social Participation

In 2016, youths are more connected and involved in their communities than they were before.

Youths' involvement in social groups rose from 2013, with an increase in their monthly and occasional participation. Youths are also more involved in civic activities, and top activities include reposting or liking content online related to a social or political issue, supporting social causes through monetary donations, and participating in environmental conservation efforts.

With the growth of technology, there is a widespread use of internet and social media among youths in Singapore. The majority of youths use both mediums on a daily basis to get news or information on current affairs, and use it more frequently than youths in 2013.

As digital natives, youths are using the internet and social media daily to stay updated on current affairs and connect with their friends and family.



90%

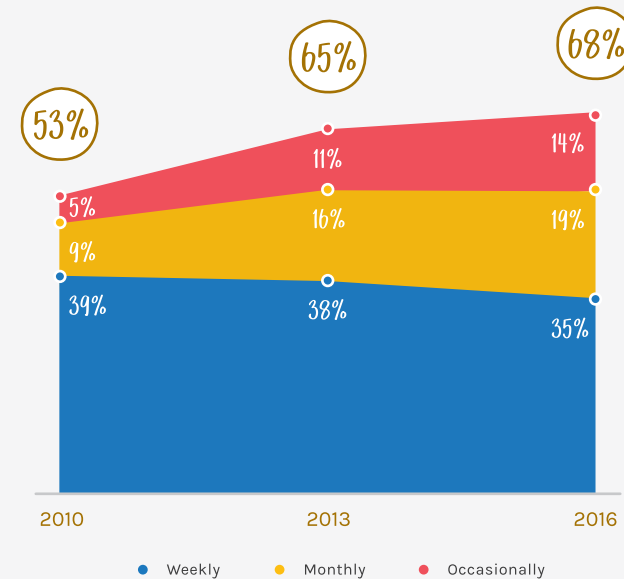
Use a **social networking site** such as Facebook, Twitter, or Instagram on the internet on a daily basis



86%

Get **news or information on current affairs** on the internet on a daily basis on a daily basis

Youths' **involvement in social groups continues to rise.**



Youths' popular forms of civic engagement are now largely **online and cause-based.**



Reposted and/or liked content online related to a social or political issue

35%



Supported a social cause through monetary donations

33%



Participated in environmental conservation efforts

25%



Followed elected officials, candidates for office, or other public figures on social media

20%



Social Group & Leadership Involvement



Section A1: Overall Social Group & Leadership Involvement

Involvement in social activities has been linked to a variety of positive outcomes, such as successful social and academic adjustment across life stages (Busseri, Rose-Krasnor, Willoughby & Chalmers, 2006), and the fostering of social ties that facilitate positive mental health (Kawachi & Berkman, 2001).

2016 saw a continued increase in youths’ involvement in social groups and a sustained involvement in leadership (**Table A1**). As before, involvement in both generally declines with age, with the exception of workplace-related groups (**Tables A2 to A4**). Male youths continue to report higher levels of involvement compared to female youths, though the difference in figures is smaller than in 2013 (**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)?

• **TABLE A1: SOCIAL GROUP & LEADERSHIP INVOLVEMENT OVER TIME**

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Group involvement	53%	65%	68%
Leadership involvement	10%	25%	24%

• **TABLE A2: SOCIAL GROUP & LEADERSHIP INVOLVEMENT BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=895)	(n=960)	(n=3,531)
Group involvement	84%	65%	60%	63%	68%
Leadership involvement	42%	23%	18%	17%	24%

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

• **TABLE A3: SOCIAL GROUP INVOLVEMENT BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=961)	(n=3,532)
Sports-related	41%	24%	21%	22%	27%
Arts & cultural	27%	13%	7%	5%	13%
Uniform	16%	6%	2%	1%	6%
Community	16%	10%	6%	7%	10%
Welfare & self-help	8%	6%	6%	5%	6%
Religious	20%	14%	12%	16%	16%
Interest & hobby ^a	24%	20%	17%	14%	19%
Discussion & forums	10%	8%	9%	9%	9%
Workplace-related	6%	19%	29%	31%	22%
Others	1%	0%	1%	1%	1%

Notes
The upper-bound survey population figures are reflected in this table.
a. Item refined in NYS 2016 to include updated examples.

• **TABLE A4: LEADERSHIP INVOLVEMENT BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
Sports-related	13%	6%	3%	3%	6%
Arts & cultural	12%	4%	2%	1%	4%
Uniform	12%	2%	1%	0%	3%
Community	4%	3%	1%	2%	2%
Welfare & self-help	1%	1%	0%	1%	1%
Religious	4%	4%	4%	3%	4%
Interest & hobby ^a	6%	5%	3%	2%	4%
Discussion & forums	1%	1%	2%	1%	1%
Workplace-related	2%	5%	8%	9%	6%
Others	1%	1%	0%	0%	1%

Notes
The upper-bound survey population figures are reflected in this table.
a. Item refined in NYS 2016 to include updated examples.

• **TABLE A5: SOCIAL GROUP & LEADERSHIP INVOLVEMENT BY GENDER**

	Male	Female	Overall
	(n=1,745)	(n=1,786)	(n=3,531)
Group involvement	71%	65%	68%
Leadership involvement	27%	22%	24%

Section A2:
Frequency Of
Social Group
Involvement

Compared to six years 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?

• **TABLE A6: YOUTHS’ NUMBER OF SOCIAL GROUP INVOLVEMENT OVER TIME**

No. of groups	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
3 or more	7%	14%	15%
2	12%	19%	20%
1	34%	33%	33%
0	47%	35%	32%

• **TABLE A7: FREQUENCY OF SOCIAL GROUP INVOLVEMENT OVER TIME**

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Weekly	39%	38%	35%
Monthly	9%	16%	19%
Occasionally	5%	11%	14%
None	48%	35%	32%

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

• **TABLE A8: FREQUENCY OF SOCIAL GROUP INVOLVEMENT BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=895)	(n=960)	(n=3,531)
Weekly	59%	33%	24%	27%	35%
Monthly	15%	18%	21%	21%	19%
Occasionally	10%	14%	15%	16%	14%
None	15%	35%	40%	37%	32%

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

• **TABLE A9: FREQUENCY OF SOCIAL GROUP INVOLVEMENT**

	None	Occasionally	Monthly	Weekly
	(n=3,531)			
Sports-related	73%	5%	7%	15%
Arts & cultural	88%	4%	3%	6%
Uniform	95%	2%	1%	3%
Community	90%	5%	4%	1%
Welfare & self-help	94%	3%	2%	1%
Religious	85%	2%	4%	10%
Interest & hobby ^a	82%	5%	8%	5%
Discussion & forums	91%	3%	4%	2%
Workplace-related	78%	9%	9%	4%
Others	98%	0%	1%	1%

Notes
Participation figures are based on the overall number of groups (i.e., a participant may be involved in more than one group).
a. Item refined in NYS 2016 to include updated examples.

Section A3:
Frequency Of
Leadership Involvement

Most youths who are involved in leadership are also likely to participate on a weekly basis in those groups (Table A10). These youth leaders tend to be younger in age, and are more likely to be involved in workplace and sports-related groups (Tables A11 and A12).

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)?

TABLE A10: FREQUENCY OF LEADERS’ INVOLVEMENT OVER TIME

	2010	2013	2016
	(n=132)	(n=716)	(n=859)
Weekly	75%	63%	61%
Monthly	15%	27%	27%
Occasionally	10%	9%	12%

Note
Leadership figures are based on the most frequent level of participation in social groups that respondents reported having led.

TABLE A11: FREQUENCY OF LEADERS’ INVOLVEMENT BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=333)	(n=202)	(n=157)	(n=168)	(n=860)
Weekly	75%	60%	52%	45%	61%
Monthly	17%	30%	33%	39%	27%
Occasionally	9%	10%	15%	16%	12%

Note
Leadership figures are based on the most frequent level of participation in social groups that respondents reported having led.

TABLE A12: FREQUENCY OF LEADERS’ INVOLVEMENT BY SOCIAL GROUP

	Occasionally	Monthly	Weekly
Sports-related	5%	20%	76%
Arts & cultural	12%	22%	66%
Uniform	14%	21%	65%
Community	15%	61%	25%
Welfare & self-help	23%	64%	13%
Religious	2%	20%	78%
Interest & hobby ^a	15%	41%	45%
Discussion & forums	18%	50%	32%
Workplace-related	28%	45%	27%
Others	9%	25%	66%

Notes
Figures are based on the overall number of leaders and the participation rate of leaders reported for each social group.
a. Item refined in NYS 2016 to include updated examples.

