

# **Perceived School Climate Norms of Equality, Perspective-taking and Youth Collective and Civic Actions**

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## **Perceived School Climate Norms of Equality, Perspective-taking and Youth Collective and Civic Actions**

Schools can play a crucial role in encouraging young people to make constructive societal contributions that transcend group lines and that benefit communities more generally. Recognising this potential, the present research examined the relationship between perceived school climate norms of equality, perspective-taking and two forms of constructive contributions amongst youth in England: civic engagement and collective action intentions in support of refugees. A total of 620 youth (aged 11–12; 273 White, 162 Black; 62 Asian 95 Mixed Race; evenly split by gender) were asked to complete a survey in school as part of a larger study on youth interaction experiences. Bootstrapped mediation analysis conducted in Mplus found that perspective-taking mediated the link between perceived school climate norms of equality and both collective action in support of refugees and civic engagement. Findings highlight the importance of facilitating school equality norms for promoting constructive engagement amongst youth in divided societies. This may have implications for teacher training programmes as well as school-based interventions that aim to engage youth in society.

Key words: school diversity climate; youth; collective action; perspective-taking; civic engagement.

## **Perceived School Climate Norms of Equality, Perspective-taking and Youth Collective and Civic Actions**

Schools are important sites for youth development, not only in terms of academic grades but also in preparing youth as global citizens (Kahne et al., 2006; Torney-Purta, 2002). Indeed, researchers across disciplines, as well as practitioners and policy makers, have recognised the power of education as a vehicle for wide-reaching and positive social psychological effects. Evidence demonstrates, for example, that perceiving one's school as supportive is associated with higher achievement via higher self-efficacy (Zysberg & Schwabsky, 2021), stronger school outcomes (Rosenfeld et al., 1998), better well-being in the classroom (Vedder et al., 2005) and well-being more generally (Butler et al., 2022), as well as increased school engagement via better well-being (Lombardi, 2019). Perceiving the school environment as inclusive can also impact on politically related outcomes. It has been found, for example, that perceiving school norms of interaction is associated with less discrimination (Pehar et al., 2020), that perceiving school norms as inclusive is associated with more positive outgroup attitudes (Nesdale & Lawson, 2011), and that perceiving a supportive diversity climate is associated with more positive outgroup orientations (Schwarzenthal et al., 2018), higher levels of intercultural competence (Schwarzenthal et al., 2020), and prosocial behaviours (Aral et al. 2022).

To date, however, research has not sufficiently investigated whether perceiving a school climate that embraces racial diversity can mobilize youth to hold attitudes and engage in political behaviours that benefits both outgroup members specifically and society more generally. In the present research, we address this by examining the potential of the school climate for promoting positive societal engagement amongst youth attending ethnically diverse schools in England. Specifically, we examine whether perceiving a school climate

norm of racial equality is associated with perspective-taking, and in turn intentions to engage in collective action in support of a disadvantaged group, in this case refugees, as well as broader civic engagement- arguably both forms of political action.

### **The Intergroup and Societal Effects of Perceived School Climate Norms**

Youth spend a large proportion of their time in school, and it is hardly surprising that schools play an important role in preparing young people for the world around them (Gaudelli, 2016; Marshall, 2011). It is well established, for example, that schools and teachers have the power to influence youth outcomes within and beyond the educational domain, particularly in terms of political outcomes in conflict-affected settings (e.g., Bar-Tal & Rosen, 2017; Reidy et al., 2015). Indeed, there is strong empirical evidence that perceiving a supportive school climate can have effects on youth intergroup attitudes. Nesdale and Lawson (2011), for example, found that perceiving school norms of inclusion was associated with more positive outgroup attitudes and Mäkinen et al. (2022) found that perceiving the positive engagement of teachers/operators who were implementing a prejudice-reduction intervention played a key role in shaping outgroup attitudes among adolescents. There is also evidence that perceiving a positive school diversity climate can impact upon the extent to which youth are interested in interacting with outgroup members (Schwarzenthal et al., 2018) as well as how competent they feel in doing so (Schwarzenthal et al., 2020).

