

Moving Minds

What shapes students' European identity and how does European identity influence students' future intra-European mobility?



Source: Murray (2019)

Regional development, urban renewal
and population dynamics

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Abstract

In this day and age, much of the decision-making lies with decisionmakers on European scale. Therefore, it is to be expected that “feeling European” rather (just) your own nationality becomes more and more common. But what does the term “European identity” entail exactly and which role does this change in mindset entail for migration streams of students?

The aim of this thesis is to comprehend what shapes students’ European identity and how this influences their willingness to migrate within Europe in the future. In order to do so it will look in detail at how students define European identity, what personal factors influence students’ reasons for future mobility and whether they are likely to move in the future and whether their European identity differs with national numbers.

In order to do this, data has been collected from students from Leeds, Groningen, and Athens. Subsequently, tests were run on this data in order to assess whether European identity is of influence on future mobility behaviour as well motivations for moving. Furthermore, focus groups were held in order to gain more insight into what students’ European identity and whether this differs between countries.

In general, European identity seems to not be of influence on one’s moving behaviour, however, this could be due to small sample groups. Age seems to have a significant influence on future mobility within some groups, which is in line with other literature.

Furthermore, nationality seems to have an influence on how students define “being European”, with the focus of Athens students lying on culture whereas Leeds and Groningen students tended to focus on place and self-identification.

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Introduction

Background

While migration has been a tale of all ages, it is evident that it has played, and is still playing, a big role in today's society. With society's focus currently lying on the refugee crisis, it is not unsurprising that lots of research is being done and articles are being written about international flows of migrants coming *into* Europe. In a similar way, focus lies on other instances of international migration such as from Southern America into the VS.

One might feel as if no proper attention is given to migration *within* Europe as coalitions like the Schengen area or the EU facilitates internal migration as the lion's share of immigrants in European countries originate from another European country (Eurostat, 2015).

Free movement of people is a fundamental right for EU citizens, enabling them to travel, work and live in any EU country. Furthermore, Schengen facilitates movement of people even more by abolishing border checks within the Schengen area (European commission, 2019).

As such, these agreements nullify much of the hardships people must go to in order to move from one country to the other, in essence making the process more accessible. As seen in figure 1, 20 million migrants in Europe are EU citizens, and another 9 million come from elsewhere in Europe (Eurostat, 2015).

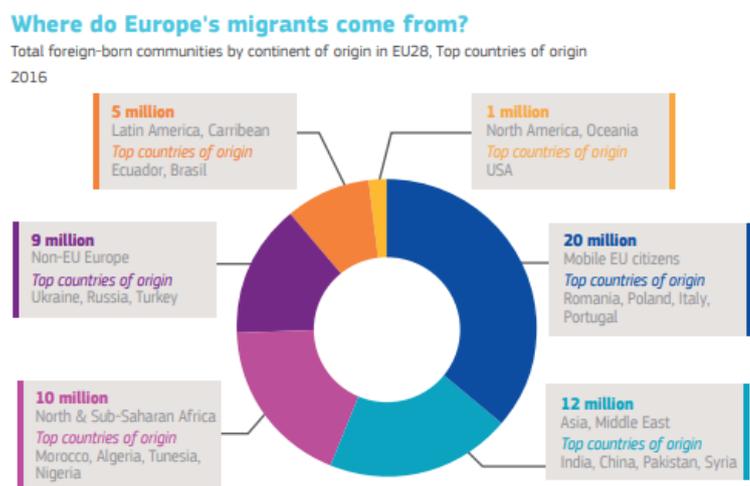


Figure 1. Where do European migrants come from (Eurostat, 2015)

It would be naïve to assume migration flows as significant as the one within Europe would not have any influence on Europe as a whole. These migration flows can influence homelessness, real estate prices, age distribution within a country, spatial distribution within a country etc. (Centre for Strategy & Evaluation Services, 2010; Eurostat, 2015).

While there are many strides have been made for predicting migration, this knowledge is largely on field of international migration between continents (and countries outside of collaborations like the EU).

Historically, an important component of predicting migration is assessing what drivers (factors and considerations) play a role in people's movement. More contemporary methods deal with predicting migration in much the same way (Klabunde & Willekens, 2016) (OECD, 2018) (Global Migration Data Analysis Centre, 2016).

While prediction of migration is a contested subject as a whole as these drivers of mobility and immobility (pull and push factors, for example) are all interacting with each other makes explaining processes of migration very difficult, acquiring data on these drivers still allows researchers to make strides within this field (Global Migration Data Analysis Centre, 2016).

While research has been done on what drivers play into migration as a whole and within Europe specifically (Strey, et al., 2018), I would argue that research on one of the components which

might play a role into people's decision making is missing: namely, the extent of their European identity.

Research problem

The aim of this research is to see whether and if so, how, European identity plays a role into students' willingness to migrate within Europe. In order to do so, secondary data is combined with surveys conducted on students from Leeds, Athens and Groningen. England, Greece and the Netherlands all have a vastly different relationship with Europe and the EU, such as different levels of trust in EU institutions, a different history with the EU and Europe as a whole, and a different economic standing in relation to other European countries, explained further in the theoretical framework. Therefore, it is to be expected that there will be differences between the three countries.

The central question is: *“What shapes students' European identity and how does European identity influence students' willingness to migrate within Europe in the future.”*

In order to properly assess what role European identity plays, a few sub questions have to be answered:

How do students from different backgrounds define “being European”? (cultural and national backgrounds)

Do students' European identities differ from the national feeling of European identity?

How do migration drivers from previous literature play into students' likeliness to move abroad within Europe in the future and what is the relationship between these variables?

How does European identity influence students' willingness to migrate within Europe in the future?

Structure of thesis

The thesis started with an introduction, giving some basic background information and introducing the research question and sub questions.

Next, the theoretical framework is explained, which entails relevant literature regarding the subject (European identity and reasons for moving) will be covered and a hypothesis based on this literature is introduced. Next, the strategies used for data collection and analysis will be covered in the methodology, along with the ethical considerations that come with this.

The results are divided into four subchapters, representing every sub question as well as giving some general information about the collected data. The first subchapter is based on the qualitative analysis, the other three are all based on the quantitative data.

The results summarize all findings and attempts to give an answer to the main research question using these findings. Furthermore, this chapter also covers limitations, weaknesses, and recommendations for further research.

Theoretical framework

European identity has been a contested concept and therefore, been defined in many different ways.

Fligstein, et al. (2012) state that two ways of looking at European identities can be distinguished: Civic, meaning a European identity can be obtained by anyone willing to accept a particular legal, political, and social system, or Ethnic, meaning that one believes that there is an inherit “European” culture that having an European identity is tied to being born into the “European culture”. This claim is largely supported by other scholars such as Bellow (2010), albeit under a large variety of terms.

Both ways of looking at European identities allow for a European identity to exist alongside national identity, albeit in different ways (bringing up issues when looking at the refugee crisis). While the former is mostly reserved for the archetype “European” as described above, the latter allows one to hold on to its nationalistic views while still maintaining an “European identity”.

Additionally, they claim that one’s European identity is closely related to characteristics like age, extend of participating in “European network”, economic standing, etc.

This, of course, begs the question whether one’s view of themselves within the EU, and whether they hold a “European identity” influences their political affiliation and thus, EU policy and general future.

According to Striessnig & Lutz, (2016), cohorts born more recently have a decreased association with solely their national identity, and an increased association with other identities. This can be a result of age or cohort and their socialization which can differ between countries. Therefore, it is interesting and necessary to research differences in European Identity within certain age groups as well as between certain countries.

Furthermore, as trends of increasing or decreasing support of the EU and the feeling of feeling European varies greatly between countries (Ciaglia, Fuest & Heinemann, 2018), one cannot help being curious as to what factors play into this difference (e.g. difference of impact of refugee crisis in different countries, feelings of not being helped enough by other member states, average age of a countries inhabitants etc.), and how this will influence the intra-European relationships and discontent between countries’ whose inhabitants feel increasingly more European and countries where the opposite is true.

While not much research has been done on Europeans’ views on Europe as a whole, views of the EU can be used to give a vague indication. As England, Greece, and the Netherlands all have a vastly different relationship with the EU, this is an especially interesting question regarding these three countries. For example, as shown in figure 2, there’s a difference in trust in European institutions between the three countries. Dutch citizens tend to show the most trust towards the EU institutions whereas Greek and UK citizens tend to mainly distrust these same institutions (European Commission, 2018).