Part B

Civic Engagement



Section B1:
Civic
Engagement

With greater use of technology and ease of information access, it seems that forms of civic participation are shifting away from traditional activities (Loader, Vromen & Xenos, 2014) which tend to take place offline. For example, youths now seem to be participating more online through social networking sites like Facebook (Smith, 2013). In line with this shift, youths in Singapore are more likely to participate in less traditional forms of civic engagement such as reposting or liking online content, supporting a social cause through monetary donations, and participating in environmental conservation efforts (**Table B1**).

Q. Have you done any of the following civic activities in the past 12 months?

• **TABLE B1: PARTICIPATION IN CIVIC ACTIVITIES BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=961)	(n=3,533)
At least one civic activity	74%	61%	65%	60%	65%
Participated in environmental conservation efforts ^a	35%	22%	23%	20%	25%
Supported a social cause through monetary donations ^a	38%	28%	35%	32%	33%
Deliberately avoided or bought products for ethical, environmental or political reasons ^a	18%	18%	19%	18%	18%
Contacted a government official about an issue that is important to you ^a	2%	2%	4%	5%	3%
Signed a petition	15%	13%	10%	8%	11%
Sent a "letter to the editor" to a newspaper or magazine	1%	1%	1%	0%	1%
Commented on an online news story or blog post to express an opinion about a social or political issue	12%	11%	12%	15%	13%
Reposted and/or liked content online related to a social or political issue ^a	38%	34%	35%	32%	35%
Created and posted original content online related to a social or political issue ^a	8%	6%	6%	6%	6%
Followed elected officials, candidates for office, or other public figures on social media ^a	22%	19%	21%	18%	20%
Attended a discussion on social or political affairs	8%	7%	7%	6%	7%
Attended a political rally or speech	3%	4%	5%	5%	4%
Worked with fellow citizens to solve a problem in your community	4%	4%	3%	5%	4%

Notes
The upper-bound survey population figures are reflected in this table.
a. Items are new/refined in NYS 2016.

Part C

Internet & Social Media Use



Section C1:
Internet Use

With almost all Singapore residents under the age of 35 being internet users (Infocomm Media Development Authority, 2017), youths use the internet to access social networking sites and gather news or information on current affairs more frequently (**Tables C1 and C2**). Across all age groups, most of the daily internet users use it for social networking. However, older youths use the internet to stay updated on news and information more than younger youths do (**Table C3**).

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

• **TABLE C1: DAILY INTERNET USE OVER TIME**

	2013	2016
	(n=2,843)	(n=3,531)
Get news or information on current affairs	63%	86%
Use a social networking site such as Facebook, Twitter, or Instagram	83%	90%
Buy things online	11%	19%
Sell things online	5%	9%
Look for health-related information such as dieting and fitness	18%	25%
Look for information that is hard to talk with others	12%	16%
Play online games	30%	38%

Note Sum of 'several times a day' and 'about once a day' scale items.

• **TABLE C2: FREQUENCY OF INTERNET USE**

	Never	Every few weeks or less	Several times a week	About once a day	Several times a day
	(n=3,531)				
Get news or information on current affairs	2%	4%	8%	21%	65%
Use a social networking site such as Facebook, Twitter, or Instagram	3%	3%	4%	13%	77%
Buy things online	13%	52%	16%	6%	14%
Sell things online	46%	38%	7%	3%	6%
Look for health-related information such as dieting and fitness	11%	37%	27%	12%	13%
Look for information that is hard to talk with others	21%	46%	16%	7%	9%
Play online games	24%	24%	14%	13%	25%

• TABLE C3: DAILY INTERNET USE BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=961)	(n=3,533)
Get news or information on current affairs	78%	82%	89%	92%	86%
Use a social networking site such as Facebook, Twitter, or Instagram	92%	90%	90%	88%	90%
Buy things online	14%	21%	22%	19%	19%
Sell things online	8%	11%	10%	8%	9%
Look for health-related information such as dieting and fitness	28%	24%	26%	23%	25%
Look for information that is hard to talk with others	17%	18%	17%	14%	16%
Play online games	45%	40%	34%	33%	38%

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.

Section C2: Social Media Use

Youths continue to use social media most for (i) obtaining news or information on current affairs, (ii) entertainment purposes, and (iii) maintaining contact with friends and family (**Tables C4 and C5**). The majority of older youths use social media as a source for current affairs while the majority of younger youths use it for entertainment (**Table C6**).

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

• TABLE C4: DAILY SOCIAL MEDIA USE OVER TIME

	2013	2016
	(n=2,843)	(n=3,531)
Get news or information on current affairs	59%	78%
Post comments	33%	32%
Update information about yourself and activities	27%	25%
Share materials such as videos and photos with others	28%	28%
Maintain contact with existing friends and family	50%	47%
Make new friends and contacts	17%	15%
Create future employment opportunities	12%	14%
For entertainment	57%	66%

Note
Sum of ‘several times a day’ and ‘about once a day’ scale items.

• TABLE C5: FREQUENCY OF SOCIAL MEDIA USE

	Never	Every few weeks or less	Several times a week	About once a day	Several times a day
	(n=3,531)				
Get news or information on current affairs	4%	8%	10%	21%	57%
Post comments	18%	30%	19%	14%	19%
Update information about yourself and activities	18%	38%	19%	10%	16%
Share materials such as videos and photos with others	14%	36%	23%	11%	17%
Maintain contact with existing friends and family	8%	21%	24%	15%	31%
Make new friends and contacts	23%	49%	13%	6%	9%
Create future employment opportunities	39%	35%	12%	6%	8%
For entertainment	5%	13%	16%	19%	47%

• TABLE C6: DAILY SOCIAL MEDIA USE BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
Get news or information on current affairs	74%	76%	81%	81%	78%
Post comments	34%	34%	32%	30%	32%
Update information about yourself and activities	33%	29%	21%	20%	25%
Share materials such as videos and photos with others	35%	33%	24%	21%	28%
Maintain contact with existing friends and family	59%	47%	41%	41%	47%
Make new friends and contacts	20%	18%	13%	11%	15%
Create future employment opportunities	13%	16%	14%	12%	14%
For entertainment	80%	72%	62%	53%	66%

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 youth 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.



Values & Attitudes

In this globalised nation, youths are increasingly exposed to other perspectives and conversations on current affairs and a wide-range of issues.

This has given rise to a youth population that is more open and accepting of diversity. Youths are more positive about working together and being a neighbour with other races and nationalities.

Through it all, their aspirations have largely remained consistent. Youths continue to have strong family and community values. Maintaining strong family relationships has been one of their top life goals since 2002, while helping the less fortunate and contributing to society continues to be in their top ten life goals. But, they are also pragmatic and having a place of their own, a successful career, and high income, feature as important life goals. Staying relevant is also not something they take for granted, and youths place high importance on learning and acquiring new skills.

Our youths are proud to be Singaporean. There is stronger national pride among older youths compared to 2013. They feel that they have a stake here, and express confidence in government and government-related institutions.

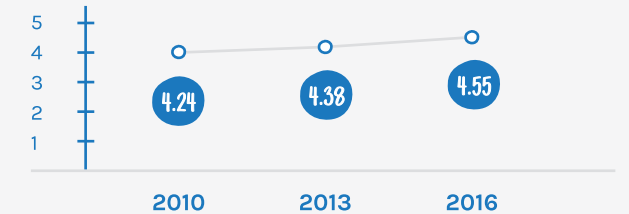
Youths want to **have a place of their own** and continue to prioritise **strong family relationship**. They also seek to acquire knowledge and wealth.

Top 5 life goals



Youths **are more comfortable with other races and nationalities as neighbours.**

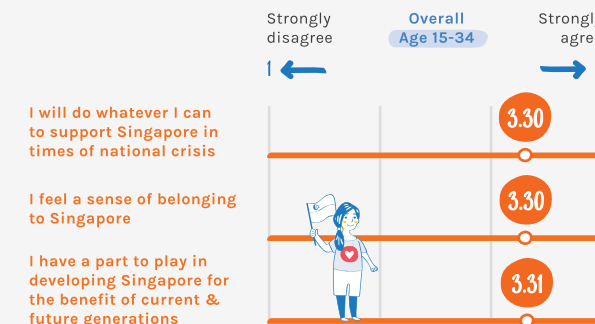
Different race as neighbour



Different nationality as neighbour



Youths are **proud and committed to Singapore.**



Part A

Life Goals



Section A1:
Life Goals

Youths’ life goals have largely remained consistent. Youths want to have a place of their own and value strong family relationships (**Table A1**). Despite having several years to go before owning a property, younger youths still consider having a place of their own as a very important life goal (**Table A2**). Encouragingly, 90% of youths regard helping the less fortunate and contributing to society as very and somewhat important life goals (**Table A3**).