Whilst the majority of research on school diversity climate effects has focused on attitudes, there is evidence demonstrating that school-based normative interventions are particularly effective at improving politically relevant behavioural intentions towards outgroups (Smith & Minescu, 2021). It has been found, for example, that perceiving an inclusive school climate is associated with engagement in prosocial behaviours (Aral et al. 2022). Similarly, it has been demonstrated that a democratic school climate, in which

students are able to influence rules and decisions regarding school life, can increase civic engagement intentions via discussions about civic issues at school (Lenzi et al., 2014). Taken together, these studies suggest that perceived school equality norms can lead to constructive forms of social engagement that are targeted towards promoting social change and building stronger communities. To date, however, there are only a few studies that explored this potential transformative power beyond the school gates and into society more broadly.

In the present research, we focus on the potential effects of perceived school climate norms of equality on two forms of youth constructive engagement linked to political action: (1) collective action intentions targeted towards improving the social situation of a group, in this case refugees; and (2) civic engagement as actions that aim to promote the broader community by addressing issues of public concern (Checkoway & Aldana, 2013; Ehrlich, 2000). We posit that perceiving a normative school climate of equality will be associated with intentions to engage in collective action to support refugees as well as civic engagement. This assertion is based on previous research which has demonstrated that perceiving teachers as being supportive was associated with higher levels of collective efficacy, and, in turn, support for collective action for refugees amongst youth in Belfast (McKeown & Taylor, 2022) as well as that which has found, through focus groups, that perceiving social norms encouraging civic engagement among both ethnic majority and minority youth were associated with willingness to participate in civic action (Scott & Šerek, 2015). We argue that perceiving school equality norms can engender greater interest and attention to others, fostering the intentions to being civically engaged to support others. We, therefore, explore whether the potential connection between perceived school norms of equality and collective and civic actions is mediated by perspective-taking.

### **School Climate Norms, Perspective-Taking and Collective and Civic Actions**

Perspective-taking is the ability to adopt the psychological position of others, and to thereby make sense of a social situation using others' eyes. A wealth of social psychological research implicates perspective-taking as an important variable in both interpersonal and intergroup relations (e.g., Galinsky, 2002; Todd & Galinsky, 2014). We predict that perceiving a normative school climate of equality will be positively associated with perspective-taking as a general orientation. This is because a school climate of equality can arguably encourage students to be more psychologically open toward other groups, and others more generally, and allowing for the inclusion of different individuals and groups into the self-concept. Thus, perceiving school equality social norms can contribute to fewer barriers preventing the understanding of other people and groups. Indirect support for this hypothesis is provided by studies showing that diversity experiences are associated with greater perspective-taking (Pettigrew & Tropp, 2008). Similarly, evidence comes from studies showing that a normative experience such as extended contact (that is, knowing of friendships between ingroup and outgroup members; Vezzali et al., 2014), is associated with perspective-taking, which mediates its effects on attitudes as well as behavioural engagement (Andrighetto et al., 2012; Wang et al., 2022).

There may also be downstream positive intergroup effects of greater perspective-taking. Consider that social inaction, in the face of injustice, might be caused by ignorance, disinterest, and indifference in a group that is not 'us' (compare Dovidio et al., 2004). Adopting the others' perspective may grant knowledge of, and insight into, the unfair situations often faced by the specific disadvantaged group, but also of civic problems more generally (compare Pettigrew's, 1998, concept of deprovincialization), thus motivating individuals to work collectively at the civic level in support of disadvantaged groups as well as society more generally. There is evidence that perspective-taking is associated with intergroup outcomes, like outgroup attitudes (Bruneau & Saxe, 2012), intergroup helping

(Davis & Maitner, 2010) and social change motivation (Çakal et al., 2021; for a review on the importance of perspective-taking to collective action aimed to restore social equality, see Cocco et al., 2024a). The beneficial effects on intergroup related outcomes have also emerged among adolescents. For instance, greater perspective-taking or empathy have been found to be associated with lower levels of prejudice (Miklikowska, 2018), more outgroup helping (Bilewicz, 2009), less competitive victimhood (Andrighetto et al., 2012), higher intergroup forgiveness (Cehajic et al., 2008) and stronger engagement in contact-based experiences (Bagci & Gungor, 2009).