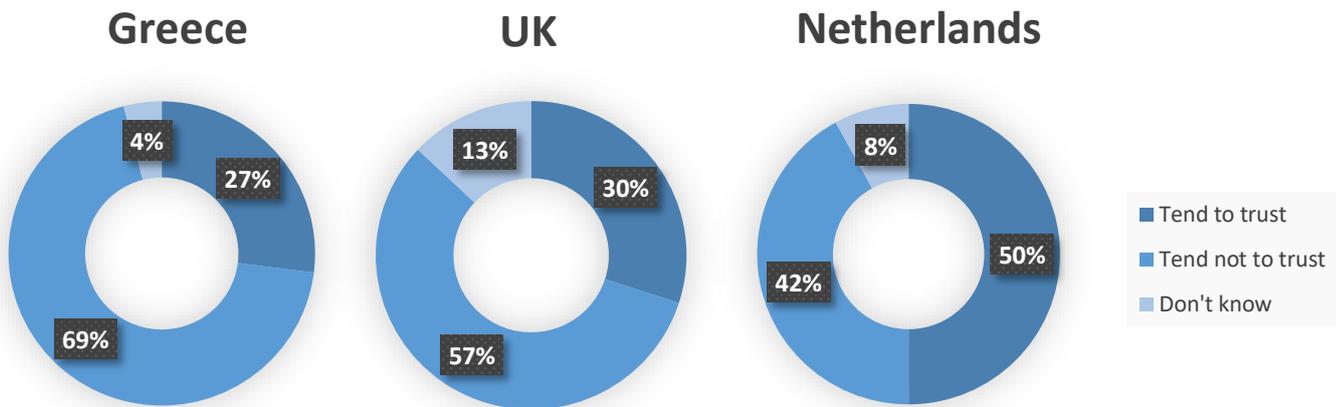


Figure 2: Trust in European institutions per country (European Commission, 2018)

At the base of all of these questions lies whether the extent to which the “future” of a country (meaning its younger inhabitants) feel European and what influences this feeling.

National surveys conduct research on European identity in a much simpler fashion, simply asking inhabitants to what extent they agree to the statement “I feel like a European citizen” (European Commission, 2018). However, the most common empirical method for measuring for European identity using the datasets from the European commission (2018) is the so called ‘Moreno question’.

<i>Moreno</i>	<i>question:</i>
<p><i>In the near future, do you see yourself as:</i></p> <ul style="list-style-type: none"> • <i>[nationality] only</i> • <i>[nationality] and European</i> • <i>European and [nationality]</i> • <i>European only.</i> <p>(Ciaglia, et al., 2018)</p>	

While researching European identity in this manner, is useful when comparing countries, it is essential to gain knowledge on what it means feeling European entails for citizens.

Furthermore, data from the European value study about European identity could be used, which focusses on what geographical group the respondent feels belonging to (town, region of country, country, Europe, the world), how they view citizenship of their country, their national pride, what they deem important aspects of national identity, what they deem important aspects of being European and lastly, their attitude towards the enlargement of the European Union.) to design the surveys if available.

When looking at research of inter-European migration, it is evident that there is a hierarchy between drivers. This hierarchy does change depending on situation.

When respondents had lived in their current country of residence before, the most popular reasons stated for their first moves were work-related reasons (32%), family-related reasons (24%), and study-related reasons (22%). However, when asking about their last, more permanent, move were family-related reasons (35%), job-related reasons (33%) and environment-related reasons (29%) (Strey, et al., 2018).

According to the EB 64.1 (2005) family-related motivations (42%), employment-related motivations (38%), other motivations (25%) and housing-related motivations (15%) were the most prominent reason for movement (Vandenbrande, et al., 2006).

It is important to note that this research will be conducted on whether people are willing to move *in the future*, as this is a hypothetical scenario it entails that different motivations are important. According to Vandenbrande et al. (2006), the most important drivers for future moves seem to be the opportunity to meet new people and discover new places (40%), economic reasons (38%), better weather (22%), better housing conditions (17%) and better local environment (17%).

Furthermore, Vandenbrande et al. (2006) state that there are several factors discouraging future movers such as fear of losing direct contact with family or friends (44%), missing support from family and friends (27%) and the challenge of learning a new language (19%).

Personal factors such as gender, education, age, nationality and socio-economic background and whether someone has migrated to another country before also seem to play into people's willingness and ability to move abroad (Strey, et al., 2018).

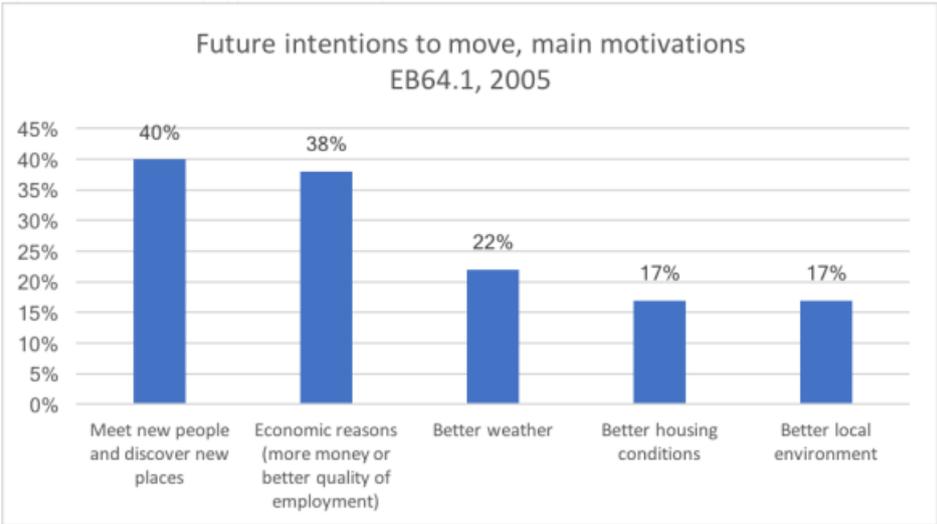


Figure 3: future intentions to move, main motives (Vandenbrande, et al., 2006)

Conceptual model

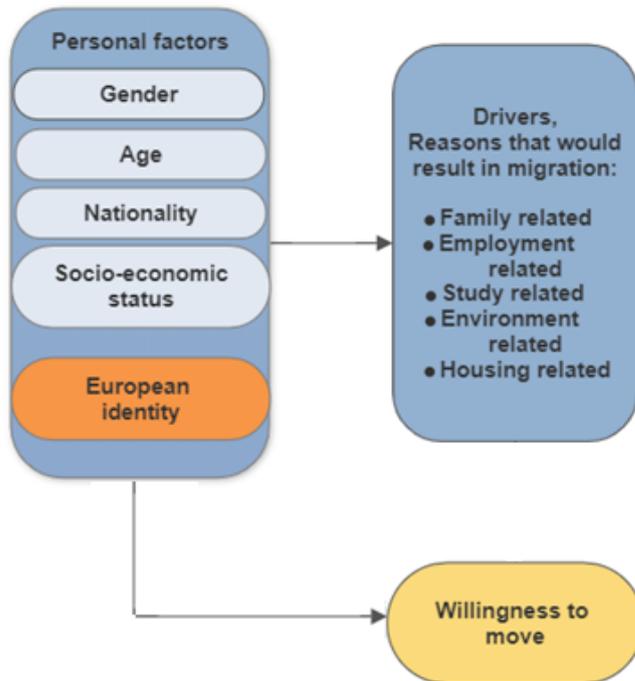


Figure 4: conceptual model

In this model, European identity is seen as a personal factor as participants are asked, in a survey using the Moreno question (Ciaglia, et al., 2018), whether they feel European. Consecutively, these personal factors are compared to the answers given to what drivers/reasons people might convince people to migrate and whether they want to migrate in the future and statistical tests are done to see whether one influences the other.

Hypotheses

As other personal factors, such as gender, age and nationality have been shown to influence what drivers play a role into people's decisions to move in previous literature, it would be likely that something as significant as European identity will do so as well. Furthermore, it is likely that there will be differences between the three researched groups as they all have had a different "European" experience in regards to their country.

Furthermore, it is to be expected that students from different backgrounds define "being European" differently, which would entail that different outcomes from the different focus groups will be likely.

Methodology

Data collection

In order to gain full insight on European identity and its role on students' willingness to move, it was decided to use a *mixed method* approach for this research.

Only *quantitative data*, collected using surveys has been used in order to answer the main research question. The *qualitative data*, acquired through short, unstructured conversations in a focus group of around 6 people has merely been used to gain more insight in what it means to be European in different cultures which, in turn, has given more insight on the differences in outcomes between the nationalities this research focusses on differ.

As the Moreno question that will be used in the survey has no considerations of what it means to different European citizens what it means to be European, a focus group was done with around 6 people of each nationality on how students from different backgrounds define "being European".

The focus groups and surveys have been conducted on three separate groups; students from Athens, students from Leeds, and students from Groningen. All groups required a different approach.

In order to collect data on Greek and English students, data was collected during fieldwork in Athens between April 2nd and April 6th, 2019. The Leeds students were part of a university trip to Athens with the University of Leeds. The surveys were handed out in the bus, as the students would have enough time to fill them out at their own pace there.

The Athens students' data was collected by handing out surveys in class as well as on the University Campus. While there is some diversity, the main group surveyed consisted of one class, which has resulted in these two groups being less diverse in terms of faculty, years of study, and age. Because of this, the dataset must not be seen as fully representative for the student populations in Athens and Leeds.

Survey data on Greek and English students was collected through physical surveys, in order to ensure enough data was collected upon return home.

As there was more time to collect data on the students from Groningen, a more diverse group was desired. Therefore, the data was collected through a google form, as this facilitated the easy distribution of the survey through different groups either in person or online.

Data analysis

In order to answer every question, different kinds of data analysis were necessary. Therefore, the data analysis is explained here per question, after which a data analysis scheme will be used to draw out the full picture.

In order to answer the question "Do students' European identities differ from the Intereuropean/national feeling of European identity?", Mann–Whitney U test was used in order to find out whether the primary data (acquired through the Moreno question) and secondary data from the Standard Eurobarometer 89 (European Commission, 2018) about European identity differ significantly.