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

• **TABLE A1: YOUTHS’ "VERY IMPORTANT" LIFE GOALS OVER TIME**

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
To have a place of my own ^a	NA	70%	70%
To maintain strong family relationships	71%	74%	70%
To acquire new skills and knowledge	57%	65%	62%
To have a successful career	66%	61%	59%
To earn lots of money	48%	46%	46%
To help the less fortunate ^a	NA	41%	41%
To contribute to society ^a	NA	39%	40%
To get married	35%	39%	36%
To have children	34%	37%	35%
To have a good personal spiritual/religious life	27%	36%	31%
To start my own business	19%	22%	21%
To be actively involved in sports	17%	18%	18%
To discover, design or invent something new	13%	17%	17%
To be actively involved in the arts	8%	13%	12%
To migrate to another country	5%	10%	11%
To be actively involved in local volunteer work	4%	12%	10%
To be actively involved in overseas volunteer work	4%	9%	8%
To be famous	7%	6%	6%

Note
a. Item is new to NYS 2013.

• **TABLE A2: YOUTHS’ "VERY IMPORTANT" LIFE GOALS BY AGE**

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=875)	(n=896)	(n=961)	(n=3,533)
To have a place of my own ^a	71%	71%	69%	68%	70%
To maintain strong family relationships	73%	69%	68%	69%	70%
To acquire new skills and knowledge	67%	64%	61%	57%	62%
To have a successful career	71%	63%	55%	49%	59%
To earn lots of money	47%	46%	46%	43%	46%
To help the less fortunate ^a	53%	42%	38%	33%	41%
To contribute to society ^a	52%	42%	36%	31%	40%
To get married	34%	35%	37%	38%	36%
To have children	30%	31%	36%	41%	35%
To have a good personal spiritual/religious life	35%	30%	29%	33%	31%
To start my own business	19%	22%	23%	21%	21%
To be actively involved in sports	25%	17%	14%	15%	18%
To discover, design or invent something new	21%	20%	15%	13%	17%
To be actively involved in the arts	20%	13%	10%	6%	12%
To migrate to another country	12%	12%	11%	10%	11%
To be actively involved in local volunteer work	15%	12%	9%	7%	10%
To be actively involved in overseas volunteer work	13%	9%	7%	5%	8%
To be famous	9%	7%	5%	4%	6%

Notes
The upper-bound survey population figures are reflected in this table.
a. Item is new to NYS 2013.

• TABLE A3: YOUTHS’ LIFE GOALS

	Not important at all	Somewhat unimportant	Somewhat important	Very important
(n=3,531)				
To have a place of my own ^a	1%	3%	27%	70%
To maintain strong family relationships	1%	3%	27%	70%
To acquire new skills and knowledge	0%	2%	36%	62%
To have a successful career	1%	5%	35%	59%
To earn lots of money	2%	10%	43%	46%
To help the less fortunate ^a	1%	9%	48%	41%
To contribute to society ^a	1%	9%	50%	40%
To get married	7%	12%	45%	36%
To have children	9%	14%	42%	35%
To have a good personal spiritual/religious life	12%	21%	35%	31%
To start my own business	12%	30%	37%	21%
To be actively involved in sports	12%	27%	43%	18%
To discover, design or invent something new	15%	31%	37%	17%
To be actively involved in the arts	24%	37%	27%	12%
To migrate to another country	29%	39%	21%	11%
To be actively involved in local volunteer work	12%	33%	45%	10%
To be actively involved in overseas volunteer work	19%	41%	31%	8%
To be famous	36%	40%	18%	6%

Note
a. Item is new to NYS 2013.



Attitudes Towards Family & Relationships

Section B1: Attitudes Towards Parental Care

Strong and stable families continue to be a priority for youths. Encouragingly, 8 in 10 youths report they would take care of their parents in old age regardless of the circumstances (**Table B1**).

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

• TABLE B1: YOUTHS’ ATTITUDES TOWARDS PARENTAL CARE OVER TIME

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
I would take care of my parents in their old age, regardless of the circumstances	81%	86%	85%
I would take care of my parents in their old age, if my circumstances allow	18%	13%	14%
I would leave matters to my parents or to the government	1%	1%	1%

• TABLE B2: YOUTHS’ ATTITUDES TOWARDS PARENTAL CARE BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
I would take care of my parents in their old age, regardless of the circumstances	85%	89%	84%	82%	85%
I would take care of my parents in their old age, if my circumstances allow	14%	11%	15%	17%	14%
I would leave matters to my parents or to the government	1%	1%	1%	1%	1%

Section B2:
Attitudes Towards
Marriage

Views towards marriage have shifted, as Singaporeans have changing expectations for marriage, contesting life priorities and greater acceptance of singlehood (Straughan, 2012). Since 2010, there is an increasing proportion of youths who believe that marriage is not necessary (**Table B3**).

Q. Which statement best describes your belief towards marriage?

• **TABLE B3:** YOUTHS’ ATTITUDES TOWARDS MARRIAGE OVER TIME

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
One should marry	47%	39%	30%
It is better to marry	35%	35%	38%
It is not necessary to marry	17%	25%	31%
It is better not to marry	1%	2%	2%

• **TABLE B4:** YOUTHS’ ATTITUDES TOWARDS MARRIAGE BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=872)	(n=895)	(n=961)	(n=3,531)
One should marry	29%	29%	30%	31%	30%
It is better to marry	39%	38%	37%	37%	38%
It is not necessary to marry	30%	31%	31%	30%	31%
It is better not to marry	1%	2%	2%	1%	2%

• **TABLE B5:** YOUTHS’ ATTITUDES TOWARDS MARRIAGE BY MARITAL STATUS

	Unmarried Youths	Married Youths
	(n=2,569)	(n=888)
One should marry	27%	38%
It is better to marry	37%	40%
It is not necessary to marry	34%	21%
It is better not to marry	2%	1%



Social Attitudes

Section C1:
Attitudes Towards
Other Races

Attitudes of youths towards others of a different race have improved over the years since 2010 (**Table C1**). Youths aged 15 to 19 (**Table C2**) and minority races (**Table C3**) are more comfortable with other races as compared to others.

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", & 1="strongly disagree".)

• **TABLE C1:** MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS OTHER RACES OVER TIME
(with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
I am comfortable working together with someone of a different race	4.24 (0.58)	4.37 (0.65)	4.55 (0.62)
I am comfortable having someone of a different race as a neighbour	4.24 (0.60)	4.38 (0.67)	4.55 (0.63)

• **TABLE C2:** MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS OTHER RACES BY AGE
(with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
I am comfortable working together with someone of a different race	4.66 (0.59)	4.55 (0.59)	4.54 (0.63)	4.48 (0.64)	4.55 (0.62)
I am comfortable having someone of a different race as a neighbour	4.69 (0.56)	4.56 (0.59)	4.52 (0.65)	4.46 (0.67)	4.55 (0.63)

• **TABLE C3:** MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS OTHER RACES BY RACE
(with standard deviations in parentheses)

	Chinese	Malay	Indian	Others	Overall
	(n=2,533)	(n=576)	(n=324)	(n=98)	(n=3,531)
I am comfortable working together with someone of a different race	4.50 (0.65)	4.65 (0.53)	4.76 (0.45)	4.72 (0.51)	4.55 (0.62)
I am comfortable having someone of a different race as a neighbour	4.49 (0.66)	4.65 (0.54)	4.75 (0.48)	4.75 (0.52)	4.55 (0.63)

Section C2:
Attitudes Towards
Other Nationalities

Likewise, youths are increasingly comfortable with working together and being a neighbour with someone of a different nationality. Despite improving attitudes from 2013, they still remain cautious towards Singapore encouraging other nationalities to work or study in Singapore (Table C4).

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", & 1="strongly disagree".)