Perspective-taking has also been found to be associated with engagement in broader non-intergroup actions, such as intentions to react to bullying situations (Espelage et al., 2012). Note also that, as previously discussed, perspective-taking might increase inclusion of self in other (IOS). The Social Identity Model of Collective Action (SIMCA) posits that one powerful predictor of collective action is *fraternal* resentment – that is, a sense of injustice paired with a salient and shared social identity (Van Zomeren et al., 2008). To the degree that perspective-taking increases IOS, and that IOS signals a corresponding adoption of shared social identity, then, we might expect the SIMCA to predict more perspective-taking to increase the likelihood of collective action. We therefore also predict that perspective-taking will in turn be associated with more collective-action intentions in support of the disadvantaged group, as well as greater civic engagement more generally.

### **The Present Research**

Drawing on and extending previous research, the present research aimed to explore the potential relationship between perceived school climate norms of equality on general perspective-taking and, in turn, two forms of constructive and politically relevant actions—civic engagement as a general form of action and collective action in support of refugees. Here we focus on refugees as a salient outgroup directly connected to our measurement of

norms of inclusion, that centre around equality of treatment of different racial groups. We tested these potential relationships amongst youth attending ethnically diverse schools in England; a context in which ethnic diversity is increasing and where the need to promote school climate norms of equality are increasingly important. We focus specifically on youth aged 11–12 years who are in their first year of secondary school, and thus at an important transition period having recently moved from primary to secondary level education- where their new normative context will have potentially enduring effects on their attitudes and behaviours. Whilst there is some evidence that teacher support can play a role in youth engagement across group lines amongst 14–15 year olds (McKeown & Taylor, 2022), to our knowledge there has been little empirical research exploring the potential relationship between perceived school climate norms of equality on collective action or general civic engagement especially amongst youth in late childhood or early adolescence. We argue that it is particularly important during the early period of transition to secondary schooling to determine if and how schools might operate as sites to promote youth constructive engagement. Previous research in Northern Ireland has looked at individual (McKeown & Taylor, 2017; Taylor et al., 2018) and family-level (Taylor et al., 2019) predictors of constructive youth engagement but fewer studies have considered the role of school climate norms of equality in understanding constructive youth action. Based on the previously cited literature, we hypothesise that:

1. Perceived school climate norms of equality will be positively associated with perspective-taking.
2. Perspective-taking will be positively associated with civic engagement as well as intentions to engage in collective action in support of refugee rights.

3. There will be a positive indirect effect of perceived school climate norms of equality on civic engagement as well as on stronger intentions to engage in collective action in support of refugees via perspective-taking.

## **Method**

### **Participants**

Youth (aged 11–12) were recruited from three ethnically diverse secondary schools in England to participate in a survey as part of a larger multi-wave study on youth intergroup relations and educational functioning. In the present research we report on the data collected during the project piloting phase. During this phase a total of 696 youth took part in a single time point survey. Of this final sample, 46.1% identified themselves as White, 24.9% as Black, 11.9% as Asian, and 13.5% as Mixed Race, with 44.1% self-identifying as female and 52.2% as male (3.7% of the participants did not disclose their gender). All youth participants were attending Year 7 in secondary school in a diverse city in England and each school has at least 30% of students who represented an ethnically minoritized background.

### **Measures**

As part of a wider survey conducted for the project, youth completed a series of measures that aimed to explore their norm perceptions, their levels of perspective-taking, their intentions to engage in collective action and their engagement in society more broadly, these latter measures were not measured in the main study. Details of the measures relevant to the present research are as follows:

**School climate equality norms.** Youth were asked to the extent to which they agreed, on a 7-point scale from 1 (*strongly disagree*) to 7 (*strongly agree*), with a series of four statements that aimed to capture their perceived school climate equality norms, adapted from Charlesford (2017): “*The school rules say that all racial groups should be treated fairly and without bias*”; “*The school rules do not favour one racial group over another*”; “*The school rules ensure that decisions that affect pupils of all racial groups are based on facts, not personal biases opinions*”; “*The school rules are equally fair to all racial groups*” ( $\alpha = .75$ ).

**Perspective-taking.** Youth were asked to complete the perspective-taking subscale of the Interpersonal Reactivity Index (Davis, 1980) to assess general levels of perspective-taking. They were presented with a series of seven statements and asked to report the extent to which the statement ‘does not describe me well’ (1) to ‘does describe me well’ (5). Example items include: “*I sometimes find it difficult to see things from the 'other person's' point of view*’ and “*I believe that there are two sides to every question and try to look at them both*”. Higher scores indicated greater perspective-taking ( $\alpha = .67$ ).

