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### Soulmates: Reinvention of ethnic identification among higher educated second generation Moroccan and Turkish Dutch

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**Publication date**

2014

**Document Version**

Final published version

[Link to publication](#)

**Citation for published version (APA):**

Sloutman, M. W. (2014). *Soulmates: Reinvention of ethnic identification among higher educated second generation Moroccan and Turkish Dutch*.

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# Appendix A: Interview guide

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Note: This interview guide was originally in Dutch. The guide functioned as a fallback and was not (rigorously) followed in the interviews. Not all themes were discussed in all interviews at the same level of detail, and the phrasing of the questions was more used as source of inspiration than that the questions were asked literally. I excluded the probes that I never used at all.

## **INTRODUCTION**

- Objections against audio-recording?
- The interview is anonymous.
- Introduction Marieke + research project

Research project:

Theme: higher educated adult children of immigrants, about their career trajectories, and the role of social others. Why this focus? According to the literature, immigrants are in a particular situation, as they often are less familiar with the national institutions, and there is the assumption that they have a smaller social network with people who can support them in their educational and job-related careers.

I like to explore how this worked out for you. What did your trajectory look like? What roles did social others play? What do such achievements do to you as a person? To what extent was this trajectory shaped by who you are?

## **A. Life course/career & background**

Could you briefly describe your educational and working career?  
(schools, jobs, extracurricular activities)

Could you tell me more about your background?

- Parents
  - o Education level, work, migration origin, migration period, are they still together, language, religious upbringing
- Siblings
  - o Age, education level, job, language
- Current situation (partner/children)
  - o Ethnicity, education, work; relevance of these aspects for you; language
- Religion
  - o Role in upbringing. Current role of religion.
- What did the neighborhoods where you lived look like?

- Demographic composition: class, ethnicity ...

### **B. Success-factors and barriers**

Try to find out:

What made you reach these high education levels?

Zoom in on phases and choices; on decisions for schools and education levels, on applications, on extracurricular activities. Role of others? Role of motivation? Role of context? Why you, and why many others not (such as maybe siblings)? (Support, inspiration; parents, siblings, peers, others, such as teachers)

- **Parents:**
  - What was the attitude of your parents regarding education? How did you feel that? Did they check your homework? Did they help you with homework? Did they talk with teachers?
  - What expectations did your parents have of you? And of your (elder/younger) brothers? And sisters?
  - Did you have strict parents? (Were you allowed to ... go on school trips, go out, play with friends, have sleepovers, have friends play at your house)
- **Siblings:**
  - Role? Help with homework?
- **Ambition:**
  - What profession did you aspire when you were young? When did you know you wanted to go to university? What was your motivation? Do you feel proud of your achievements?
- **Choices:** Explain every step.
  - Why this school? Why this level? How did you inform yourself? Did somebody accompany you to information events? Did somebody help you with your application? What was the role of parents, siblings, peers, others? Did peers take the same decision?
- **Who or what do you consider crucial for your trajectory?**
  - Can you think of a person who has been crucial for you trajectory (... if THAT person wouldn't have been there...? (A special teacher? Some sort of role model?))
- **Would your trajectory have been different if you...**
  - ... wouldn't have had Moroccan/Turkish parents; ... wouldn't have been a woman/man; ... would have lived in a different neighborhood.
    - Opportunities and barriers; attitudes of others and social relations; role parents and peers. If you were able to choose, where would you like to live with your own family?

### **C. Social context**

How was/is the relation with parents, siblings, friends (demographic characteristics).

- Who were your **friends**? Primary & secondary school, university, now
  - o Gender, class background, ethnicity; mirroring the composition of the school class/neighborhood?
- How would you describe the relationship with your **parents/siblings**? (then/now)
  - o Do you think your career influenced the relationship with your parents/siblings? (pride/distance)
- **Feeling at home:**
  - o Did you feel at home at school/in the neighborhood? Why?
  - o With which people / at which places do you feel at home best? What does feeling at home mean for you? Why?
  - o Where do you feel at home less? Why?  
(With parents? At home? At school? At work?)

#### **D. Identification (feeling/being/doing)**

- **Dutch**
  - o Are you 'Dutch'? To what extent do you feel Dutch? What does that mean for you?
- **Moroccan/ Turkish**
  - o Are you 'Moroccan' / 'Turkish'? To what extent do you feel Moroccan/Turkish? What does that mean for you?
- **Combination**
  - o Do you feel more Moroccan/Turkish or Dutch? Or can't we say such a thing? Why?
- **Muslim**
  - o To what extent do you feel Muslim? What does that mean for you?