• TABLE C4: MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS OTHER NATIONALITIES OVER TIME
(with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
I am comfortable working together with someone of a different nationality (i.e., from a different country)	4.09 (0.71)	4.11 (0.87)	4.44 (0.71)
I am comfortable having someone of a different nationality as a neighbour	4.07 (0.68)	4.06 (0.92)	4.39 (0.78)
I think Singapore should encourage people of other nationalities to come to work or study in Singapore	3.80 (0.81)	3.28 (1.17)	3.63 (1.14)
I think Singapore should encourage people of other nationalities who are professionals or skilled workers to become Singapore citizens	3.73 (0.83)	3.25 (1.20)	3.46 (1.20)

• TABLE C5: MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS OTHER NATIONALITIES BY AGE
(with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
I am comfortable working together with someone of a different nationality (i.e., from a different country)	4.63 (0.58)	4.44 (0.70)	4.39 (0.74)	4.33 (0.77)	4.44 (0.71)
I am comfortable having someone of a different nationality as a neighbour	4.63 (0.62)	4.39 (0.76)	4.32 (0.80)	4.24 (0.86)	4.39 (0.78)
I think Singapore should encourage people of other nationalities to come to work or study in Singapore	3.96 (1.05)	3.60 (1.13)	3.49 (1.15)	3.50 (1.16)	3.63 (1.14)
I think Singapore should encourage people of other nationalities who are professionals or skilled workers to become Singapore citizens	3.87 (1.10)	3.45 (1.17)	3.29 (1.22)	3.28 (1.20)	3.46 (1.20)

Section C3:
Attitudes Towards
Justifiability Of Actions

Youths express greater tolerance for the justifiability of certain actions like sex before marriage, abortion, prostitution and suicide (Table C6). However, Singapore youths remain more conservative compared to youths in other countries (World Values Survey Association, 2016).

Q. To what extent do you think each of the following actions is justifiable (i.e. an action shown to be right or valid)?
(Based on a 10-pt scale, where 10="always justifiable" & 1="never justifiable".)

• TABLE C6: MEAN RATINGS OF YOUTHS’ ATTITUDES OVER TIME (with standard deviations in parentheses)

	2013	2016
	(n=2,843)	(n=3,531)
Avoiding a fare on public transport	2.78 (2.41)	2.84 (2.34)
Stealing property	1.58 (1.64)	1.62 (1.65)
Cheating on taxes if you have a chance	1.92 (1.90)	1.82 (1.81)
Prostitution	2.89 (2.48)	3.02 (2.50)
Abortion	3.59 (2.81)	3.83 (2.95)
Divorce	4.44 (2.86)	4.58 (2.93)
Sex before marriage	4.32 (3.04)	4.66 (3.11)
Suicide	2.26 (2.22)	2.60 (2.38)
Euthanasia	4.09 (3.08)	4.20 (3.17)

• TABLE C7: MEAN RATINGS OF YOUTHS’ ATTITUDES BY AGE (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Avoiding a fare on public transport	3.14 (2.38)	3.20 (2.39)	2.64 (2.30)	2.44 (2.21)	2.84 (2.34)
Stealing property	1.82 (1.84)	1.74 (1.78)	1.51 (1.47)	1.42 (1.46)	1.62 (1.65)
Cheating on taxes if you have a chance	1.91 (1.93)	2.02 (1.98)	1.70 (1.65)	1.69 (1.68)	1.82 (1.81)
Prostitution	3.01 (2.49)	3.27 (2.58)	3.06 (2.50)	2.77 (2.40)	3.02 (2.50)
Abortion	3.97 (3.04)	4.04 (3.06)	3.84 (2.95)	3.52 (2.76)	3.83 (2.95)
Divorce	4.56 (2.93)	4.74 (2.94)	4.70 (3.01)	4.35 (2.81)	4.58 (2.93)
Sex before marriage	4.01 (2.99)	4.74 (3.13)	5.08 (3.16)	4.76 (3.07)	4.66 (3.11)
Suicide	2.89 (2.67)	2.75 (2.47)	2.62 (2.34)	2.19 (2.01)	2.60 (2.38)
Euthanasia	4.25 (3.25)	4.34 (3.19)	4.26 (3.19)	3.99 (3.07)	4.20 (3.17)

Section C4:
Institutional
Trust

Youths express higher levels of confidence in government and government-related institutions compared to other institutions (**Table C8**). Despite their high consumption of news and information online, youths have less trust in social media and independent news websites.

Q. To what extent do you have confidence in the following organisations or institutions?
(Based on a 4-pt scale, where 4="completely confident" & 1="not confident at all".)

• **TABLE C8: MEAN RATINGS OF YOUTHS’ TRUST IN INSTITUTIONS BY AGE** (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Religious institutions	2.72 (0.89)	2.60 (0.93)	2.62 (0.89)	2.66 (0.87)	2.65 (0.90)
Mainstream media (e.g. newspapers, television)	2.55 (0.76)	2.37 (0.78)	2.39 (0.81)	2.37 (0.79)	2.42 (0.79)
Independent online news websites/blogs	2.33 (0.75)	2.18 (0.73)	2.19 (0.78)	2.12 (0.74)	2.20 (0.75)
Social media	2.39 (0.76)	2.20 (0.75)	2.14 (0.75)	2.09 (0.75)	2.20 (0.76)
The courts	2.95 (0.76)	2.86 (0.78)	2.86 (0.79)	2.93 (0.79)	2.90 (0.78)
Government	3.01 (0.78)	2.86 (0.81)	2.87 (0.79)	2.94 (0.83)	2.92 (0.81)
Civil defence	3.16 (0.76)	3.02 (0.78)	3.06 (0.74)	3.09 (0.78)	3.08 (0.77)
Armed forces (i.e. Army, Navy, Air force)	3.19 (0.77)	3.02 (0.81)	3.02 (0.78)	3.03 (.081)	3.06 (0.80)
Educational institutions	3.17 (0.73)	3.03 (0.74)	3.00 (.072)	3.00 (0.74)	3.05 (0.74)
Financial institutions (e.g. banks)	2.94 (0.76)	2.81 (0.76)	2.77 (0.78)	2.77 (0.77)	2.82 (0.77)
Major companies	2.72 (0.73)	2.62 (0.70)	2.59 (0.72)	2.54 (0.71)	2.61 (0.72)
Non-profit organisations	2.81 (0.73)	2.64 (0.71)	2.60 (0.71)	2.48 (0.71)	2.63 (0.73)
Healthcare institutions	3.15 (0.70)	3.03 (0.70)	2.97 (0.73)	2.91 (0.74)	3.01 (0.72)

Note
This is a new question introduced in NYS 2016.



National Attitudes

Section D1:
National
Pride

Singaporean youths continue to express high levels of national pride (**Table D1**). While youths who are younger reported higher levels of national pride in 2013, this is high across all age bands in 2016 (**Table D2**).

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

• **TABLE D1: MEAN RATINGS OF YOUTHS’ NATIONAL PRIDE OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,086)	(n=2,572)	(n=3,317)
Proud to be Singaporean	3.43 (0.58)	3.18 (0.71)	3.37 (0.65)

Note
Question is refined in NYS 2016.

• **TABLE D2: MEAN RATINGS OF YOUTHS’ NATIONAL PRIDE BY AGE** (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=759)	(n=844)	(n=849)	(n=865)	(n=3,317)
Proud to be Singaporean	3.37 (0.62)	3.36 (0.64)	3.39 (0.68)	3.37 (0.65)	3.37 (0.65)

• **TABLE D3: MEAN RATINGS OF YOUTHS’ NATIONAL PRIDE BY RACE** (with standard deviations in parentheses)

	Chinese	Malay	Indian	Others	Overall
	(n=2,394)	(n=568)	(n=281)	(n=74)	(n=3,317)
Proud to be Singaporean	3.36 (0.64)	3.42 (0.66)	3.47 (0.66)	3.21 (0.74)	3.37 (0.65)

Section D2:
Commitment
To Singapore

In line with high levels of national pride, youths are rooted to Singapore and feel like they have a stake here (Table D4). Across all age groups, youths express high levels of commitment to Singapore.

Q. To what extent do you agree with the following statements?
(Based on a 4-pt scale, where 4="strongly agree" & 1="strongly disagree".)

• TABLE D4: MEAN RATINGS OF YOUTHS’ COMMITMENT TO SINGAPORE BY AGE (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
I will do whatever I can to support Singapore in times of national crisis	3.30 (0.58)	3.28 (0.57)	3.29 (0.61)	3.34 (0.63)	3.30 (0.60)
I feel a sense of belonging to Singapore	3.34 (0.63)	3.28 (0.62)	3.28 (0.69)	3.31 (0.68)	3.30 (0.65)
I have a part to play in developing Singapore for the benefit of current and future generations	3.35 (0.61)	3.30 (0.59)	3.28 (0.63)	3.32 (0.65)	3.31 (0.62)

Note
This is a new question introduced in NYS 2016.

References

Straughan, P. T. (2012, May 3). *Delayed marriage and ultra-low fertility in Singapore - The confounding challenges to social stability*. Paper presented at CSC-IPS The Population Conundrum: Roundtable on Singapore’s Demographic Challenges, Singapore. Singapore: Institute of Policy Studies.