### **Collective Action Intentions**

To examine youth support for collective action a scale from Van Zomeren et al. (2008b) and Cakal et al. (2011) was adapted. Youth were asked to rate on four items how likely they were on a 1-7 Likert scale (*not at all* to *very*): “*Participate in a demonstration to support refugee rights in [home city]*”, “*Sign a petition to improve the current situation for refugees in Bristol*”, “*Do something together with fellow students to support refugees in [home city]*” and “*Sign up for a neighbourhood project to support refugees in [home city]*”. Higher scores indicated greater collective action intentions ( $\alpha = .90$ ). This scale has been previously used successfully with youth samples to explore collective action intentions towards outgroups in Northern Ireland (e.g., Taylor & McKeown, 2021; McKeown & Taylor, 2022).

### **Civic Engagement**

Civic engagement was measured using an adapted version of an 8-item scale developed for youth in Northern Ireland by Taylor et al. (2017). Youth were asked to respond to a 6-point Likert scale from 1 (*never*) to 6 (*very often*) about how often they had engaged in a series of activities over the past year. For example, '*taken part in a sponsored event*', '*volunteered your time*'. Higher scores indicated more civic engagement ( $\alpha = .82$ ).

In addition to the above measures, youth responded to a series of demographic questions relating to their ethnicity, gender and socio-economic status (SES; measured as being in receipt or not of free school meals as a proxy).

### **Procedure**

Ethical approval was obtained from *Anonymous University* prior to data collection. Three of the participating schools were recruited at the research grant proposal writing stage and a further school was recruited following the awarding of the research grant. All schools were fully informed about the research and agreed to participate by providing access to all of their Year 7 students during tutor classes. Trained researchers carried out the survey data collection across the full cohort of Year 7 students in the four schools during June and July 2017- attending the schools and being present whilst youth completed the paper and pen survey. All youth were fully informed about the research prior to completing the survey, including being their rights and being asked to provide informed consent. The trained researchers were present to answer any questions raised by youth whilst they completed the survey, in the presence of classroom teachers. Completed paper and pen surveys were then collected at the end of class and all youth, teachers and schools were thanked for their time.

### **Results**

Data from the completed surveys were first entered into SPSS and cleaned in preparation for analysis. They were then explored to excel for analysis. To test our hypotheses, a bootstrapped mediation model with 10,000 replications was fitted in MPlus,

using maximum likelihood estimation. Gender, school, socioeconomic status (SES) and race were dummy coded and entered as control variables within the model. Missing data were handled in MPlus using full information maximum likelihood estimation.

INSERT TABLE 1 ABOUT HERE

### **Mediation Analysis**

Table 1 outlines the descriptive statistics for the variables within the model. In support of hypothesis 1, it was found that perceived school climate equality norms were positively associated with perspective-taking ( $\beta = .24$ ,  $SE = 0.06$ ,  $p < .001$ ) and, in support of hypothesis 2, perspective-taking was found to be positively associated with civic engagement ( $\beta = .30$ ,  $SE = 0.06$ ,  $p < .001$ ) as well as collective action intentions in support of refugee rights ( $\beta = .34$ ,  $SE = 0.06$ ,  $p < .001$ ). In support of hypothesis 3, the indirect effect of school norms via perspective-taking on civic engagement was significant ( $\beta = .07$ , 95% CI: .04, .13) as was the indirect effect of school norms via perspective-taking on collective action intentions ( $\beta = .08$ , 95% CI: .04, .14). Additionally, there was a direct effect of school norms on civic engagement ( $\beta = .66$ ,  $SE = 0.07$ ,  $p < .001$ ).

INSERT FIGURE 1 ABOUT HERE

### **Demographic Controls**

There were no significant relationship between school and any of the outcome variables. There was, however, a significant relationship between SES and perspective-taking, such that youth with higher SES reported lower levels of perspective-taking ( $\beta = -.13$ ,  $SE = 0.06$ ,  $p = .022$ ) than youth with lower levels of SES. There was also a significant relationship between race and perspective-taking with Black young people reporting relatively higher levels of perspective taking ( $\beta = .15$ ,  $SE = 0.07$ ,  $p = .026$ ). It was also found that males

reported lower levels of civic engagement compared to females ( $\beta = -.15$ ,  $SE = 0.07$ ,  $p = 0.029$ ) and that Asian young people reported higher civic engagement compared to other ethnic groups ( $\beta = -.16$ ,  $SE = 0.08$ ,  $p = .044$ ). There were no effects of the measured control variables on collective action intentions.