According to Laerd Statistics (2016) the Mann-Whitney U test can be used to compare differences between two independent groups when the dependent variable is either ordinal or continuous. The test is used to compare two sample means of two groups and whether the two

sample means are equal or not. In order to run the Mann Whitney U test, the data does not have to be normally distributed (Laerd Statistics, 2016; Statistic Solutions, 2018)

As the data on the question concerning European Identity (the Moreno question) is ordinal, this test seemed to lend itself perfectly to test whether students' European identities differ from the Intereuropean/national feeling of European identity. Furthermore, all assumptions such as a dichotomous independent variable and independence of observations are met (Statistic Solutions, 2018).

To answer the questions "How do migration drivers from previous literature play into students' likeliness to move abroad within Europe in the future and what is the relationship between these variables?" and "How does European identity influence students' willingness to migrate within Europe in the future?", binary logistic regression is used.

Logistic regression is used when the dependent variable is binary. It predicts the relationship between the independent variables and the dependent variable (Rawat, 2017).

As the data collected regarding drivers for moving and future mobility behavior are binary in nature, binary logistic regression is used.

While binary logistic regression is the best option when handling data like this, it only allows up to one dependent variable, entailing a separate test has to be run for every possible dependent variable per group. Furthermore, as two of the questions that will be used as an independent variable are categorical (or rather ordinal), these will have to be coded into dummy variables with one clear reference category (to be clarified further in the results). To simplify this, the 6 possible answers to the question "How often do you worry about money" were merged into 3 categories.

Lastly, in order to answer the question "How do students from different backgrounds define "being European"?", a more qualitative approach is used. For this, three conversations in focus groups have been held with the three different groups researched, loosely following the focus group guide (see Appendix B).

Figure 5 shows the full analysis.

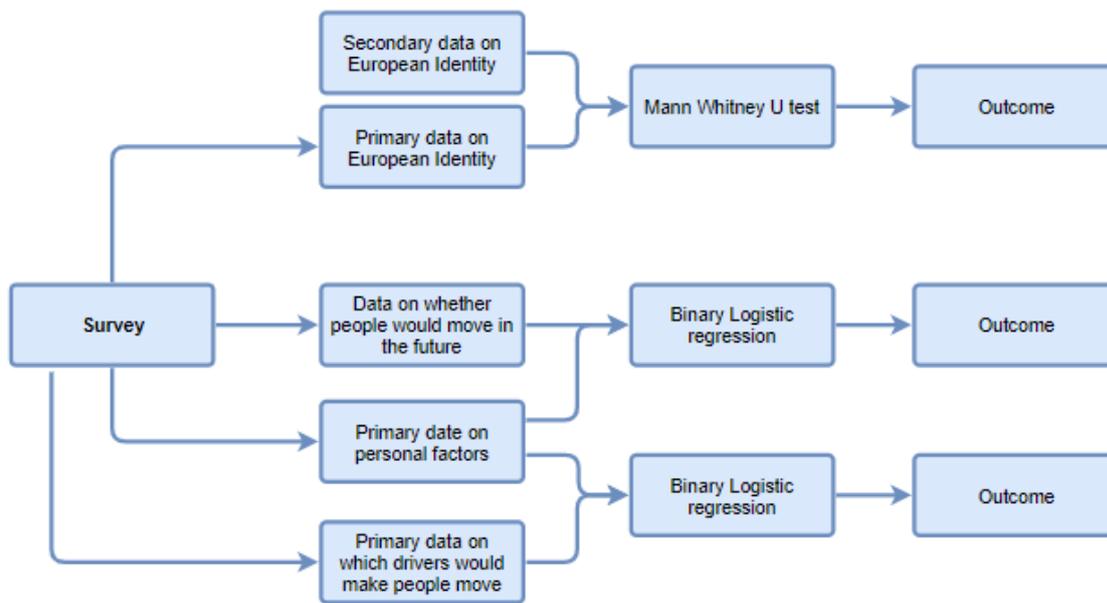


Figure 6: Data analysis scheme

Ethics

Before doing ethical research, one should consider consent, confidentiality, harm, cultural awareness and dissemination of results and feedback to participants (Hay, 2010).

In order to gain full informed consent, every participant was informed on their rights; the fact that they're able to withdraw their input at any time; with what purpose the data is collected; and how they're data will be handled and kept and for how long. As this research is conducted on students, in English, no special measures have to be in place in order to them to understand their rights other than a simple text at the top of the questionnaire explaining all of the above in English considering the survey and a combination of a physical document and an oral briefing before the unstructured interview.

All data acquired through this research has been carefully stored and only shared within the university, and only when necessary.

As a quite non-intrusive research protocol has been used, possible harm done through this research will be unlikely. Furthermore, both researcher and participant were students making the power imbalance negligible.

Lastly, students were informed on their option to receive a short document containing some (limited) research results.

The Data collected through google form is stored on Google's servers, after which it was downloaded and stored on a laptop as well as an external hard drive which functions as a backup. Participants were made aware on this fact before filling in the survey to ensure informed consent.

Results

How do students from different backgrounds define “being European”?

In order to answer the sub-question mentioned above, three focus groups with ~6 students from the surveyed population were conducted to see how the students defined “being European”. While it should be noted that 6 students per population are not a large sample, and these results might not be fully representative for the full student populations it intends to represent, some interesting differences emerged.

When asked about what being European entails for them, Greek students tended to need a longer time coming up with an answer. When asked why that is, some mentioned that, while they do feel European, it is something on the periphery. They all agreed that they felt like Greeks first and foremost, and only European after.

The English and Dutch students were more matter of fact about the issue.

“I don’t really feel Dutch, to be honest. I study in English, most of my daily conversations are in English; the only time I speak Dutch is at home with my parents. Furthermore, Groningen is such an international city that I don’t even feel like there’s anything specifically ‘Dutch’ about the city”

While the quote above is quite an extreme example, many students in the Dutch and English group seemed to share the sentiment. Even the students that did not converse daily in English, did feel European to a high degree.

Surprisingly, when asked, borders were not something on the mind of the Greek students asked when talking about being European.

“I feel like you’re European when you have the European culture [...] of course every country is very different and has a different culture, but all of these cultures are “European”

Things like language, education, and general culture were on their minds. When asked later whether they deemed it important whether someone was born within certain borders, everyone agreed that this was not important for European identity; living in a European country, speaking the language, and living your daily life in that culture was.

While these things were definitely mentioned in both the Leeds and the Groningen groups, borders seemed to play a more important role in their reasoning.

The Groningen focus group mentioned that, while they do believe someone is European when they themselves believe it to be so, this has to be within reason.

“Well, in my opinion the only one that matters when assessing whether you feel European is you. If you feel European, by all means, present yourself like that to the world. I mean, it has to be within reason though, I would not really take anyone who has never even lived in Europe seriously if they claimed to be European.”

Some mentioned that you should at least live in a European country for quite a few years, while one even mentioned that he believed that you really have to be born within Europe in order to be classified as “European”.

The English students shared this sentiment, but to a more extreme degree. The focus of the conversation was on borders first and foremost, with students being sure that you should have lived in a European country for a minimum of 5 years before you could call yourself European. After a while, the focus shifted towards culture; entailing that this still seems to be an important consideration for the Leeds students.

As mentioned earlier in this research, Fligstein, et al. (2012) state two ways that one can look

at European Identities: Civic, meaning a European identity can be obtained by anyone willing to accept a particular legal, political, and social system, or Ethnic, meaning that one believes that there is an inherit “European” culture that having an European identity is tied to being born into the “European culture”. While all three groups seemed to hover between the two ways, they did so in a different way. While one might argue that the Greek students had a “civic” view on European identity by saying people did not have had to been born within Europe’s borders (which are arbitrary to begin with), others might argue that their view on European identity can be seen as ethnic as the focus lied on culture.

Similarly, English and Dutch students cannot be assigned to a particular group as their reasoning can be seen as Ethnic as well as Civic as they focused on culture and borders alike. Therefore, it seems likely that these two ways of looking at European identities can coexist within the same population and even person and are likely to do so.

Descriptive statistics

Appendix C1 shows general statistics on the full group and every University city separately. The full group consisted of 156 students, of which 50% (78) consisted of Athens students, 26.3% (41) of Groningen students, and 23.1% (36) of Leeds students.

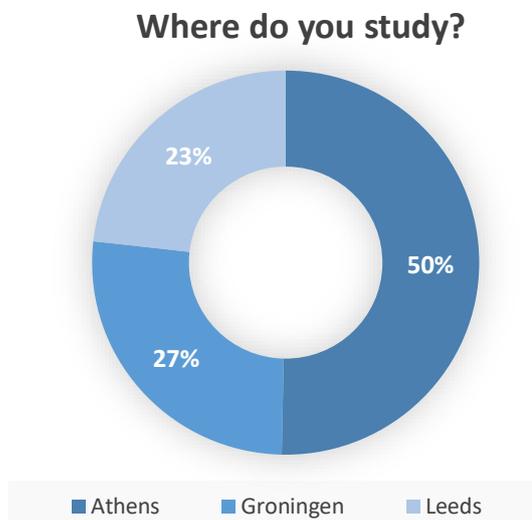


Figure 7: Division of data based on the surveyed students' cities

The mean age is 21.8 years old. While both Athens and Leeds have a similar mean age as the group as a whole, with 21,24 and 21.39 years old respectively, it is important to note that the range of ages differs slightly with the Leeds students being closer together in age.