World Values Survey Association. (2016). *World Values Survey Wave 6 2010 - 2014 Official Aggregate V.20150418* [Data file]. Retrieved from <http://www.worldvaluessurvey.org/WVSDocumentationWV6.jsp>

Education & Employment

Education comprises learning within formal institutions as well as non-institutional learning, which is key to helping youth realise their potential. Motivations, perceptions, attained skills, and opportunities for youths provide additional insight to understanding education and how it relates to their development.

Employment reflects the process in which individuals apply their skills, competencies, and other attributes to create economic value. Complementing labour force statistics, youths' attitudes towards the labour market, and their educational and wage expectations are useful indicators to shed light on their participation in the labour force.



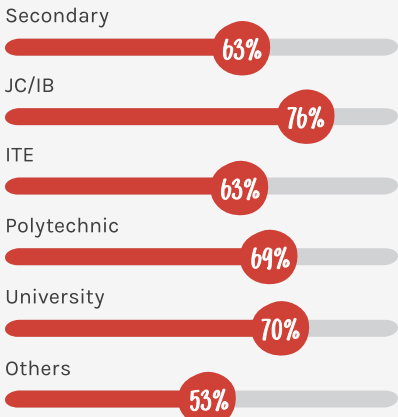
Education & Employment

Singaporean youth set high expectations for themselves from a young age. Throughout schooling, they place high importance on learning and acquiring new skills and knowledge.

This may be linked to their belief in the value of education; more than half of youths view minimally a bachelor's degree as necessary to secure a decent job. 80% of them also have expectations towards a minimal income level for employment. At the same time, youths continue to express that both hard work and one's luck and connections are necessary to achieving success in life.

In terms of competencies, our youths are comfortable working with other people, and being able to express care and concern for others. With the increasing acceptance towards societal diversity, youths remain respectful towards the values and beliefs of other races and are culturally sensitive. Half of schooling youths have had some form of overseas exposure during their schooling life which reflects their exposure to other cultures and viewpoints.

At least half of students have some form of **exposure to cultures abroad or overseas learning.**



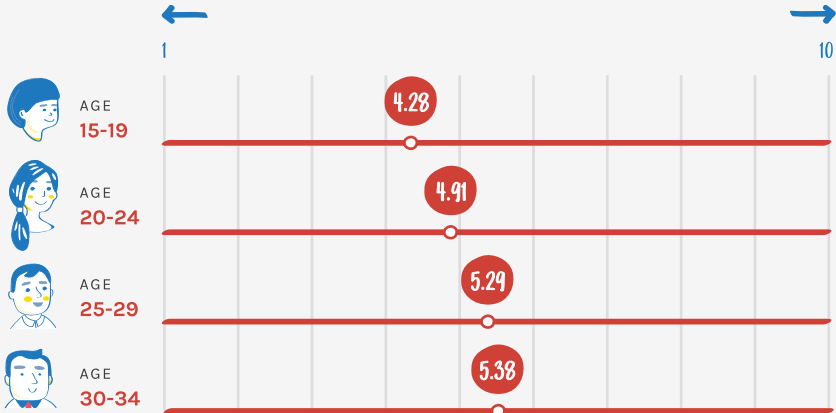
Desire to learn and study remains the biggest motivation to attend school.

Top 3 reasons to attend school



Youths view both **hard work, connections and luck** as ingredients 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

Of the various reasons for attending school, learning and studying remains the top motivator for youths (**Table A1**).

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

• **TABLE A1: SCHOOLING YOUTHS’ SCHOOL-GOING MOTIVATIONS OVER TIME**

	2013	2016
	(n=1,057)	(n=1,206)
Learn/study	45%	47%
Get good grades/qualifications	36%	34%
Improve future prospects	32%	32%
Make friends/build social network	13%	15%
Gain experience/training	5%	8%
Increase income	6%	6%
Compulsory/no choice	5%	5%
Fulfil passion/ambition	5%	5%
Others	2%	0%

Notes
This is an open-ended item coded into multiple responses, hence figures will not sum to 100%.
The overall schooling-youth survey population figures are reflected in this table.

Section A2: Perceived Highest Level Of Education Achievable

Youths are confident of their ability to attain a bachelor’s degree or higher, especially amongst schooling youths (**Tables A2 and A3**).

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

• **TABLE A2: YOUTHS’ PERCEIVED HIGHEST LEVEL OF EDUCATION ACHIEVABLE OVER TIME**

	2013	2016
	(n=2,843)	(n=3,531)
Postgraduate degree	38%	35%
Bachelor’s degree	38%	39%
Diploma	12%	13%
Professional certification	7%	6%
ITE or equivalent	3%	4%
’A’ level/Int’l Baccalaureate	1%	1%
’O’ or ’N’ level	2%	3%
PSLE & below	0%	1%

• **TABLE A3: YOUTHS’ PERCEIVED HIGHEST LEVEL OF EDUCATION ACHIEVABLE BY SCHOOLING STATUS**

	Schooling	Non-schooling
	(n=1,208)	(n=2,325)
Postgraduate degree	32%	36%
Bachelor’s degree	49%	35%
Diploma	13%	13%
Professional certification	3%	7%
ITE or equivalent	2%	5%
’A’ level/Int’l Baccalaureate	1%	1%
’O’ or ’N’ level	1%	4%
PSLE & below	0%	1%



Section B1:
Work
Competencies

Generally, our youths consider themselves to be able to work well with others (**Table B1**). Older youths believe they are better at planning ahead than the younger youths (**Table B2**) and male youths are more confident of their leading ability than female youths (**Table B3**).

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", & 1="not at all like me")

• **TABLE B1: MEAN RATINGS OF YOUTHS’ WORK COMPETENCIES OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Being good at planning ahead	3.68 (0.83)	3.70 (1.01)	3.77 (0.98)
Leading a team of people	3.44 (0.97)	3.41 (1.13)	3.42 (1.11)
Working well with other people	3.91 (0.70)	3.95 (0.86)	3.94 (0.84)

• **TABLE B2: MEAN RATINGS OF YOUTHS’ WORK COMPETENCIES BY AGE** (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Being good at planning ahead	3.62 (1.02)	3.76 (0.95)	3.79 (0.99)	3.88 (0.95)	3.77 (0.98)
Leading a team of people	3.50 (1.10)	3.45 (1.06)	3.37 (1.13)	3.38 (1.12)	3.42 (1.11)
Working well with other people	3.95 (0.89)	3.93 (0.82)	3.94 (0.83)	3.96 (0.82)	3.94 (0.84)

• **TABLE B3: MEAN RATINGS OF YOUTHS’ WORK COMPETENCIES BY GENDER** (with standard deviations in parentheses)

	Male	Female	Overall
	(n=1,746)	(n=1,785)	(n=3,531)
Being good at planning ahead	3.77 (1.01)	3.76 (0.95)	3.77 (0.98)
Leading a team of people	3.52 (1.11)	3.32 (1.09)	3.42 (1.11)
Working well with other people	3.97 (0.85)	3.92 (0.82)	3.94 (0.84)

Section B2:
Social
Competencies

Youths remain empathetic towards others. Consistent with previous years, public speaking continues to be the area that they least identify with (**Table B4**). Older youths report lower levels for both these competencies compared to younger youths (**Table B5**). In the area of caring about other people’s feelings, females score themselves higher than their male counterparts (**Table B6**).

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", & 1="not at all like me")

• **TABLE B4: MEAN RATINGS OF YOUTHS’ SOCIAL COMPETENCIES OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Caring about other people's feelings	4.01 (0.73)	4.19 (0.84)	4.15 (0.85)
Being good at making friends	3.96 (0.73)	3.68 (1.05)	3.62 (1.06)
Staying away from people who might get me in trouble	3.65 (1.02)	3.74 (1.06)	3.77 (1.03)
Speaking publicly	3.12 (1.01)	2.75 (1.25)	2.88 (1.23)
Adapting to change	3.85 (0.78)	3.86 (0.91)	3.89 (0.91)

• **TABLE B5: MEAN RATINGS OF YOUTHS’ SOCIAL COMPETENCIES BY AGE** (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3531)
Caring about other people's feelings	4.26 (0.88)	4.17 (0.84)	4.12 (0.84)	4.08 (0.83)	4.15 (0.85)
Being good at making friends	3.65 (1.10)	3.67 (1.04)	3.58 (1.06)	3.59 (1.04)	3.62 (1.06)
Staying away from people who might get me in trouble	3.80 (1.05)	3.75 (1.06)	3.77 (1.00)	3.78 (1.01)	3.77 (1.03)
Speaking publicly	2.99 (1.26)	2.98 (1.22)	2.87 (1.24)	2.70 (1.20)	2.88 (1.23)
Adapting to change	3.88 (0.97)	3.87 (0.89)	3.89 (0.91)	3.90 (0.86)	3.89 (0.91)

• **TABLE B6: MEAN RATINGS OF YOUTHS’ SOCIAL COMPETENCIES BY GENDER** (with standard deviations in parentheses)

	Male	Female	Overall
	(n=1,746)	(n=1,785)	(n=3,531)
Caring about other people's feelings	4.10 (0.89)	4.20 (0.81)	4.15 (0.85)
Being good at making friends	3.68 (1.07)	3.56 (1.05)	3.62 (1.06)
Staying away from people who might get me in trouble	3.80 (1.04)	3.75 (1.02)	3.77 (1.03)
Speaking publicly	3.00 (1.23)	2.77 (1.22)	2.88 (1.23)
Adapting to change	3.94 (0.92)	3.84 (0.89)	3.89 (0.91)

Section B3:
Cultural
Competencies

Youths are consistently strong in being able to respect the values and beliefs of other races and cultures (Table B7). Compared to older youths, younger youths perceive themselves to be more knowledgeable and respectful towards the values and beliefs of different races and cultures (Table B8). Males also report having greater knowledge of other races than females (Table B9).