#### **END**

- Did we forget anything that is relevant or is there something that you would like to add? Any questions to me?
- Can I approach you again?
- Possible leads?

# Appendix B: Tables Chapter 4

**Table 1. Significance of differences between ethnic and educational categories (values for gamma and significance level) <sup>1</sup>**

|  | Mor vs Tur       | HBO+ vs Lower<br>(Mor & Tur) <sup>2</sup> |
|--|------------------|---|
|  | <i>Gamma (p)</i> | <i>Gamma (p)</i>                          |
| <b>Social interactions</b>   |                  |   |
| Share of three best friends that is co-ethnic                      | -.168 ( .001)    | -.247 (<.005)                             |
| Partner is co-ethnic   | -.306 ( .095)    | -.375 ( .127)                             |
| Current friends' network is co-ethnic                              | -.032 ( .521)    | -.322 (<.005)                             |
| Watch co-ethnic television channels                                | -.655 (<.005)    | -.194 ( .002)                             |
| Going out to places with 2 <sup>nd</sup> generation youth          | -.250 (<.005)    | .148 ( .078)                              |
| Frequency of visits to parents' country                            | -.272 (<.005)    | .097 ( .215)                              |
| Participation in co-ethnic organizations                           | -.127 ( .054)    | -.303 (<.005)                             |
| <b>Language</b>  |                  |   |
| Use of Dutch language with friends                                 | .598 (<.005)     | .397 (<.005)                              |
| Use of Dutch language with siblings                                | .611 (<.005)     | .234 (<.005)                              |
| Proficiency in Dutch   | .210 (<.005)     | .322 (<.005)                              |
| Proficiency in parents' language                                   | -.144 ( .004)    | -.109 ( .068)                             |
| <b>Religiosity</b>   |                  |   |
| Having a religion at the time of the survey                        | .109 ( .309)     | .260 ( .053)                              |
| Being Muslim is an important part of myself                        | .186 ( .003)     | -.081 ( .266)                             |
| Frequency of prayers   | .455 (<.005)     | .033 ( .724)                              |
| Frequency of visiting the mosque                                   | -.044 ( .401)    | -.031 ( .607)                             |
| Religion should be represented in politics and society             | .108 ( .031)     | -.205 ( .001)                             |
| Wearing a headscarf (women)  | .110 ( .285)     | -.359 ( .002)                             |
| <b>Progressive norms</b>   |                  |   |
| Acceptability of abortion  | -.011 ( .847)    | .130 ( .050)                              |
| Acceptability of women having sex before marriage                  | .118 ( .036)     | .311 (<.005)                              |
| Women with small children can work outside the house               | .052 ( .265)     | .209 (<.005)                              |
| It is okay if women in leading positions have authority over men   | .035 ( .510)     | .365 (<.005)                              |
| Study and higher education are equally important for men and women | -.003 ( .960)    | .436 (<.005)                              |

## Appendix B. Tables Chapter 4

Source: TIES data for the Netherlands, 2007, NIDI and IMES

1) Values for gamma that are significant on the level of 0.05 are shaded grey

2) For the comparison between higher and lower educated, only the respondents were included with parents that are *both* born in Morocco or Turkey. In other words, only 'mono-ethnic' respondents were included. In chapter 5 I explain this decision

# Appendix C: Tables Chapter 5

Note that:

- Sources of all tables in the Appendix: TIES survey for the Netherlands, 2007, NIDI and IMES.
- Significant coefficients are shaded grey ( $\alpha = .05$ ).

**Table 1. Multivariate regression models for identification with the ethnic labels (per ethnic category; standardized regression coefficients  $\beta$ )**

|                                     | Mor<br>(N=372) | Tur<br>(N=383) |
|-------------------------------------|----------------|----------------|
| R <sup>2</sup>                      | .074           | .041           |
|                                     | $\beta$ (p)    | $\beta$ (p)    |
| Gender (ref: male)                  | -.049 (.335)   | -.045 (.374)   |
| Age                                 | -.053 (.301)   | -.025 (.627)   |
| Education (4 categories)            | -.066 (.197)   | -.068 (.178)   |
| City (ref: Amsterdam)               | -.082 (.105)   | .061 (.233)    |
| Mixed ethnic background (ref: mono) | -.234 (<.005)  | -.164 (.001)   |