## **Discussion**

Schools can act as important sites to develop youth as civic engagers and positive participators in society (Kahne et al., 2006; Torney-Purta, 2002). Recognising this potential, the present research aimed to examine the relationship between perceptions of school climate norms of equality, perspective-taking, and two forms of constructive politically relevant actions (collective action and civic engagement) amongst youth attending ethnically diverse secondary schools in England. In support of our hypotheses, we found that perceived school norms of equality were positively associated with perspective-taking, and that in turn perspective-taking was positively associated with participation in civic actions as well as intentions to engage in collective actions in support of refugee rights. We also found evidence for cross-sectional mediation whereby perceived school climate norms of equality were positively associated with civic engagement as well as to engage in collective action in support of refugees, through perspective-taking.

Our finding that perceived school norms of equality were associated with perspective-taking offers further support for previous research which has highlighted the importance of norms for influencing attitudes towards others amongst youth (Nesdale & Lawson, 2011; Pehar et. al., 2020). We also found that school norms of equality were directly associated with both civic engagement and collective action intentions in support of refugee rights. These findings align with research which has shown that perceiving a supportive diversity climate is associated with more positive outgroup orientations (Schwarzenthal et al., 2018), higher levels of intercultural competence (Schwarzenthal et al., 2020) and prosocial

behaviours (Aral et al., 2022), but extends this by demonstrating a relationship between school climate norms and action intentions that would benefit a disadvantaged group as well as in actual self-reported behaviours that are indicative of broader societal engagement. School norms, then, may be one important mechanism by which children and young people are socialised into active, engaged citizens.

We also found that perspective-taking was positively associated with self-reported behavioural and behaviour-adjacent psychological constructs: intentions to engage in collective action in support of refugee rights, as well as more participation in civic engagement actions, specifically. This aligns with previous research, which has shown that perspective-taking is implicated in a range of positive intergroup behaviours (Bilewicz, 2009; Bagci & Gungor, 2009; Davis & Maitner, 2010) as well as that which has found empathy to be associated with civic engagement in primary school children (Scott & Graham, 2015). Our findings also provide evidence for the theorised relation between group-based emotion and collective action (Van Zomeren et al., 2008). Notwithstanding that our methods did not extend to a demonstration of perspective-taking impacting actual civic engagement behaviours, behavioural intentions do precede behaviour (Ajzen, 1991). Our research, therefore, adds to a growing body of literature that emphasises the importance of empathy in promoting beneficial societal actions.

Our finding of cross-sectional mediation whereby perceived school climate norms of equality were positively associated with civic engagement as well as intentions to engage in collective action in support of refugees, through perspective-taking demonstrates that social norms are relevant to personal dispositions, perhaps motivating individuals to adopt a broader view consistent with the norm and take the perspective of other people, in turn adopting behavioural intentions to support them (although we recognise we cannot determine this causal pathway due to our cross-sectional data). It also demonstrates the relevance of

perspective-taking for a broad range of collective actions, in support of specific groups but also others more generally. It is worth noting that while we focused on perspective-taking as a mediator, there may be other relevant factors central to civic engagement and collective action which may be impacted by social norms. Potential candidates, which have been shown to be predictors of social engagement, are empathy (Taylor & McKeown, 2021) and perceived self-efficacy (Chong et al., 2019; McKeown & Taylor, 2022). Future research should aim examine alternative mediators.

### **Implications**

Taken together, our findings highlight the importance of facilitating school equality norms and promoting perspective-taking to encourage constructive engagement amongst youth. These findings extend previous research and have implications for both research and practice. In terms of research, our findings provide new evidence for the role that schools can play in promoting youth outcomes that have implications beyond the school gates. Here, we show that perceiving school equality norms was directly associated with perspective-taking as well as with constructive actions- actions that benefit marginalised groups, in this case refugees, as well as actions that benefit society through civic engagement more broadly connecting to political action. It should be noted that the school norm was not specifically related to the refugee group, but concerned more general racial equality. In other words, youth likely generalized the school norm of equality to a range of disadvantaged groups, including refugees, as well as to broader actions for society (civic engagement). This finding highlights not only the theoretical but the practical function of norms, which can deeply affect individuals and contribute to change their behavioural patterns. Our findings also demonstrate the need for research to consider not only individual, peer and family level effects on youth development and political and social action but also the role of schools and teachers as another important system that youth spend a considerable proportion of their time in. In other

words, school sites are more than just peers- they are also systems in themselves that can influence youth development. Adopting a multi-system perspective in future research should, therefore, offer additional insights.