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", & 1="not at all like me")

• TABLE B7: MEAN RATINGS OF YOUTHS’ CULTURAL COMPETENCIES OVER TIME (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Respecting the values and beliefs of people who are of different race or culture than I am	3.91 (0.74)	4.23 (0.81)	4.20 (0.77)
Knowing a lot about people of other races	3.41 (0.95)	3.36 (1.08)	3.39 (1.05)

• TABLE B8: MEAN RATINGS OF YOUTHS’ CULTURAL COMPETENCIES BY AGE (with standard deviations in parentheses)

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Respecting the values and beliefs of people who are of different race or culture than I am	4.29 (0.78)	4.19 (0.74)	4.17 (0.77)	4.15 (0.78)	4.20 (0.77)
Knowing a lot about people of other races	3.55 (1.03)	3.42 (1.01)	3.36 (1.05)	3.26 (1.07)	3.39 (1.05)

• TABLE B9: MEAN RATINGS OF YOUTHS’ CULTURAL COMPETENCIES BY GENDER (with standard deviations in parentheses)

	Male	Female	Overall
	(n=1,746)	(n=1,785)	(n=3,531)
Respecting the values and beliefs of people who are of different race or culture than I am	4.17 (0.80)	4.22 (0.74)	4.20 (0.77)
Knowing a lot about people of other races	3.47 (1.05)	3.31 (1.04)	3.39 (1.05)



Overseas Exposure

Section C1:
Overseas
Programme
Participation

Older youths report less overseas programme participation as a student than younger youths (Table C1). There has also been an increase in participation of schooling youths in most programme types from 2013 (Table C2). At least half of schooling youths have had some form of overseas exposure, which typically takes the form of student exchanges and study trips (Table C3).

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

• TABLE C1: OVERSEAS PROGRAMME PARTICIPATION BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=961)	(n=3,533)
Overall participation ^a	71%	61%	49%	36%	53%
Internship	9%	9%	13%	9%	10%
Student exchange	39%	35%	27%	17%	29%
Study trip	39%	36%	27%	17%	29%
Community expedition	27%	25%	18%	13%	21%
Religious expedition	14%	9%	10%	10%	11%
Competition	14%	13%	10%	9%	11%
Other learning programme	5%	4%	2%	2%	3%

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.
a. Overall participation is based on participation in at least one overseas programme over the course of their schooling life.

• **TABLE C2:** SCHOOLING YOUTHS’ SCHOOL-BASED OVERSEAS PROGRAMME PARTICIPATION OVER TIME

	2013	2016
	(n=1,059)	(n=1,207)
Overall participation ^a	65%	66%
Internship	4%	6%
Student exchange	28%	37%
Study trip	28%	37%
Community expedition	20%	23%
Religious expedition	1%	4%
Competition	8%	10%
Other learning programme	7%	4%

Note
a. Overall participation is based on participation in at least one overseas programme over the course of their schooling life.

• **TABLE C3:** SCHOOLING YOUTHS’ SCHOOL-BASED OVERSEAS PROGRAMME PARTICIPATION BY ENROLLED INSTITUTIONS

	Secondary	JC/IB	ITE	Polytechnic	Local University	Others ^a	Overall
	(n=305)	(n=134)	(n=77)	(n=255)	(n=258)	(n=176)	(n=1,204)
Overall participation ^b	63%	76%	63%	69%	70%	53%	66%
Internship	5%	2%	12%	7%	7%	7%	6%
Student exchange	34%	46%	36%	36%	44%	24%	37%
Study trip	35%	37%	33%	42%	37%	35%	37%
Community expedition	21%	30%	30%	23%	27%	14%	23%
Religious expedition	8%	3%	7%	4%	2%	3%	4%
Competition	11%	12%	10%	8%	11%	9%	10%
Other learning programme	4%	8%	1%	2%	5%	5%	4%

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.
a. Youths enrolled in private or foreign institutions.
b. Overall participation is based on participation in at least one overseas programme over the course of their schooling life.



Part D Employment & Qualification Expectations

Section D1: Perceived Education To Get A Decent Job

Regardless of age, approximately half of Singapore youths believe that a bachelor's degree is needed to secure a decent job (**Tables D1 and D2**).

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

• **TABLE D1:** YOUTHS’ PERCEIVED LEVEL OF EDUCATION NEEDED TO GET A DECENT JOB OVER TIME

	2013	2016
	(n=2,843)	(n=3,531)
Postgraduate degree	6%	5%
Bachelor's degree	52%	50%
Diploma	30%	30%
ITE or equivalent	6%	9%
'A' level/Int'l Baccalaureate	1%	1%
'O' or 'N' level	4%	4%
PSLE	1%	1%
Others	1%	2%

• **TABLE D2:** YOUTHS’ PERCEIVED LEVEL OF EDUCATION NEEDED TO GET A DECENT JOB BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=802)	(n=873)	(n=896)	(n=961)	(n=3,532)
Postgraduate degree	7%	4%	5%	5%	5%
Bachelor's degree	48%	46%	50%	54%	50%
Diploma	28%	35%	30%	27%	30%
ITE or equivalent	6%	9%	9%	9%	8%
'A' level/Int'l Baccalaureate	2%	1%	1%	1%	1%
'O' or 'N' level	7%	3%	3%	3%	4%
PSLE	0%	0%	1%	1%	1%
Others	2%	2%	2%	1%	2%

Section D2:
Hard Work &
Connections

Youths generally perceive that the key to achieving success in life lies in a mix of hard work, luck and connections. Compared to older youths, younger youths lean more towards the belief that hard work usually brings a better life (Tables D3 and D4).

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" & 1="in the long run, hard work usually brings a better life".)

• TABLE D3: MEAN RATINGS OF YOUTHS’ ATTITUDES TOWARDS HARD WORK & CONNECTIONS OVER TIME
(with standard deviations in parentheses)

	2013	2016
	(n=2,843)	(n=3,531)
Hard work and connections	5.12 (2.60)	4.99 (2.47)

• TABLE D4: 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=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Hard work and connections	4.28 (2.30)	4.91 (2.39)	5.29 (2.50)	5.38 (2.50)	4.99 (2.47)



Income Expectations

Section E1:
Expected Income

8 in 10 youths have a minimum income level expectation when seeking a job (Table E1). Across all ages, at least 80% of youths expect to earn more than \$2,000 (Table E3).

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

Q. What is the minimum amount of monthly income at which you would accept a job as your main occupation?

• TABLE E1: YOUTHS WITH EXPECTED LEVEL OF INCOME OVER TIME

	2013	2016
	(n=2,843)	(n=3,531)
Yes	72%	83%

Note Question is refined in NYS 2016.

• TABLE E2: YOUTHS WITH EXPECTED LEVEL OF INCOME BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,532)
Yes	78%	84%	85%	86%	83%

• TABLE E3: YOUTHS’ EXPECTED LEVEL OF INCOME BY AGE

	15-19	20-24	25-29	30-34	Overall
	(n=622)	(n=731)	(n=763)	(n=829)	(n=2,945)
S\$10,000 & above	4%	2%	1%	1%	2%
S\$7,000 - S\$9,999	4%	1%	1%	4%	2%
S\$5,000 - S\$6,999	12%	3%	5%	15%	9%
S\$3,000 - S\$4,999	31%	27%	39%	42%	35%
S\$2,000 - S\$2,999	31%	48%	42%	30%	38%
S\$1,500 - S\$1,999	9%	15%	9%	6%	10%
S\$1,000 - S\$1,499	6%	3%	3%	2%	3%
S\$500 - S\$999	1%	1%	1%	1%	1%
Less than S\$500	1%	0%	0%	0%	0%

Note NYS 2013 response brackets were captured differently and may not be strictly comparable.