**Table 2. Strength of identification for Moroccan and Turkish Dutch respondents with a mono and mixed ethnic background (per ethnic category)<sup>1</sup>**

| Ident. with | Ethn. backgr. | 1<br>Not/ve-<br>ry weak | 2<br>Weak | 3<br>Neutral | 4<br>Strong | 5<br>Very<br>strong | N<br>(=100%) | Mean | Gamma<br>(p)   |
|-------------|---------------|-------------------------|-----------|--------------|-------------|---------------------|--------------|------|----------------|
| Mor         | Ethnic mono   | 2%                      | 2%        | 14%          | 41%         | 42%                 | 338          | 4.2  | -.505 (.001)   |
|             | label mix     | 12%                     | 9%        | 29%          | 29%         | 21%                 | 34           | 3.4  | [-.537 (.036)] |
| NL          | mono          | 10%                     | 10%       | 38%          | 29%         | 13%                 | 347          | 3.2  | .221 (.112)    |
|             | label mix     | 6%                      | 14%       | 25%          | 28%         | 28%                 | 36           | 3.6  | [.427 (.059)]  |
| Tur         | Ethnic mono   | 2%                      | 3%        | 15%          | 32%         | 47%                 | 367          | 4.2  | -.473 (.025)   |
|             | label mix     | 18%                     | 6%        | 24%          | 29%         | 24%                 | 17           | 3.4  | [-.510 (.111)] |
| NL          | mono          | 10%                     | 14%       | 37%          | 29%         | 9%                  | 359          | 3.1  | .362 (.047)    |
|             | label mix     | 0%                      | 17%       | 17%          | 56%         | 11%                 | 18           | 3.6  | [.373 (.231)]  |

1) Included are the Gammas for a selection of solely HE respondents [between brackets]. In this selection, values for N range between 110-113 (mono-ethnic background) and between 7-10 (mixed-ethnic background).

**Table 3. Strength of identification for men and women (HE, per ethnic category)<sup>1</sup>**

| Ident. with | Gender      | 1<br>Not/very weak | 2<br>Weak | 3<br>Neutral | 4<br>Strong | 5<br>Very strong | N<br>(=100%) | Mean | Gamma<br>(p) |
|-------------|-------------|--------------------|-----------|--------------|-------------|------------------|--------------|------|--------------|
| Mor         | Ethnic men  |                    | 2%        | 16%          | 47%         | 35%              | 51           | 4.2  | -.076 (.638) |
|             | label women | 4%                 | 4%        | 13%          | 48%         | 32%              | 56           | 4.0  |              |
| NL          | men         | 11%                | 11%       | 38%          | 34%         | 6%               | 53           | 3.1  | .197 (.170)  |
|             | label women | 5%                 | 11%       | 35%          | 37%         | 12%              | 57           | 3.4  |              |
| Tur         | Ethnic men  | 3%                 |           | 15%          | 37%         | 44%              | 59           | 4.2  | -.174 (.250) |
|             | label women | 6%                 | 6%        | 15%          | 37%         | 37%              | 52           | 3.9  |              |
| NL          | men         | 10%                | 21%       | 31%          | 33%         | 5%               | 58           | 3.0  | .145 (.306)  |
|             | label women | 6%                 | 15%       | 38%          | 32%         | 9%               | 53           | 3.3  |              |
| CG          | NL men      | 1%                 | 2%        | 18%          | 41%         | 38%              | 137          | 4.1  | .052 (.588)  |
|             | label women | 1%                 | 3%        | 14%          | 43%         | 40%              | 159          | 4.2  |              |

1) Only respondents with mono-ethnic backgrounds. HE=higher educated (HBO+)