In terms of practice, our findings highlight the importance of promoting equality norms within school environments. This may have implications for how school's signal norms of equality as well as teachers are supported to embrace and live such norms. Our findings also suggest that it may be beneficial to implement school-based interventions that aim to promote perspective-taking. This could include, for example, character task sheets that require students to take on the perspective of historical figures who have experienced inequalities.

### **Limitations and Future Directions**

Whilst our research offers an important insight into the role that schools might play in promoting constructive youth engagement, there are several important limitations of our research that we must acknowledge. First, our findings rest on cross sectional survey data, making it difficult to determine causality. Future research, therefore, should aim to either adopt longitudinal or experimental designs to better understand whether perceived norms are causally linked to subsequent behaviours. This could be achieved, for example, through multiple time point surveys that examine norms and action over time or through experimental studies that prime school norms of equality and test effects relative to a control condition. Unfortunately, we did not include measures of constructive action in a multi-wave project survey to be able to test the former. Second, it is important to acknowledge that whilst we aimed to focus on constructive societal engagement, our two outcome measures are self-report measures of behaviour and behavioural intentions. This reliance on self-report limits the claims we can make with regards to the effects of norms and perspective-taking on actual behaviour and further research, therefore, should aim to also capture behavioural outcomes.

Finally, it is worth noting that in the present study we only focused on perceived school climate norms of equality, but individuals may respond to different types of norms, such as peer norms (McKeown et al., 2024). Future studies should test the predictive role of different types of norms, in order to isolate their relative contribution as well as potential interactions. Relatedly, while we have used school norms as the starting point, they can also be the outcome of other factors. As an example, sport experiences and specifically sport identification (which is a typical activity conducted in schools) have been shown to predict collective action among adolescents (Cocco et al., 2024b), and sport-based positive youth development programs have been shown to foster community engagement (Bates & O'Quinn, 2024). Further, diversity experiences, for instance related to intergroup contact, have been shown to be associated with greater level of civic engagement (McKeown & Taylor, 2017), and to predict social norms and in turn positive intergroup outcomes in younger samples (Vezzali et al., 2014). Future research should aim to test these possibilities. Despite these limitations, our research offers important insights in the potential relationship between school norms, youth perspective taking and political behaviours.

## **Conclusion**

The present research aimed to explore the potential relationship between perceived school norms of equality, perspective taking and constructive actions amongst youth attending ethnically diverse secondary schools in England. Our findings demonstrate new evidence for the role that schools can play in supporting youth to develop into constructive engagers in society in different forms of action. More specifically, we show that perceiving a school climate of equality is positively associated with perspective taking and in turn, intentions to engage in collective action in support of refugees as well as self-reported civic engagement behaviours. These findings provide further evidence for the importance of schools in supporting the development of youth as global citizens and the power of norms in influencing

youth perspective and potential behaviours that benefit society at large, with connections to and implications for political actions.