Groningen had a relatively high mean age with 22,41, which is easily explained by the fact that the respondents for this group were more heterogeneous in nature (e.g. faculty, year of study etc.).

The genders ratio within the full group was exactly 50/50, with 78 female students and 78 male students. This is reflected in the separate groups; in Athens female students were overrepresented (57,7%), while in Groningen male students were overrepresented (61%). For the Leeds group, the ratio was roughly equal with 47.2% of the students identifying as female and 52.8% as male.

The proportion of whether students felt European differed vastly per group. It's noteworthy that the Lion's share of Athens students saw themselves as European and Greek, while in Groningen and Leeds their identity was spaced out more over the first 3 and 2 categories respectively.

		Do you see yourself as:				Total
		Nationality only	Nationality and European	European and Nationality	European only	
Where do you study?	Athens	14	51	6	6	77
	Groningen	14	14	12	1	41
	Leeds	15	18	3	0	36
Total		43	83	21	7	154

Table 1: Crosstabulation of self-identified identity of surveyed students per city

As indicated in the map below (figure 8), the willingness to move within 5 years did not differ much between the three groups. This changes when looking at the willingness to move per country later in life. While every group seemed to be more eager to move abroad later in life, the extent in which this eagerness increased differed greatly. Where Leeds students willingness to live abroad increased with 11.4%, while it increased with 17.1% and 29.1% for Groningen and Greece respectively.

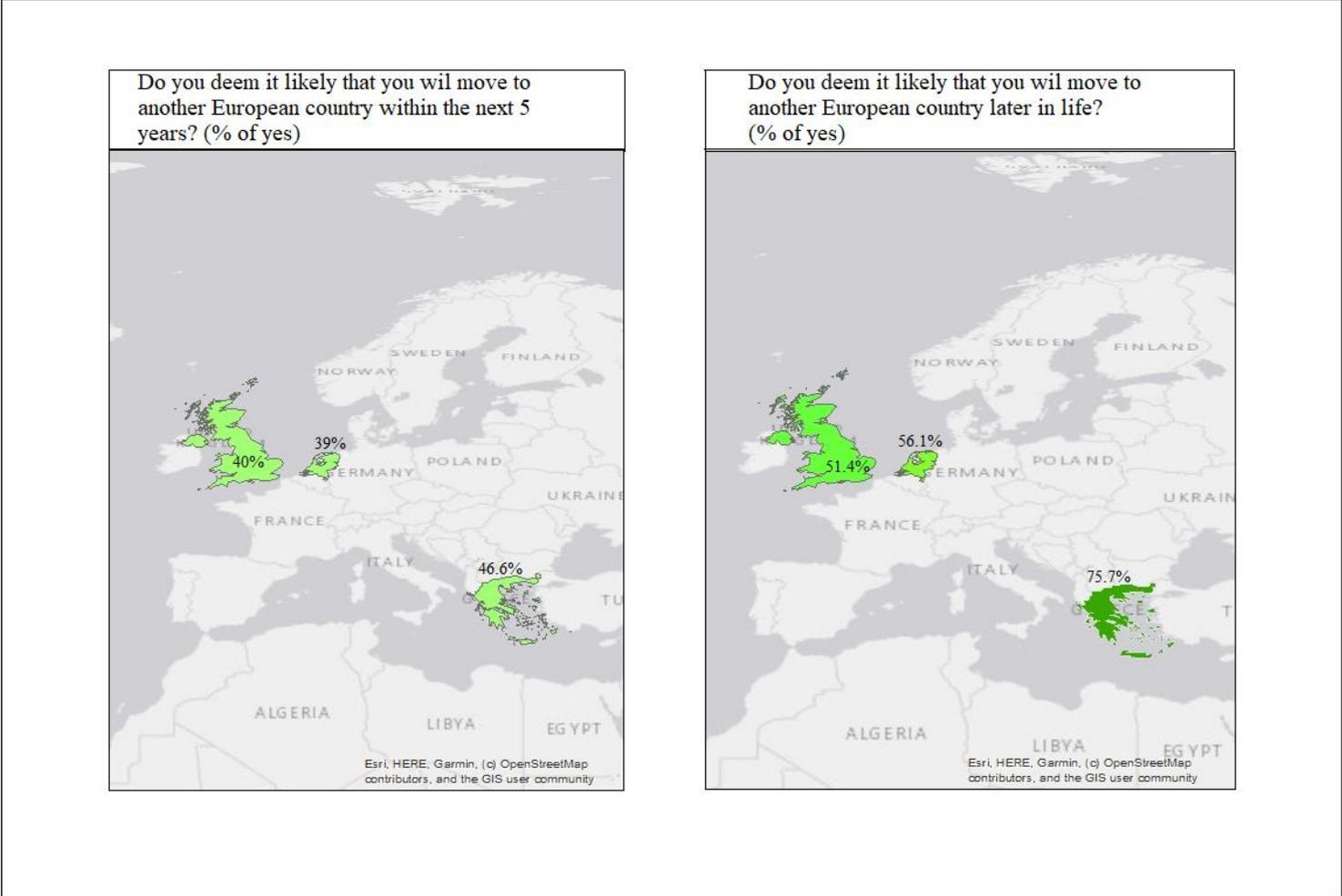


Figure 8: GIS map of survey results

Do students' European identities differ from the national feeling of European identity?

To answer this sub-question a Mann–Whitney U test was used in order to find out whether the primary data (acquired through the Moreno question) and secondary data from the Standard Eurobarometer 89 (European Commission, 2018) about European identity differ significantly.

As there is no data available on England, the students were compared with data from the United Kingdom. This is why, for this sub-question, the model on the students from Leeds will be referred to as one of the United Kingdom.

As shown in table 2, there was no significance for the Dutch and the United Kingdom models as their significance was .236 and .303 respectively, entailing that it could not be proven at a 95% trust interval that the two populations differ significantly.

However, the model showing the two Greek populations was significant, with a p-value of 0.00 (table 2), entailing that the mean ranks of the two groups are likely not to be equal. This entails that, according to the model, students generally feel more “European” than the surveyed population from the Eurobarometer. As this correlates with the findings of Striessnig and Lutz (2016), this can either be due to cohort differences or a difference in age regardless of temporal context.

	Greek groups	Dutch groups	United Kingdom groups
Z	-5.177	-1.185	-1.030
Significance	.000	.236	.303

Table 2: Results of Mann-Whitney U test (see appendix C2)

How do personal factors play into which migration drivers from previous literature on possibly moving abroad play a role in students' considerations?

In order to gain full insight on whether European identity might influence whether a student would be willing to move abroad in the (near) future, it is essential to look for more in depth knowledge such as how personal factors (Gender, age, and socio-economic status) influence the drivers that encourage them to do so.

The theoretical framework already discussed how personal factors might influence one's reasoning for moving. According to (Strey, et al., 2018), especially personal factors such as gender, education, age, nationality and socio-economic background and whether someone has migrated to another country before seem to play into people's willingness, reasoning, and ability to move abroad. For example, according to their analysis of the Eurobarometer 2011, work-related motivations were the primary driver for males (indicated by 49% of male respondents), while females were mainly motivated by family-related reasons (52%).

To see whether the survey groups matched the literature in this respect, a binary logistic regression was used to see whether there is a relation between personal factors (age, gender, socio-economic status) and what drivers students were willing to move for. Because of the

limitations that come with this test, 8 binary logistic regressions per group have had to be done as there are 8 binary outcomes that have to be tested, 2 being used for the next sub question. This resulted in 22 tables (as two tests were unable to run, further explained below), which is why it is not possible to summarize all findings in this thesis itself, resulting in referring to appendix C.

Regarding the binary variables, male was used as the reference category for gender and No as the reference category for whether people had lived abroad before. Regarding the categorical variables (socio-economic status and European Identity), these have been coded into dummy variables with one clear reference category. To simplify this, the 6 possible answers to the question “How often do you worry about money” were merged into 3 categories. The answer “rarely/never” to the question “how often do you worry about money” and feeling you’re your Nationality only were used as the reference categories for these variables, which entails that all other categories within this question were compared to these ones.

Appendix C3 shows the outcomes of the regression.

Firstly, the full model was tested for its significance (through testing the coefficients). After that, the influence of all individual factors on the drivers one might move for were tested.

None of the models were significant at a 95% confidence interval, with a p value of over 0,05, with one exception which be expanded on later.

This non-significance entails that, according to these results, the variables in the model (such as age, gender, socio-economic status) are unlikely to have had an impact on the improvement of the model. This entails that these personal factors are unlikely to be of influence on which drivers might convince someone to move when looking at this dataset.

This insignificance was not surprising as the sample sizes tended to be small, which can make the results less trustworthy and skewed (Newsom, 2016). Unsurprisingly, it did not correlate with the findings of Strey et al. (2018), as they found all personal factors had an influence on the drivers that might motivate respondents to move abroad (Strey, et al., 2018).

One exception to this non-significance was the model concerning environment related reasons for moving in students from Groningen, which was significant at a 95% confidence interval with a significance of 0,029.