Source: TIES survey for the Netherlands, 2007, NIDI and IMES

**Table 4. Strength of identification for HBO and university educated respondents (per ethnic category)<sup>1</sup>**

| Ident. with | Education level  | 1<br>Not/very weak | 2<br>Weak | 3<br>Neutral | 4<br>Strong | 5<br>Very strong | N<br>(=100%) | Mean | Gamma<br>(p) |
|-------------|------------------|--------------------|-----------|--------------|-------------|------------------|--------------|------|--------------|
| Mor         | Ethnic HBO       | 3%                 | 1%        | 15%          | 46%         | 35%              | 78           | 4.1  | -.033 (.855) |
|             | label University |                    | 7%        | 10%          | 52%         | 31%              | 29           | 4.1  |              |
| NL          | HBO              | 9%                 | 11%       | 37%          | 35%         | 9%               | 81           | 3.2  | .083 (.618)  |
|             | label University | 7%                 | 10%       | 34%          | 38%         | 10%              | 29           | 3.3  |              |
| Tur         | Ethnic HBO       | 4%                 | 4%        | 15%          | 32%         | 46%              | 81           | 4.1  | -.223 (.163) |
|             | label University | 7%                 |           | 17%          | 50%         | 27%              | 30           | 3.9  |              |
| NL          | HBO              | 8%                 | 16%       | 36%          | 34%         | 6%               | 80           | 3.2  | -.060 (.712) |
|             | label University | 10%                | 23%       | 29%          | 29%         | 10%              | 31           | 3.1  |              |
| CG          | NL HBO           | 1%                 | 4%        | 18%          | 36%         | 41%              | 141          | 4.1  | .011 (.910)  |
|             | label University | 1%                 | 2%        | 14%          | 47%         | 37%              | 155          | 4.2  |              |

1) Only respondents with mono-ethnic backgrounds.



**Table 5a. Sociocultural orientation: Turkish & Moroccan Dutch compared (HE) (categorical variables)<sup>1</sup>**

| <i>Categorical variables</i>  | Cat.      | Turkish Dutch |      |      | Moroccan Dutch |      |      | Mor vs Tur<br>Gamma (p) |
|-------------------------------|-----------|---------------|------|------|----------------|------|------|-------------------------|
|                               |           | N             | Mean | SD   | N              | Mean | SD   |                         |
| Co-ethnic television          | 5 (1-5)   | 108           | 2.52 | 1.04 | 102            | 1.68 | 0.62 | -.636 (<.005)           |
| Going out to co-ethnic places | 2 (0-1)   | 112           | 0.74 | 0.44 | 113            | 0.67 | 0.47 | -.164 (.258)            |
| Visits to Turkey/Morocco      | 3 (0-2)   | 112           | 1.34 | 0.61 | 107            | 1.12 | 0.53 | -.365 (.003)            |
| Co-ethnic organizations       | 3 (0-2)   | 90            | 1.00 | 0.90 | 95             | 0.75 | 0.89 | -.240 (.050)            |
| Co-ethnic best friends        | 5 (0-100) | 112           | 53.6 | 38.1 | 113            | 54.9 | 33.5 | .023 (.819)             |
| Co-ethnic partner             | 2 (0-1)   | 38            | 0.84 | 0.37 | 23             | 0.87 | 0.34 | .111 (.765)             |
| Headscarf (women)             | 2 (0-1)   | 46            | 0.28 | 0.46 | 55             | 0.29 | 0.46 | .020 (.927)             |
| Norms: sexual freedom (w)     | 3 (1-3)   | 111           | 1.89 | 0.79 | 112            | 1.94 | 0.77 | .050 (.650)             |
| Norms: abortion               | 3 (1-3)   | 109           | 2.24 | 0.77 | 113            | 2.27 | 0.76 | .039 (.730)             |

1) Only respondents with mono-ethnic backgrounds. HE=higher educated (HBO+)

**Table 5b. Sociocultural orientation: Turkish & Moroccan Dutch compared (interval variables)<sup>1</sup>**

| <i>Interval variables</i>      | Turkish Dutch |       |     | Moroccan Dutch |       |     | T-test |     |       |
|--------------------------------|---------------|-------|-----|----------------|-------|-----|--------|-----|-------|
|                                | N             | Mean  | SE  | N              | Mean  | SE  | t      | df  | p     |
| Skills in parental language    | 112           | -0.25 | .07 | 105            | -0.87 | .08 | 5.682  | 215 | <.005 |
| Skills in Dutch language       | 112           | -0.11 | .09 | 107            | -0.03 | .08 | -0.621 | 217 | .535  |
| Speaks parental language often | 54            | 0.58  | .13 | 35             | -0.01 | .14 | 2.931  | 87  | .004  |
| Identification as Muslim       | 107           | 3.95  | .12 | 110            | 4.18  | .10 | -1.521 | 215 | .130  |
| Religious feelings             | 104           | -0.28 | .10 | 103            | 0.35  | .08 | -4.871 | 205 | <.005 |
| Religious behaviors            | 51            | -0.40 | .15 | 41             | 0.39  | .13 | -3.954 | 90  | <.005 |
| Religious political norms      | 113           | -0.16 | .08 | 112            | 0.19  | .10 | -2.675 | 215 | .008  |
| Norms: gender equality         | 125           | 0.26  | .07 | 123            | 0.17  | .08 | 0.880  | 246 | .380  |