Wellbeing

The Organisation for Economic Cooperation and Development (OECD) typically understands individual wellbeing through factors that shape people's lives and opportunities. These factors can be broadly grouped into 2 categories - material conditions and quality of life (OECD, 2015). Material conditions comprise of the following three dimensions: income and wealth, jobs and earnings, and housing. On the other hand, quality of life indicators include subjective wellbeing in addition to other measures such as health, work-life balance, personal security, etc.



Wellbeing

In pursuit of their aspirations, youths are stressed about their future and the responsibilities of adulthood.

The top three stressors for youths in Singapore are future uncertainty, studies and emerging adult responsibility. They are also not entirely confident that there are enough opportunities in Singapore to achieve their aspirations.

Nonetheless, the subjective wellbeing of youths remains high. Youths are happier and more satisfied, compared to 2013, and remain positive. The majority of youths also perceive their physical wellbeing to be healthy.

Youths report being **less inclined towards income differentiation** over the years.

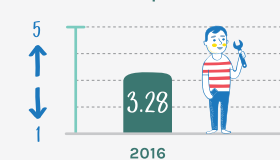
We need larger income differences as incentives for different efforts



Incomes should be made more equal

Youths are not entirely confident that they will have **sufficient opportunities** to achieve their aspirations.

Perceived opportunities to achieve aspirations

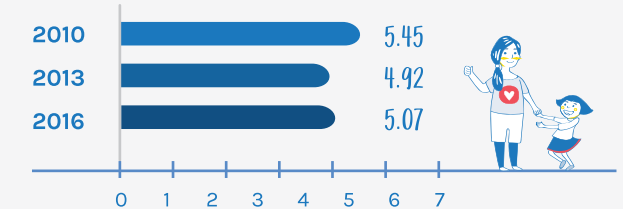


Perceived opportunities to have a good career

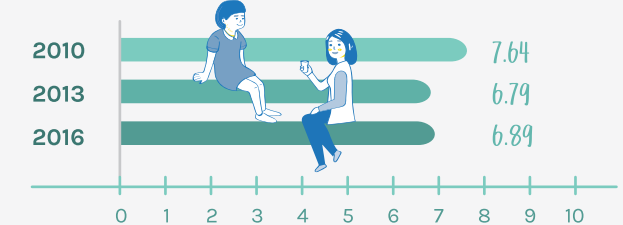


Overall, youths' wellbeing is good.

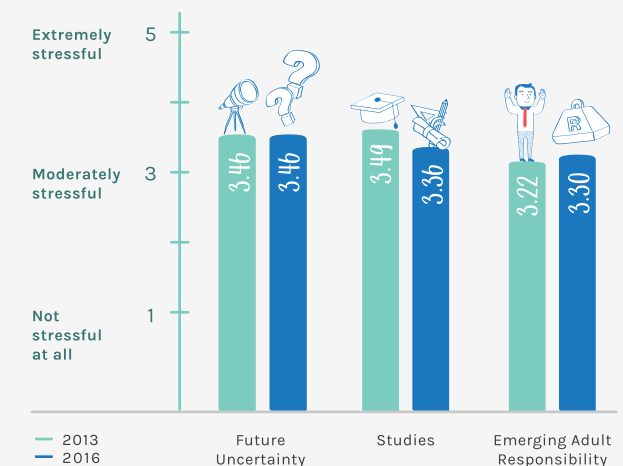
Happiness



Life Satisfaction



Youths remain most stressed about **future uncertainty**.





Subjective Wellbeing

Section A1: Happiness, Life Satisfaction & Confidence In Future

Recovering from a slight dip in 2013, youths reported higher levels of happiness, life satisfaction and future confidence in 2016 (**Table A1**). Older youths aged 30 to 34 were more likely to report higher levels of happiness and confidence in future compared to younger youths aged 15 to 19 (**Table A2**).

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

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" & 1="dissatisfied".)

Q. How confident do you feel about your future as a whole? (Based on a 10-pt scale, where 10="very confident" & 1="not confident at all".)

• **TABLE A1: MEAN RATINGS OF YOUTHS’ HAPPINESS, LIFE SATISFACTION & CONFIDENCE IN FUTURE OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Happiness (7-pt scale)	5.45 (1.04)	4.92 (1.18)	5.07 (1.17)
Life satisfaction (10-pt scale)	7.64 (1.52)	6.79 (1.88)	6.89 (1.86)
Confidence in future (10-pt scale)	7.57 (1.56)	6.49 (1.99)	6.54 (2.00)

• **TABLE A2: MEAN RATINGS OF YOUTHS’ HAPPINESS, LIFE SATISFACTION & CONFIDENCE IN FUTURE BY AGE** (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Happiness (7-pt scale)	5.01 (1.25)	5.04 (1.20)	5.04 (1.16)	5.17 (1.09)	5.07 (1.17)
Life satisfaction (10-pt scale)	6.86 (2.01)	6.84 (1.83)	6.84 (1.86)	7.00 (1.73)	6.89 (1.86)
Confidence in future (10-pt scale)	6.27 (2.06)	6.40 (1.99)	6.60 (1.97)	6.85 (1.94)	6.54 (2.00)

Section A2: Perceived Opportunities

As in 2013, Singapore’s youths are tentative about having sufficient opportunities in Singapore to achieve their aspirations (**Table A3**). They are slightly more optimistic about being able to have a good career in Singapore (**Table A4**).

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

• **TABLE A3: MEAN RATINGS OF YOUTHS’ PERCEIVED OPPORTUNITIES TO ACHIEVE THEIR ASPIRATIONS OVER TIME** (with standard deviations in parentheses)

	2010 ^a	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
There are enough opportunities in Singapore for me to achieve my personal aspirations in life	3.73 (0.76)	3.29 (1.01)	3.28 (1.03)

Note
a. "Perceived opportunities to achieve aspirations" was recoded as a 5-pt scale for NYS 2010, which adopted a 6-pt scale.

• **TABLE A4: MEAN RATINGS OF YOUTHS’ PERCEIVED OPPORTUNITIES BY AGE** (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
There are enough opportunities in Singapore for me to achieve my personal aspirations in life	3.35 (1.07)	3.24 (1.00)	3.24 (1.03)	3.31 (1.01)	3.28 (1.03)
There are enough opportunities in Singapore for me to have a good career ^a	3.45 (1.01)	3.33 (0.95)	3.34 (1.02)	3.38 (1.01)	3.37 (1.00)

Note
a. Item new to NYS 2016.

Section A3:
Self-esteem &
Self-efficacy

Self-beliefs are shaped by an evaluation of the different characteristics of the individual and often bear implications on one’s successful coping (Rodriguez & Loos-Sant’Ana, 2015). In particular, self-efficacy is related to a multitude of positive social and academic youth outcomes (Tsang, Hui & Law, 2012). Youths continue to 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 also perceive themselves to have higher self-efficacy levels than self-esteem levels.

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", & 1="strongly disagree".)

• TABLE A5: MEAN RATINGS OF YOUTHS’ SELF-ESTEEM OVER TIME (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Self-Esteem (Aggregate)	3.79 (0.54)	3.64 (0.67)	3.63 (0.66)
On the whole, I am satisfied with myself	4.12 (0.61)	3.86 (0.86)	3.85 (0.85)
I feel that I have a number of good qualities	4.05 (0.59)	4.01 (0.75)	4.00 (0.71)
I feel I do not have much to be proud of ^a	2.80 (1.01)	2.95 (1.07)	2.96 (1.05)

Note
a. This item was reverse coded in the aggregate score.

• TABLE A6: MEAN RATINGS OF YOUTHS’ SELF-EFFICACY OVER TIME (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Self-Efficacy (Aggregate)	4.38 (0.51)	4.41 (0.53)	4.42 (0.52)
It is important to think before you act	4.38 (0.60)	4.50 (0.61)	4.48 (0.59)
If I work harder, I will achieve better results	4.42 (0.63)	4.28 (0.78)	4.34 (0.74)
I am responsible for what happens to me	4.35 (0.64)	4.45 (0.62)	4.44 (0.61)

• TABLE A7: MEAN RATINGS OF YOUTHS’ SELF-ESTEEM BY AGE (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Self-Esteem (Aggregate)	3.57 (0.76)	3.57 (0.65)	3.67 (0.61)	3.71 (0.61)	3.63 (0.66)
On the whole, I am satisfied with myself	3.80 (0.96)	3.83 (0.85)	3.88 (0.82)	3.91 (0.77)	3.85 (0.85)
I feel that I have a number of good qualities	3.95 (0.82)	3.94 (0.71)	4.03 (0.67)	4.06 (0.65)	4.00 (0.71)
I feel I do not have much to be proud of ^a	3.04 (1.10)	3.05 (1.02)	2.91 (1.03)	2.85 (1.02)	2.96 (1.05)

Note
a. This item was reverse coded in the aggregate score.