None of the predictors (personal factors) were significant. This entails that the sample provided enough evidence to conclude that the model itself is significant, but there was not enough evidence to conclude that individual variables were significant. This could be attested to Multicollinearity. However, this seems unlikely as, if this were the case, problems would have emerged for other the other regression models as well (Frost, 2019).

Two tests could not run, as there were too little instances of one of the possible answers to get a reliable output. These tests were those regarding moving for social reason and moving for economic reasons from the Leeds group).

How does European identity influence students' willingness to migrate within Europe in the future?

According to (Vandenbrande, et al., 2006), existing empirical evidence shows a relatively clear pattern when looking at the connection between personal factors (demographic differences) and intention to move.

For example, there's a gender difference when looking at whether people have the intention to move abroad within 5 years as men are more likely to do so. This difference becomes even more evident when looking at intention to move abroad on a larger timeframe (European Commission, 2018).

Furthermore, people who have lived abroad before oftentimes have higher future mobility intentions. Lastly, researchers seem to agree that younger, higher educated people are more inclined to move within Europe's borders (Strey, et al., 2018). According to the results of the Eurobarometer of 2004, 34% of people with high future mobility intentions are students (34%) and 32% are highly educated (Vandenbrande, et al., 2006).

To see whether these findings hold true when applied to the surveyed groups, the same regression model was used as the one used to answer the sub question "*How do personal factors play into which migration drivers from previous literature on possibly moving abroad play a role in students' considerations?*". In these two models, the personal factors were used as the independent variables and, instead of the possible drivers, the answers to the questions "Do you deem it likely that you will move to another European country within the next 5 years" and "Do you deem it likely that you will move to another European country later in life" were used as the dependent variables respectively.

Again, regarding the binary variables, male was used as the reference category for gender and No as the reference category for whether people had lived abroad before. Regarding the categorical variables (socio-economic status and European Identity), these have been coded into dummy variables with one clear reference category. To simplify this, the 6 possible answers to the question "How often do you worry about money" were merged into 3 categories. The answer "rarely/never" to the question "how often do you worry about money" and feeling you're your Nationality only were used as the reference categories for these variables, which entails that all other categories within this question were compared to these ones.

As shown in appendix C4, none of the regression models done on the Greek and Leeds surveys were significant at a 95% confidence interval, with a p value of over 0,05. Thus, the variables in the model do not have an impact on the improvement of the model. This is contrary to the findings of Strey, et al. (2018) and Vandenbrande, et al. (2006), who found that most of these factors deemed to have an impact on drivers for moving. This discrepancy might be caused by the small sample size.

Both the models concerning willingness to move within 5 years as well as later in life were significant for the students surveyed in Groningen. The model concerning willingness to move later in life has the same problem as encountered before; the model was significant but none of the predictors were significant on their own. Again, the sample provided enough evidence to conclude that the model itself is significant, but there was not enough evidence to conclude that individual variables were significant (Frost, 2019).

Concerning willingness to move within 5 years for students from Groningen, only having lived abroad before seemed to have a significant impact, as shown in table 3 and 4. When looking at table 3, one can deduct that the model as a whole is significant (including all other factors besides age), which is likely due to age being quite significant. As the significance was 0,021 (see table 4), it was well below 0,05%, entailing that it can be said with 95% certainty that the correlation between the variables are not caused by chance.

This entails that there is a positive correlation between having lived abroad and willingness to move abroad within 5 years. Using Exp. B (table 4), it is possible to establish that people who have lived abroad are 23,88% more likely see themselves moving to another European country within 5 years. This correlation is fully supported by the findings of Strey, et al. (2018) and Vandenbrande, et al. (2006).

	Chi-square	df	Sig.
Model	18,934	8	,015

Table 3: Test of model coefficients

	B	Significance	Exp. B	95% CI for exp (B)	
				lower	Higher
<i>Have you lived abroad before?</i>	3,173	0,021	23.875	1,598	356,762

Table 4: summary of test outcomes for influence of having lived abroad on willingness to move abroad

Conclusion and Reflection

By combining the findings acquired through answering the sub-questions, one can start to comprehend what shapes students' European identity and how this influences their willingness to migrate within Europe in the future, which was the main goal of the research.

Overall, students all define "being European" differently when looking on an individual level. Based on the focus groups, it can be suspected that there are some differences between the three cities researched. As all three cities exist in vastly different countries, with vastly different circumstances and culture, it is to be expected that this does significantly influence one's view on being European. For example, one can speculate that the Greek students' focus on European culture before physical location is the result of their national culture as the country itself has a rich history and culture which one cannot escape in their day to day lives; especially in a city as drenched in history and culture as Athens. Surprisingly, when looking at the results of the Mann-Whitney U test, Athens students do feel more connected to their European identity than the general population of their country. When combining the results of the survey (with 52 students answering that they felt "European *and* Greek) and what was mentioned in the focus group about them having a strong connection to their Greek culture first and foremost and their European identity being more of an afterthought, albeit there, one can suspect the strong connection to their culture has not lessened.

A recommendation for future research would be to do qualitative research on younger and older generation Athenians/Greeks in order to see what their views are on their own culture and European culture in order to be able to compare the two groups.

Contrary to what one would expect based on the literature, and what was written in the hypotheses, personal factors had little to no effect on what drivers might seduce students into moving and whether they would deem it likely that they would move abroad in the future. However, it is important to keep in mind that the researched groups already had many of the personal factors in common, which is why it is to be expected that there is less variance between the groups, despite there being some differences between some individuals.

According to Strey, et al. (2018), young and highly educated people are more inclined to move within Europe, for various drivers. According to the Eurobarometer 64.1, 75% of people with high future mobility intentions are younger than 35 (Vandenbrande, et al., 2006). As the groups on which this research focuses already tend to have a high mobility because of these two factors (age and education), it is only logical other factors might play less of a role. A recommendation for future research would be to research this exact issue with a broader focus group (instead of just students) to see whether the results differ significantly. In order to do this, it would be interesting to run the regression models using just the Eurobarometer data.

As there was a limited timeframe, some data collection had to be done in such a way where some weaknesses in the data emerged. For the Athens and Leeds group, the primary data was mostly gathered from specific groups of students who were all likely to be around the same age, year of study and in the same faculty.

It should be noted that there was a special focus on keeping the data as high quality as was possible considering the limited timeframe. Some additional data collection was done from Athenian students to compensate, but the data remains somewhat biased. Additionally, as every country was assessed separately, every test was done with a small sample size. This might be the cause of some of the non-significant results that contradict previous literature.

Furthermore, most data acquired through the survey was on a binomial, ordinal, or categorical

scale. While the former lends itself for a whole range of statistical tests, the latter two (ordinal and categorical variables) complicate finding an adequate, useful statistical analysis. As variables like “European identity” simply cannot be measured as a ratio variable, this was unavoidable.

Lastly, in order to simplify the testing process, all reasons drivers for moving were divided into categories. As some categories had more questions than others, these categories were more likely to have a positive answer (as only one of these questions had to be answered positively). This could have easily been avoided by either making sure the same amount of questions was asked about every category or asking one broader question that captures the full category instead of a few smaller ones.

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Appendix A: Questionnaire

Survey on European identity and willingness to move

My name is Dieuwke Elzinga, I am a human geography and urban and regional planning student from the University of Groningen in the Netherlands.

This questionnaire is part of my thesis on European identity and moving abroad.

The data and all information from this questionnaire will be (temporarily) held by me, as well as being saved on google forms, and will be used for educational purposes only.

The data acquired through this questionnaire of all participants will remain anonymous.

If you have any questions about the questionnaire, the research itself, the outcome of my thesis or something related, please do not refrain to contact me at d.elzinga.2@student.rug.nl.

However please note that, as this is through email, it will not be anonymous.

Opening Questions

Where are you from?

Where do you study?

- Athens
- Groningen
- Leeds
- I'm not a student
- Other: _____

What is your gender?

- Female
- Male
- Prefer not to say
- Other: _____

What is your age?

Who finances your studies?

- You
- Parents
- The state

To what extent do you agree with the statement: "I am easily getting by financially"

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree
- Prefer not to say

How often do you worry about money?

- Never
- Very rarely
- Rarely
- Occasionally
- Frequently
- Very Frequently
- Prefer not to say

Questions on European identity and moving

What is your nationality?

Do you see yourself as:

- [Nationality] only
- [Nationality] and European
- European and [Nationality]
- European only

Have you lived abroad before?