1) Only respondents with mono-ethnic backgrounds. HE=higher educated (HBO+)

**Table 6a. Sociocultural orientation: Moroccan Dutch respondents with lower & higher education levels compared (categorical variables)<sup>1</sup>**

| <i>Categorical variables</i>  | Cat.      | Lower education |      |      | HBO+ |      |      | HBO+ vs lower<br>Gamma (p) |
|-------------------------------|-----------|-----------------|------|------|------|------|------|----------------------------|
|                               |           | N               | Mean | SD   | N    | Mean | SD   |                            |
| Co-ethnic television          | 5 (1-5)   | 228             | 1.83 | 0.74 | 102  | 1.68 | 0.62 | -.169 (.097)               |
| Going out to co-ethnic places | 2 (0-1)   | 248             | 0.56 | 0.50 | 113  | 0.67 | 0.47 | .234 (.040)                |
| Visits to Turkey/Morocco      | 3 (0-2)   | 239             | 1.11 | 0.58 | 107  | 1.12 | 0.53 | .016 (.887)                |
| Co-ethnic organizations       | 3 (0-2)   | 199             | 1.14 | 0.94 | 95   | 0.75 | 0.89 | -.354 (.001)               |
| Co-ethnic best friends        | 5 (0-100) | 241             | 60.6 | 35.6 | 113  | 54.9 | 33.5 | -.129 (.116)               |
| Co-ethnic partner             | 2 (0-1)   | 72              | 0.88 | 0.33 | 23   | 0.87 | 0.34 | -.024 (.946)               |
| Headscarf (women)             | 2 (0-1)   | 106             | 0.50 | 0.50 | 55   | 0.29 | 0.46 | -.418 (.008)               |
| Norms: sexual freedom (w)     | 3 (1-3)   | 245             | 1.84 | 0.78 | 112  | 1.94 | 0.77 | .109 (.243)                |
| Norms: abortion               | 3 (1-3)   | 244             | 1.90 | 0.79 | 113  | 2.27 | 0.76 | .379 (<.005)               |

1) Only respondents with mono-ethnic backgrounds

**Table 6b. Sociocultural orientation: Moroccan Dutch respondents with lower & higher education levels compared (interval variables)<sup>1</sup>**

| <i>Interval variables</i>      | Lower education |       |     | HBO+ |       |     | T-test |     |       |
|--------------------------------|-----------------|-------|-----|------|-------|-----|--------|-----|-------|
|                                | N               | Mean  | SE  | N    | Mean  | SE  | t      | df  | p     |
| Skills in parental language    | 237             | -0.81 | .05 | 105  | -0.87 | .08 | 0.608  | 340 | .544  |
| Skills in Dutch language       | 240             | -0.37 | .07 | 107  | -0.03 | .08 | -3.075 | 263 | .002  |
| Speaks parental language often | 75              | 0.22  | .11 | 35   | -0.01 | .14 | 1.188  | 108 | .237  |
| Identification as Muslim       | 240             | 4.43  | .06 | 110  | 4.18  | .10 | 2.310  | 348 | .021  |
| Religious feelings             | 218             | 0.24  | .06 | 103  | 0.35  | .08 | -1.100 | 319 | .272  |
| Religious behaviors            | 98              | 0.20  | .09 | 41   | 0.39  | .13 | -1.168 | 137 | .245  |
| Religious political norms      | 245             | 0.42  | .06 | 112  | 0.19  | .10 | 1.989  | 355 | .047  |
| Norms: genderequality          | 300             | -0.33 | .06 | 123  | 0.17  | .08 | -4.500 | 421 | <.005 |