• TABLE A8: MEAN RATINGS OF YOUTHS’ SELF-EFFICACY BY AGE (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Self-Efficacy (Aggregate)	4.51 (0.48)	4.42 (0.51)	4.37 (0.53)	4.39 (0.53)	4.42 (0.52)
It is important to think before you act	4.53 (0.58)	4.47 (0.59)	4.46 (0.58)	4.46 (0.62)	4.48 (0.59)
If I work harder, I will achieve better results	4.53 (0.67)	4.35 (0.70)	4.22 (0.79)	4.28 (0.75)	4.34 (0.74)
I am responsible for what happens to me	4.48 (0.62)	4.43 (0.60)	4.41 (0.62)	4.43 (0.60)	4.44 (0.61)

Section A4:
Life Stressors

Compared to 2013, youths are more stressed over emerging adult responsibility, health of a family member and personal health (**Table A9**). Generally, future uncertainty is a top stressor for all youths regardless of age. Additionally, younger youths are most stressed about their studies and emerging adult responsibility, while youths aged 30 to 34 are most stressed about their work and finances (**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", & 1="not at all stressful".)

• **TABLE A9: MEAN RATINGS OF YOUTHS’ LIFE STRESSORS OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,259)	(n=2,791)	(n=3,493)
Future uncertainty	2.37 (1.13)	3.46 (1.15)	3.46 (1.17)
Studies	2.81 (1.10)	3.49 (1.16)	3.36 (1.22)
Emerging adult responsibility	2.25 (1.15)	3.22 (1.12)	3.30 (1.15)
Health of family member	2.14 (1.14)	3.04 (1.18)	3.13 (1.21)
Finances	2.28 (1.10)	3.23 (1.27)	3.07 (1.20)
Work	2.52 (1.04)	3.10 (1.09)	2.99 (1.06)
Personal health	1.88 (1.04)	2.68 (1.18)	2.74 (1.22)
Family relationships	1.82 (0.93)	2.45 (1.26)	2.26 (1.10)
Friendships (including peer pressure, romantic relationships)	1.80 (0.90)	2.40 (1.16)	2.20 (1.03)

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

• **TABLE A10: MEAN RATINGS OF YOUTHS’ LIFE STRESSORS BY AGE** (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=795)	(n=863)	(n=896)	(n=950)	(n=3,493)
Future uncertainty	3.58 (1.21)	3.60 (1.17)	3.39 (1.19)	3.30 (1.10)	3.46 (1.17)
Studies	3.79 (1.04)	3.50 (1.17)	2.96 (1.22)	2.65 (1.23)	3.36 (1.22)
Emerging adult responsibility	3.42 (1.17)	3.56 (1.14)	3.28 (1.12)	2.99 (1.10)	3.30 (1.15)
Health of family member	3.21 (1.26)	3.19 (1.25)	3.16 (1.22)	3.00 (1.12)	3.13 (1.21)
Finances	2.93 (1.19)	3.17 (1.17)	3.10 (1.23)	3.06 (1.19)	3.07 (1.20)
Work	2.71 (1.12)	2.90 (1.09)	3.11 (1.01)	3.09 (1.03)	2.99 (1.06)
Personal health	2.79 (1.26)	2.73 (1.24)	2.77 (1.25)	2.68 (1.14)	2.74 (1.22)
Family relationships	2.28 (1.10)	2.22 (1.15)	2.29 (1.13)	2.26 (1.04)	2.26 (1.10)
Friendships (including peer pressure, romantic relationships)	2.50 (1.05)	2.30 (1.03)	2.13 (1.02)	1.93 (0.94)	2.20 (1.03)

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

Section A5:
Resilience

Resilience can be defined in a number of ways. At the individual level, it can be understood as the ability to bounce back or recover from stress (Smith et al., 2008), which is critical for individuals to thrive despite the challenges and difficulties they face. Overall, youths report themselves to be moderately resilient (**Table A11**). Older youths tend to be more confident in their ability to bounce back, compared to younger youths.

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

• **TABLE A11: MEAN RATINGS OF YOUTHS’ RESILIENCE BY AGE** (with standard deviations in parentheses)

	15–19	20–24	25–29	30–34	Overall
	(n=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Resilience (Aggregate)	3.23 (0.62)	3.26 (0.60)	3.32 (0.59)	3.34 (0.58)	3.29 (0.60)
I tend to bounce back quickly after hard times	3.71 (0.87)	3.70 (0.82)	3.74 (0.79)	3.76 (0.80)	3.73 (0.82)
I have a hard time making it through stressful events ^a	3.24 (0.98)	3.14 (0.96)	3.04 (0.93)	3.01 (0.94)	3.10 (0.96)
It does not take me long to recover from a stressful event	3.60 (0.91)	3.57 (0.85)	3.55 (0.84)	3.53 (0.85)	3.56 (0.86)
It is hard for me to snap back when something bad happens ^a	3.07 (1.00)	2.97 (0.94)	2.84 (0.93)	2.82 (0.92)	2.92 (0.95)
I usually come through difficult times with little trouble	3.31 (0.91)	3.35 (0.84)	3.39 (0.81)	3.33 (0.82)	3.35 (0.85)
I tend to take a long time to get over set-backs in my life ^a	2.96 (0.97)	2.96 (0.97)	2.88 (0.95)	2.79 (0.92)	2.89 (0.96)

Notes This is a new scale introduced in NYS 2016.
a. These items were reverse coded in the aggregated score.



Physical Wellbeing

Section B1: Perceived General Health

Youths’ perception of their general health remains relatively positive from 2013 (**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", & 1="very poor".)

• **TABLE B1: MEAN RATINGS OF YOUTHS’ PERCEIVED GENERAL HEALTH OVER TIME** (with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Perceived general health	4.12 (0.69)	3.70 (0.79)	3.75 (0.81)

• **TABLE 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=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Perceived general health	3.80 (0.85)	3.78 (0.85)	3.73 (0.80)	3.71 (0.75)	3.75 (0.81)



Economic Wellbeing

Section C1: Allowance & Parental Income

About 7 in 10 schooling youths receive a minimal monthly allowance of \$100, remaining constant between 2010 and 2016 (**Table C1**). This is despite increasing combined median income of parents over the years (**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.)

• **TABLE C1: SCHOOLING YOUTHS’ MONTHLY ALLOWANCES OVER TIME**

	2010	2013	2016
	(n=425)	(n=1,057)	(n=1,206)
Above S\$300	17%	17%	18%
S\$201 - S\$300	21%	18%	19%
S\$100 - S\$200	35%	32%	31%
Below S\$100	23%	22%	22%
I do not receive money	4%	11%	10%

Note
Respondents who declined giving a response were excluded from the reported figures. Response was mandatory for NYS 2013 and 2016, which may account for some fluctuation in the overall trend.

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

• TABLE C2: PARENTS' COMBINED INCOME OVER TIME

	2010 ^a	2013 ^a	2016
	(n=813)	(n=2,025)	(n=3,341)
S\$5000 & above	22%	25%	31%
S\$3,000 - S\$4,999	20%	18%	20%
S\$2,000 - S\$2,999	17%	15%	16%
S\$1,500 - S\$1,999	13%	12%	10%
S\$1,000 - S\$1,499	8%	11%	10%
S\$500 - S\$999	4%	9%	5%
Below S\$500	16%	10%	9%

Notes
Respondents who declined giving a response were excluded from the reported figures.
a. NYS 2016 response brackets were captured differently and may not be strictly comparable.

Section C2:
Income & Rewards

Youths are more inclined towards income equality, 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 individual effort" & 1="incomes should be made more equal".)

• TABLE C3: MEAN RATINGS OF YOUTHS' ATTITUDES TOWARDS INCOME & REWARDS OVER TIME
(with standard deviations in parentheses)

	2010	2013	2016
	(n=1,268)	(n=2,843)	(n=3,531)
Incomes & rewards	6.20 (2.06)	5.54 (2.50)	5.09 (2.44)

• TABLE 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=803)	(n=873)	(n=896)	(n=960)	(n=3,531)
Incomes & rewards	4.84 (2.32)	4.90 (2.46)	5.13 (2.43)	5.43 (2.49)	5.09 (2.44)

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