- Yes
- No

What reasons might encourage you to live in another country within the EU? (multiple answers possible) (participants will only see the second and third row)

		<i>Y</i>	/	<i>N</i>
<i>Social reasons / Family-related reasons</i>	-The opportunity to meet new people and discover new places	<input type="checkbox"/>		<input type="checkbox"/>
	- Closer to family or friends	<input type="checkbox"/>		<input type="checkbox"/>
<i>Economic reasons / work-related reasons</i>	-Job opportunities	<input type="checkbox"/>		<input type="checkbox"/>
	-Better wages	<input type="checkbox"/>		<input type="checkbox"/>
	-Higher household income	<input type="checkbox"/>		<input type="checkbox"/>
	-Better working conditions	<input type="checkbox"/>		<input type="checkbox"/>
<i>Housing related motivations</i>	-Better housing conditions	<input type="checkbox"/>		<input type="checkbox"/>
	-Cheaper housing	<input type="checkbox"/>		<input type="checkbox"/>
<i>environment-related reasons</i>	-Better local environment	<input type="checkbox"/>		<input type="checkbox"/>
	-Better weather	<input type="checkbox"/>		<input type="checkbox"/>
<i>Study-related reasons</i>	-Cheaper education	<input type="checkbox"/>		<input type="checkbox"/>
	-Better school system	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other reasons</i>	- Better health care facilities	<input type="checkbox"/>		<input type="checkbox"/>
	- Learn new language	<input type="checkbox"/>		<input type="checkbox"/>

What reasons might discourage you to live in another country within the EU? (multiple answers possible)

- Losing support from family or friends
- Less contact with family or friends
- Losing job
- Lower household income
- Worse housing conditions
- Worse local environment
- Worse health care facilities
- Worse working conditions
- Different school system
- Public transport
- Having to learn a new language

Do you deem it likely that you will move to another European country within the next 5 years?

- Yes
- No

Do you deem it likely that you will move to another European country later in life?

- Yes
- No

Appendix B: Guideline focus Groups

Hello, my name is Dieuwke Elzinga, and I am from the University of Groningen in the Netherlands. This questionnaire is part of my thesis on European identity and moving abroad. It will be an unstructured interview on what European identity entails for you. The data and all information recorded (either written, video or audio formats with consent) from this interview will be (temporarily) held by me. Excerpts from this interview might be used in this thesis.

You are allowed to withdraw consent at any time. Furthermore, you are allowed not to answer questions you don't want to.

Your name, location and further information will remain anonymous unless explicit consent is given.

1. Can you tell me a little about yourself?

What is your age?

Where are you from?

What do you study at university?

2. What does European identity entail to you?

Do you feel European?

If so, why?

When would you categorize an individual as "European"? (if necessary: provide cases such as refugees, the Elderly, international students from outside of Europe etc. and ask their reasoning)

Appendix C: SPSS Tables

Appendix C1: Descriptive statistics

Full Group:

Where do you study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Athens	78	50.0	50.0	50.0
	Groningen	41	26.3	26.3	76.3
	I'm not a student	1	.6	.6	76.9
	Leeds	36	23.1	23.1	100.0
	Total	156	100.0	100.0	

What is your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	78	50.0	50.0	50.0
	Female	78	50.0	50.0	100.0
	Total	156	100.0	100.0	

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	8	5.1	5.4	5.4
	20	34	21.8	22.8	28.2
	21	48	30.8	32.2	60.4
	22	28	17.9	18.8	79.2
	23	14	9.0	9.4	88.6
	24	8	5.1	5.4	94.0
	25	2	1.3	1.3	95.3
	26	2	1.3	1.3	96.6
	27	2	1.3	1.3	98.0
	32	1	.6	.7	98.7
	34	1	.6	.7	99.3
	39	1	.6	.7	100.0
	Total	149	95.5	100.0	
	Missing	System	7	4.5	
Total		156	100.0		

Where do you study? * Do you see yourself as: Crosstabulation

Count

		Do you see yourself as:				Total
		Nationality only	Nationality and European	Nationality and European	European only	
Where do you study?	Athens	14	51	6	6	77
	Groningen	14	14	12	1	41
	Leeds	15	18	3	0	36
Total		43	83	21	7	154

Athens

Statistics

		What is your age?	What is your gender	Where do you study?
N	Valid	74	78	78
	Missing	4	0	0
Mean		21.24	.58	
Median		21.00	1.00	
Std. Deviation		2.611	.497	
Variance		6.817	.247	

What is your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	42.3	42.3	42.3
	Female	45	57.7	57.7	100.0
Total		78	100.0	100.0	

Leeds

Statistics

		What is your age?	What is your gender	Where do you study?
N	Valid	33	36	36
	Missing	3	0	0
Mean		21.39	.47	
Median		21.00	.00	
Std. Deviation		.747	.506	
Variance		.559	.256	

What is your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	52.8	52.8	52.8
	Female	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

Groningen

Statistics

		What is your age?	What is your gender	Where do you study?
N	Valid	41	41	41
	Missing	0	0	0
Mean		22.41	.39	
Median		22.00	.00	
Std. Deviation		2.313	.494	
Variance		5.349	.244	

What is your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	61.0	61.0	61.0
	Female	16	39.0	39.0	100.0
	Total	41	100.0	100.0	

Appendix C2: Do students' European identities differ from the national feeling of European identity?

Greek students

Ranks

	Group	N	Mean Rank	Sum of Ranks
Do you see yourself as:	Students	77	108.37	8344.50
	Eurobarometer	99	73.05	7231.50
	Total	176		

Test Statistics^a

	Do you see yourself as:
Mann-Whitney U	2281.500
Wilcoxon W	7231.500
Z	-5.177
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Group

Dutch students

Ranks

	Group	N	Mean Rank	Sum of Ranks
Do you see yourself as	Students	41	76.16	3122.50
	Eurobarometer	99	68.16	6747.50
	Total	140		

Test Statistics^a

	Do you see yourself as:
Mann-Whitney U	1797.500
Wilcoxon W	6747.500
Z	-1.185
Asymp. Sig. (2-tailed)	.236

a. Grouping Variable: Group

United kingdom students

Ranks

	Group	N	Mean Rank	Sum of Ranks
Do you see yourself as	Students	36	73.13	2632.50
	Eurobarometer	99	66.14	6547.50
	Total	135		

Test Statistics^a

	Do you see yourself as
Mann-Whitney U	1597.500
Wilcoxon W	6547.500
Z	-1.030
Asymp. Sig. (2-tailed)	.303

a. Grouping Variable: Group

Appendix C3 How do personal factors play into which migration drivers from previous literature on possibly moving abroad play a role in students considerations?

Athens

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	72	92,3
	Missing Cases	6	7,7
	Total	78	100,0
Unselected Cases		0	,0
Total		78	100,0

a. If weight is in effect, see classification table for the total number of cases.

Social reasons/Family related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	11,014	8	,201
	Block	11,014	8	,201
	Model	11,014	8	,201

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,518	,905	,328	1	,567	1,679	,285	9,895
	What is your age?	-,221	,232	,912	1	,340	,801	,509	1,262
	How often do you worry about money?			,188	2	,910			
	How often do you worry about money?(1)	-18,764	10034,389	,000	1	,999	,000	,000	.
	How often do you worry about money?(2)	-19,300	10034,389	,000	1	,998	,000	,000	.
	Do you see yourself as:			,000	3	1,000			
	Do you see yourself as: (1)	1,440	21040,749	,000	1	1,000	4,221	,000	.
	Do you see yourself as: (2)	-18,141	18175,686	,000	1	,999	,000	,000	.
	Do you see yourself as: (3)	4,561	24514,283	,000	1	1,000	95,660	,000	.
	Have you lived abroad before?	-1,210	1,024	1,397	1	,237	,298	,040	2,218
	Constant	43,506	20761,614	,000	1	,998	7,839E+18		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as;, Have you lived abroad before?.

Economic reasons/work related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	4,458	8	,814
	Block	4,458	8	,814
	Model	4,458	8	,814

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	-,375	,960	,152	1	,696	,688	,105	4,514
	What is your age?	,037	,279	,017	1	,896	1,037	,601	1,791
	How often do you worry about money?			,015	2	,992			
	How often do you worry about money?(1)	-18,736	10455,856	,000	1	,999	,000	,000	.
	How often do you worry about money?(2)	-18,886	10455,856	,000	1	,999	,000	,000	.
	Do you see yourself as:			,035	3	,998			
	Do you see yourself as: (1)	-18,149	18198,131	,000	1	,999	,000	,000	.
	Do you see yourself as: (2)	-18,374	18198,131	,000	1	,999	,000	,000	.
	Do you see yourself as: (3)	,803	27063,266	,000	1	1,000	2,231	,000	.
	Have you lived abroad before?	-,253	1,194	,045	1	,832	,777	,075	8,061
	Constant	38,732	20988,017	,000	1	,999	6,623E+16		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Housing related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	4,599	8	,799
	Block	4,599	8	,799
	Model	4,599	8	,799

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,683	,529	1,663	1	,197	1,980	,701	5,588
	What is your age?	,027	,106	,066	1	,797	1,028	,836	1,264
	How often do you worry about money?			2,171	2	,338			
	How often do you worry about money?(1)	-,221	,854	,067	1	,795	,801	,150	4,272
	How often do you worry about money?(2)	-,893	,683	1,710	1	,191	,410	,107	1,561
	Do you see yourself as:			,757	3	,860			
	Do you see yourself as: (1)	-,138	1,386	,010	1	,921	,871	,058	13,189
	Do you see yourself as: (2)	-,599	1,249	,230	1	,632	,550	,047	6,358
	Do you see yourself as: (3)	-,814	1,710	,226	1	,634	,443	,016	12,651
	Have you lived abroad before?	,347	,772	,202	1	,653	1,415	,311	6,429
	Constant	,144	2,673	,003	1	,957	1,154		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Environment related motivations

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	10,731	8	,217
	Block	10,731	8	,217
	Model	10,731	8	,217