1) Only respondents with mono-ethnic backgrounds

**Table 7a. Sociocultural orientation: Turkish Dutch respondents with lower & higher education levels compared (categorical variables)<sup>1</sup>**

| <i>Categorical variables</i>  | Cat.      | Lower education |      |      | HBO+ |      |      | HBO+ vs lower |
|-------------------------------|-----------|-----------------|------|------|------|------|------|---------------|
|                               |           | N               | Mean | SD   | N    | Mean | SD   | Gamma (p)     |
| Co-ethnic television          | 5 (1-5)   | 252             | 2.84 | 1.03 | 108  | 2.52 | 1.04 | -.284 (.004)  |
| Going out to co-ethnic places | 2 (0-1)   | 268             | 0.72 | 0.45 | 112  | 0.74 | 0.44 | .062 (.620)   |
| Visits to Turkey/Morocco      | 3 (0-2)   | 265             | 1.24 | 0.55 | 112  | 1.34 | 0.61 | .181 (.092)   |
| Co-ethnic organizations       | 3 (0-2)   | 219             | 1.26 | 0.88 | 90   | 1.00 | 0.90 | -.243 (.020)  |
| Co-ethnic best friends        | 5 (0-100) | 260             | 71.0 | 33.7 | 112  | 53.6 | 38.1 | -.350 (<.005) |
| Co-ethnic partner             | 2 (0-1)   | 161             | 0.95 | 0.22 | 38   | 0.84 | 0.37 | -.564 (.085)  |
| Headscarf (women)             | 2 (0-1)   | 124             | 0.43 | 0.50 | 46   | 0.28 | 0.46 | -.309 (.073)  |
| Norms: sexual freedom (w)     | 3 (1-3)   | 269             | 1.75 | 0.74 | 111  | 1.89 | 0.79 | .146 (.123)   |
| Norms: abortion               | 3 (1-3)   | 266             | 2.02 | 0.75 | 109  | 2.24 | 0.77 | .244 (.009)   |

1) Only respondents with mono-ethnic backgrounds

**Table 7b. Sociocultural orientation: Turkish Dutch respondents with lower & higher education levels compared (interval variables)<sup>1</sup>**

| <i>Interval variables</i>      | Lower education |       |     | HBO+ |       |     | T-test |     |       |
|--------------------------------|-----------------|-------|-----|------|-------|-----|--------|-----|-------|
|                                | N               | Mean  | SE  | N    | Mean  | SE  | t      | df  | p     |
| Skills in parental language    | 265             | -0.17 | .05 | 112  | -0.25 | .07 | 1.001  | 375 | .317  |
| Skills in Dutch language       | 266             | -0.69 | .08 | 112  | -0.11 | .09 | -5.034 | 272 | <.005 |
| Speaks parental language often | 160             | 1.25  | .08 | 54   | 0.58  | .13 | 4.126  | 212 | <.005 |
| Identification as Muslim       | 252             | 4.26  | .07 | 107  | 3.95  | .12 | 2.389  | 357 | .017  |
| Religious feelings             | 226             | -0.01 | .06 | 104  | -0.28 | .10 | 2.440  | 328 | .015  |
| Religious behaviors            | 117             | -0.13 | .09 | 51   | -0.40 | .15 | 1.544  | 166 | .125  |
| Religious political norms      | 266             | 0.43  | .06 | 113  | -0.16 | .08 | 5.687  | 240 | <.005 |
| Norms: genderequality          | 318             | -0.32 | .06 | 125  | 0.26  | .07 | -6.503 | 326 | <.005 |

1) Only respondents with mono-ethnic backgrounds

**Table 8a. Sociocultural orientation: Moroccan Dutch male and female respondents compared (categorical variables) (HE)<sup>1</sup>**

| <i>Categorical variables</i>  | Cat.      | Men |      |      | Women |      |      | W vs M       |
|-------------------------------|-----------|-----|------|------|-------|------|------|--------------|
|                               |           | N   | Mean | SD   | N     | Mean | SD   | Gamma (p)    |
| Co-ethnic television          | 5 (1-5)   | 48  | 1.63 | 0.61 | 54    | 1.72 | 0.63 | .142 (.432)  |
| Going out to co-ethnic places | 2 (0-1)   | 53  | 0.74 | 0.45 | 60    | 0.62 | 0.49 | -.268 (.172) |
| Visits to Turkey/Morocco      | 3 (0-2)   | 51  | 1.08 | 0.44 | 56    | 1.16 | 0.60 | .179 (.359)  |
| Co-ethnic organizations       | 3 (0-2)   | 43  | 0.63 | 0.85 | 52    | 0.85 | 0.92 | .211 (.234)  |
| Co-ethnic best friends        | 5 (0-100) | 53  | 56.6 | 34.2 | 60    | 53.3 | 33.2 | -.071 (.615) |
| Co-ethnic partner             | 2 (0-1)   | 9   | 0.89 | 0.33 | 14    | 0.86 | 0.36 | -.143 (.821) |
| Headscarf (women)             | 2 (0-1)   |     |      |      |       |      |      |              |
| Norms: sexual freedom (w)     | 3 (1-3)   | 53  | 1.96 | 0.78 | 59    | 1.92 | 0.77 | -.050 (.750) |
| Norms: abortion               | 3 (1-3)   | 53  | 2.36 | 0.76 | 60    | 2.20 | 0.75 | -.190 (.227) |