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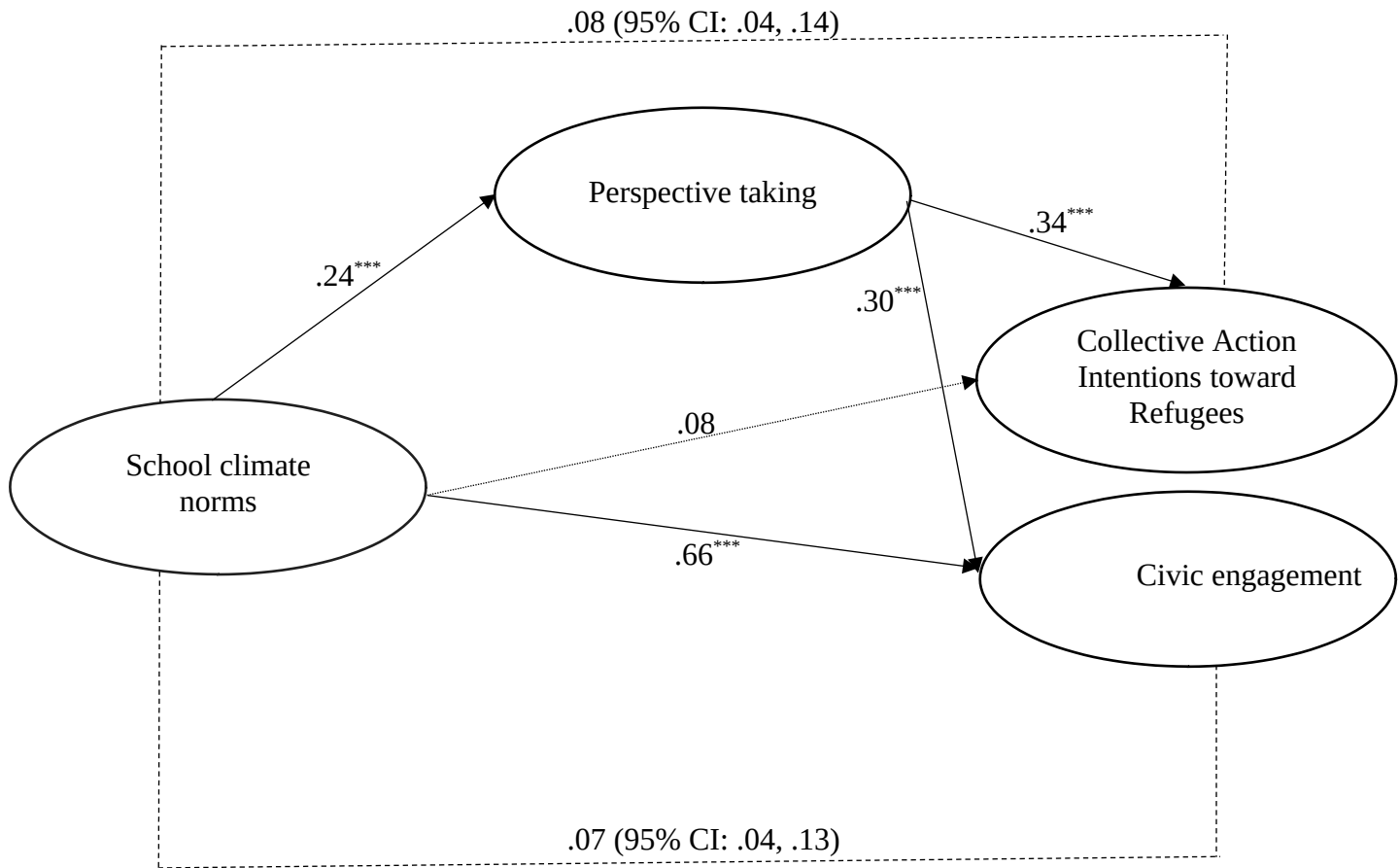
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Figure 1

Bootstrapped mediation model of the indirect effect of perceived school climate norms on collective action intentions toward refugees and civic engagement, via perspective-taking. Demographic controls are not displayed, for better readability. Endogenous variables are allowed to correlate. Standardized regression coefficients are reported. Non-significant paths are indicated with dotted lines and indirect effects are depicted with a dashed line.



**Table 1**

Means, Standard Deviations, and Intercorrelations for the Main Variables

Measure	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11
1. Gender													
2. Race, Black vs. others													
3. Race, Asian vs. others													
4. Race, Mixed vs. others													
5. School, dummy var. 1													
6. School, dummy var. 2													
7. School, dummy var. 3													
8. Socioeconomic Status	4.01	1.31	.03	.07	.04	.02	.07	-.08					
9. School Norms	5.94	1.37	.01	-.23***	-.03	.01	.11*	.08	-.20***	-.03			
10. Perspective Taking	3.37	0.76	-.10*	.11*	.00	-.03	-.04	-.04	.07	-.07	.16**		
11. Collective Action	4.93	1.76	-.02	.07	.01	-.04	-.06	.00	-.01	-.02	.11*	.35***	
12. Civic Engagement	3.05	1.17	-.11	.05	-.06	-.03	-.03	.05	-.03	.01	-.07	.24***	.27***

*Note.* For all continuous variables, a higher score indicates a higher level of the construct in question. For the intercorrelations, *ns* varied between 235 and 620, owing to missing values. Race and school were dummy coded to allow their inclusion into the main analysis.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