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,379	,562	,456	1	,500	1,461	,486	4,396
	What is your age?	,041	,171	,059	1	,809	1,042	,745	1,457
	How often do you worry about money?			2,293	2	,318			
	How often do you worry about money?(1)	-,996	,878	1,287	1	,257	,369	,066	2,064
	How often do you worry about money?(2)	,130	,697	,035	1	,852	1,139	,291	4,462
	Do you see yourself as:			2,023	3	,568			
	Do you see yourself as: (1)	,174	1,465	,014	1	,906	1,190	,067	21,017
	Do you see yourself as: (2)	-,802	1,277	,394	1	,530	,448	,037	5,482
	Do you see yourself as: (3)	20,580	19084,097	,000	1	,999	866401640,7	,000	.
	Have you lived abroad before?	-,807	,860	,882	1	,348	,446	,083	2,405
	Constant	,096	4,017	,001	1	,981	1,101		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Study related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	8,394	8	,396
	Block	8,394	8	,396
	Model	8,394	8	,396

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,224	,562	,159	1	,690	1,251	,416	3,761
	What is your age?	,065	,113	,332	1	,565	1,067	,855	1,333
	How often do you worry about money?			3,950	2	,139			
	How often do you worry about money?(1)	-,963	,988	3,946	1	,047	,140	,020	,974
	How often do you worry about money?(2)	-,1254	,856	2,147	1	,143	,285	,053	1,527
	Do you see yourself as:			1,783	3	,619			
	Do you see yourself as: (1)	-,310	1,458	,045	1	,832	,734	,042	12,781
	Do you see yourself as: (2)	-,186	1,325	,020	1	,889	,831	,062	11,138
	Do you see yourself as: (3)	-,2166	1,946	1,238	1	,266	,115	,003	5,200
	Have you lived abroad before?	,143	,817	,031	1	,861	1,153	,233	5,719
	Constant	,463	2,872	,026	1	,872	1,589		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Other reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	7,956	8	,438
	Block	7,956	8	,438
	Model	7,956	8	,438

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,260	,671	,151	1	,698	1,297	,348	4,833
	What is your age?	-,016	,120	,018	1	,892	,984	,778	1,245
	How often do you worry about money?			,982	2	,612			
	How often do you worry about money?(1)	-1,198	1,298	,853	1	,356	,302	,024	3,839
	How often do you worry about money?(2)	-1,082	1,147	,890	1	,346	,339	,036	3,210
	Do you see yourself as:			1,633	3	,652			
	Do you see yourself as: (1)	-18,077	19695,895	,000	1	,999	,000	,000	.
	Do you see yourself as: (2)	-19,469	19695,895	,000	1	,999	,000	,000	.
	Do you see yourself as: (3)	-18,793	19695,895	,000	1	,999	,000	,000	.
	Have you lived abroad before?	-1,265	,824	2,359	1	,125	,282	,056	1,418
	Constant	21,975	19695,895	,000	1	,999	3495362695		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Groningen

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	41	100,0
	Missing Cases	0	,0
	Total	41	100,0
Unselected Cases		0	,0
Total		41	100,0

a. If weight is in effect, see classification table for the total number of cases.

Social reasons/Family related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	9,403	8	,309
	Block	9,403	8	,309
	Model	9,403	8	,309

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	3,510	9735,377	,000	1	1,000	33,455	,000	.
	What is your age?	31,228	3474,258	,000	1	,993	3,647E+13	,000	.
	How often do you worry about money?			,000	2	1,000			
	How often do you worry about money?(1)	-28,924	18006,881	,000	1	,999	,000	,000	.
	How often do you worry about money?(2)	-33,247	7082,663	,000	1	,996	,000	,000	.
	Do you see yourself as:			,000	3	1,000			
	Do you see yourself as: (1)	62,360	42182,479	,000	1	,999	1,210E+27	,000	.
	Do you see yourself as: (2)	95,596	43059,091	,000	1	,998	3,288E+41	,000	.
	Do you see yourself as: (3)	95,931	43232,803	,000	1	,998	4,594E+41	,000	.
	Have you lived abroad before?	-31,275	14672,830	,000	1	,998	,000	,000	.
	Constant	-669,314	85431,201	,000	1	,994	,000		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Economic reasons/work related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	7,772	8	,456
	Block	7,772	8	,456
	Model	7,772	8	,456

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,223	1,397	,025	1	,873	1,250	,081	19,323
	What is your age?	,334	,465	,514	1	,473	1,396	,561	3,476
	How often do you worry about money?			,622	2	,733			
	How often do you worry about money?(1)	-1,539	1,955	,620	1	,431	,215	,005	9,903
	How often do you worry about money?(2)	-,576	1,363	,178	1	,673	,562	,039	8,138
	Do you see yourself as:			,657	3	,883			
	Do you see yourself as: (1)	-19,274	40192,996	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-18,186	40192,996	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	,147	41555,394	,000	1	1,000	1,158	,000	.
	Have you lived abroad before?	19,227	12536,624	,000	1	,999	223994840,5	,000	.
	Constant	13,639	40192,997	,000	1	1,000	837879,544		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Housing related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	4,360	8	,823
	Block	4,360	8	,823
	Model	4,360	8	,823

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,086	,803	,011	1	,915	1,089	,226	5,261
	What is your age?	,096	,184	,274	1	,601	1,101	,768	1,580
	How often do you worry about money?			,199	2	,905			
	How often do you worry about money?(1)	,418	1,337	,098	1	,754	1,519	,111	20,859
	How often do you worry about money?(2)	-,150	,773	,038	1	,846	,861	,189	3,915
	Do you see yourself as:			2,423	3	,489			
	Do you see yourself as: (1)	-19,881	40192,897	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-21,125	40192,897	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	-20,165	40192,897	,000	1	1,000	,000	,000	.
	Have you lived abroad before?	,168	,970	,030	1	,863	1,183	,177	7,925
	Constant	18,997	40192,897	,000	1	1,000	177963255,7		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Environment related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	17,061	8	,029
	Block	17,061	8	,029
	Model	17,061	8	,029

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	51,605	9853,734	,000	1	,996	2,580E+22	,000	.
	What is your age?	,023	,228	,010	1	,921	1,023	,654	1,600
	How often do you worry about money?			,129	2	,937			
	How often do you worry about money?(1)	-34,666	7310,739	,000	1	,996	,000	,000	.
	How often do you worry about money?(2)	,533	1,485	,129	1	,719	1,705	,093	31,298
	Do you see yourself as:			,001	3	1,000			
	Do you see yourself as: (1)	126,115	43983,488	,000	1	,998	5,901E+54	,000	.
	Do you see yourself as: (2)	73,510	41383,235	,000	1	,999	8,413E+31	,000	.
	Do you see yourself as: (3)	73,460	41383,235	,000	1	,999	8,006E+31	,000	.
	Have you lived abroad before?	16,700	4765,995	,000	1	,997	17894294,44	,000	.
	Constant	-73,308	41383,236	,000	1	,999	,000		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Study related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	11,901	8	,156
	Block	11,901	8	,156
	Model	11,901	8	,156

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,213	1,025	,043	1	,835	1,237	,166	9,229
	What is your age?	,167	,275	,369	1	,543	1,182	,689	2,028
	How often do you worry about money?			2,132	2	,344			
	How often do you worry about money?(1)	-1,909	1,371	1,939	1	,164	,148	,010	2,178
	How often do you worry about money?(2)	-1,057	1,021	1,071	1	,301	,348	,047	2,571
	Do you see yourself as:			4,985	3	,173			
	Do you see yourself as: (1)	-19,981	40192,986	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-18,262	40192,986	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	-17,603	40192,986	,000	1	1,000	,000	,000	.
	Have you lived abroad before?	-1,043	1,138	,840	1	,359	,352	,038	3,278
	Constant	17,310	40192,986	,000	1	1,000	32940544,61		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Other reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	7,748	8	,458
	Block	7,748	8	,458
	Model	7,748	8	,458

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	1,517	1,352	1,260	1	,262	4,560	,322	64,501
	What is your age?	,295	,328	,812	1	,368	1,344	,707	2,554
	How often do you worry about money?			,256	2	,880			
	How often do you worry about money?(1)	,529	1,607	,109	1	,742	1,698	,073	39,614
	How often do you worry about money?(2)	-,263	1,090	,058	1	,809	,768	,091	6,502
	Do you see yourself as:			,820	3	,845			
	Do you see yourself as: (1)	-19,009	40192,932	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-18,078	40192,932	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	,969	41666,535	,000	1	1,000	2,635	,000	.
	Have you lived abroad before?	-,576	1,524	,143	1	,705	,562	,028	11,137
	Constant	13,187	40192,932	,000	1	1,000	533488,390		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Leeds

Housing related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	13,331	7	,064
	Block	13,331	7	,064
	Model	13,331	7	,064

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a What is your gender(1)	1,010	1,505	,450	1	,502	2,746	,144	52,480
What is your age?	-1,446	1,694	,728	1	,393	,236	,009	6,517
How often do you worry about money?			3,116	2	,211			
How often do you worry about money?(1)	-4,677	3,392	1,901	1	,168	,009	,000	7,179
How often do you worry about money?(2)	,521	1,652	,099	1	,753	1,684	,066	42,887
Do you see yourself as:			,398	2	,820			
Do you see yourself as: (1)	-17,175	21538,276	,000	1	,999	,000	,000	.
Do you see yourself as: (2)	-18,223	21538,276	,000	1	,999	,000	,000	.
Have you lived abroad before?(1)	-20,808	10722,733	,000	1	,998	,000	,000	.
Constant	70,915	24059,837	,000	1	,998	6,279E+30		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Environment related motivations

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	6,694	7	,461
	Block	6,694	7	,461
	Model	6,694	7	,461

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a What is your gender(1)	,690	1,615	,183	1	,669	1,994	,084	47,236
What is your age?	-,325	,879	,137	1	,711	,722	,129	4,044
How often do you worry about money?			2,735	2	,255			
How often do you worry about money?(1)	-2,586	1,990	1,690	1	,194	,075	,002	3,719
How often do you worry about money?(2)	,285	1,738	,027	1	,870	1,329	,044	40,127
Do you see yourself as:			1,488	2	,475			
Do you see yourself as: (1)	-19,274	22327,908	,000	1	,999	,000	,000	.
Do you see yourself as: (2)	-17,469	22327,908	,000	1	,999	,000	,000	.
Have you lived abroad before?(1)	1,389	1,378	1,017	1	,313	4,012	,270	59,693
Constant	26,833	22327,917	,000	1	,999	4,501E+11		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Study related reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	7,254	7	,403
	Block	7,254	7	,403
	Model	7,254	7	,403

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender(1)	-,634	,886	,512	1	,474	,530	,093	3,012
	What is your age?	,306	,658	,217	1	,642	1,358	,374	4,930
	How often do you worry about money?			1,193	2	,551			
	How often do you worry about money?(1)	20,326	17660,362	,000	1	,999	672264813,4	,000	.
	How often do you worry about money?(2)	-1,113	1,019	1,193	1	,275	,328	,045	2,422
	Do you see yourself as:			,133	2	,935			
	Do you see yourself as: (1)	-,504	1,480	,116	1	,733	,604	,033	10,986
	Do you see yourself as: (2)	-,266	1,404	,036	1	,850	,767	,049	12,017
	Have you lived abroad before?(1)	,007	,943	,000	1	,994	1,007	,159	6,400
	Constant	-4,621	14,127	,107	1	,744	,010		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Other reasons

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	2,754	7	,907
	Block	2,754	7	,907
	Model	2,754	7	,907

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender(1)	-,056	,890	,004	1	,950	,946	,165	5,414
	What is your age?	-,599	,673	,794	1	,373	,549	,147	2,052
	How often do you worry about money?			1,817	2	,403			
	How often do you worry about money?(1)	-,947	1,413	,449	1	,503	,388	,024	6,189
	How often do you worry about money?(2)	,732	1,044	,491	1	,484	2,078	,268	16,090
	Do you see yourself as:			,469	2	,791			
	Do you see yourself as: (1)	1,002	1,486	,454	1	,500	2,723	,148	50,134
	Do you see yourself as: (2)	,876	1,438	,371	1	,542	2,401	,143	40,181
	Have you lived abroad before?(1)	-,867	1,053	,677	1	,411	,420	,053	3,311
	Constant	13,616	14,614	,868	1	,351	819441,127		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as., Have you lived abroad before?.

Appendix C4 How does European identity influence students' willingness to migrate within Europe in the future?

Athens

Within 5 years

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	3,824	8	,873
	Block	3,824	8	,873
	Model	3,824	8	,873

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,002	,535	,000	1	,997	1,002	,351	2,859
	What is your age?	-,113	,114	,972	1	,324	,893	,714	1,118
	How often do you worry about money?			,579	2	,749			
	How often do you worry about money?(1)	-,454	,859	,279	1	,597	,635	,118	3,423
	How often do you worry about money?(2)	,092	,671	,019	1	,892	1,096	,294	4,085
	Do you see yourself as:			2,772	3	,428			
	Do you see yourself as: (1)	-1,642	1,449	1,284	1	,257	,194	,011	3,313
	Do you see yourself as: (2)	-,895	1,305	,470	1	,493	,409	,032	5,279
	Do you see yourself as: (3)	,960	2,123	,204	1	,651	2,611	,041	167,439
	Have you lived abroad before?	-,250	,811	,095	1	,757	,778	,159	3,815
Constant	3,186	2,876	1,227	1	,268	24,193			

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Later in life

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	9,038	8	,339
	Block	9,038	8	,339
	Model	9,038	8	,339

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	,377	,671	,316	1	,574	1,458	,392	5,428
	What is your age?	-,242	,135	3,213	1	,073	,785	,602	1,023
	How often do you worry about money?			3,261	2	,196			
	How often do you worry about money?(1)	-1,642	1,034	2,523	1	,112	,194	,026	1,468
	How often do you worry about money?(2)	-,456	,921	,245	1	,621	,634	,104	3,852
	Do you see yourself as:			2,201	3	,532			
	Do you see yourself as: (1)	1,875	1,771	1,120	1	,290	6,519	,202	209,902
	Do you see yourself as: (2)	,337	1,394	,058	1	,809	1,401	,091	21,523
	Do you see yourself as: (3)	1,525	2,522	,366	1	,545	4,595	,033	644,322
	Have you lived abroad before?	,566	1,100	,265	1	,607	1,761	,204	15,208
Constant	6,173	3,329	3,437	1	,064	479,433			

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Groningen
Within 5 years

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	18,934	8	,015
	Block	18,934	8	,015
	Model	18,934	8	,015

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	1,740	1,004	3,005	1	,083	5,699	,797	40,767
	What is your age?	,090	,184	,241	1	,623	1,094	,764	1,568
	How often do you worry about money?			,965	2	,617			
	How often do you worry about money?(1)	,910	1,565	,338	1	,561	2,484	,116	53,380
	How often do you worry about money?(2)	,888	,944	,884	1	,347	2,430	,382	15,474
	Do you see yourself as:			4,561	3	,207			
	Do you see yourself as: (1)	-23,889	40192,989	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-20,896	40192,989	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	-21,746	40192,989	,000	1	1,000	,000	,000	.
	Have you lived abroad before?	3,173	1,380	5,288	1	,021	23,875	1,598	356,762
	Constant	17,479	40192,989	,000	1	1,000	38991475,67		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Later in life

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	39,722	8	,000
	Block	39,722	8	,000
	Model	39,722	8	,000

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender	2,166	1,500	2,086	1	,149	8,723	,462	164,845
	What is your age?	-,920	,497	3,423	1	,064	,399	,150	1,056
	How often do you worry about money?			,938	2	,626			
	How often do you worry about money?(1)	-25,225	8876,500	,000	1	,998	,000	,000	.
	How often do you worry about money?(2)	1,534	1,584	,938	1	,333	4,636	,208	103,315
	Do you see yourself as:			5,208	3	,157			
	Do you see yourself as: (1)	-24,323	40193,002	,000	1	1,000	,000	,000	.
	Do you see yourself as: (2)	-20,896	40193,002	,000	1	1,000	,000	,000	.
	Do you see yourself as: (3)	-14,161	40193,002	,000	1	1,000	,000	,000	.
	Have you lived abroad before?	48,824	12721,949	,000	1	,997	1,599E+21	,000	.
	Constant	39,269	40193,004	,000	1	,999	1,133E+17		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Leeds

Within 5 years

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	9,508	7	,218
	Block	9,508	7	,218
	Model	9,508	7	,218

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender(1)	-,628	,909	,478	1	,490	,534	,090	3,170
	What is your age?	,841	,736	1,306	1	,253	2,318	,548	9,805
	How often do you worry about money?			,029	2	,986			
	How often do you worry about money?(1)	-,228	1,721	,018	1	,895	,796	,027	23,226
	How often do you worry about money?(2)	,045	,986	,002	1	,964	1,046	,151	7,229
	Do you see yourself as:			4,370	2	,113			
	Do you see yourself as: (1)	-1,132	1,589	,508	1	,476	,322	,014	7,251
	Do you see yourself as: (2)	1,025	1,428	,515	1	,473	2,786	,170	45,733
	Have you lived abroad before?(1)	-,916	,997	,844	1	,358	,400	,057	2,825
	Constant	-17,707	15,863	1,246	1	,264	,000		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.

Later in life

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	13,719	7	,056
	Block	13,719	7	,056
	Model	13,719	7	,056

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	What is your gender(1)	,270	,953	,080	1	,777	1,310	,202	8,481
	What is your age?	,646	,746	,750	1	,386	1,908	,442	8,230
	How often do you worry about money?			,786	2	,675			
	How often do you worry about money?(1)	,224	1,807	,015	1	,901	1,251	,036	43,148
	How often do you worry about money?(2)	,975	1,187	,674	1	,412	2,651	,259	27,169
	Do you see yourself as:			6,907	2	,032			
	Do you see yourself as: (1)	-,941	1,617	,339	1	,561	,390	,016	9,279
	Do you see yourself as: (2)	2,071	1,532	1,828	1	,176	7,935	,394	159,769
	Have you lived abroad before?(1)	-1,918	1,204	2,538	1	,111	,147	,014	1,555
	Constant	-14,117	16,137	,765	1	,382	,000		

a. Variable(s) entered on step 1: What is your gender, What is your age?, How often do you worry about money?, Do you see yourself as:, Have you lived abroad before?.