1) Only respondents with mono-ethnic backgrounds

**Table 8b. Sociocultural orientation: Moroccan Dutch male and female respondents compared (interval variables) (HE)<sup>1</sup>**

| <i>Interval variables</i>      | Men |       |     | Women |       |     | T-test |     |      |
|--------------------------------|-----|-------|-----|-------|-------|-----|--------|-----|------|
|                                | N   | Mean  | SE  | N     | Mean  | SE  | t      | df  | p    |
| Skills in parental language    | 49  | -0.81 | .12 | 56    | -0.92 | .11 | 0.708  | 103 | .481 |
| Skills in Dutch language       | 51  | -0.22 | .14 | 56    | 0.14  | .09 | -2.195 | 89  | .031 |
| Speaks parental language often | 14  | 0.05  | .23 | 21    | -0.04 | .17 | 0.313  | 33  | .756 |
| Identification as Muslim       | 52  | 4.17  | .14 | 58    | 4.19  | .13 | -0.085 | 108 | .932 |
| Religious feelings             | 48  | 0.30  | .13 | 55    | 0.39  | .11 | -0.537 | 101 | .592 |
| Religious behaviors            | 11  | 0.41  | .24 | 30    | 0.39  | .15 | 0.072  | 39  | .943 |
| Religious political norms      | 53  | 0.28  | .16 | 59    | 0.11  | .13 | 0.824  | 110 | .412 |
| Norms: gender equality         | 56  | 0.05  | .11 | 67    | 0.26  | .11 | -1.307 | 121 | .194 |

1) Only respondents with mono-ethnic backgrounds

**Table 9a. Sociocultural orientation: Turkish Dutch male and female respondents compared (categorical variables) (HE)<sup>1</sup>**

| <i>Categorical variables</i>  | Cat.      | Men |      |      | Women |      |      | W vs M       |
|-------------------------------|-----------|-----|------|------|-------|------|------|--------------|
|                               |           | N   | Mean | SD   | N     | Mean | SD   | Gamma (p)    |
| Co-ethnic television          | 5 (1-5)   | 54  | 2.22 | 0.90 | 54    | 2.81 | 1.08 | .413 (.002)  |
| Going out to co-ethnic places | 2 (0-1)   | 58  | 0.72 | 0.45 | 54    | 0.76 | 0.43 | .092 (.671)  |
| Visits to Turkey/Morocco      | 3 (0-2)   | 59  | 1.32 | 0.60 | 53    | 1.36 | 0.62 | .065 (.708)  |
| Co-ethnic organizations       | 3 (0-2)   | 55  | 0.96 | 0.92 | 35    | 1.06 | 0.87 | .087 (.625)  |
| Co-ethnic best friends        | 5 (0-100) | 59  | 58.8 | 38.3 | 53    | 47.8 | 37.3 | -.215 (.121) |
| Co-ethnic partner             | 2 (0-1)   | 19  | 0.84 | 0.37 | 19    | 0.84 | 0.37 | .000 (1.00)  |
| Headscarf (women)             | 2 (0-1)   |     |      |      |       |      |      |              |
| Norms: sexual freedom (w)     | 3 (1-3)   | 58  | 1.79 | 0.79 | 53    | 2.00 | 0.78 | .217 (.156)  |
| Norms: abortion               | 3 (1-3)   | 57  | 2.18 | 0.78 | 52    | 2.31 | 0.76 | .145 (.365)  |

1) Only respondents with mono-ethnic backgrounds

**Table 9b. Sociocultural orientation: Turkish Dutch male and female respondents compared (interval variables) (HE) <sup>1</sup>**

| <i>Interval variables</i>      | Men |       |     | Women |       |     | T-test |     |      |
|--------------------------------|-----|-------|-----|-------|-------|-----|--------|-----|------|
|                                | N   | Mean  | SE  | N     | Mean  | SE  | t      | df  | p    |
| Skills in parental language    | 59  | -0.32 | .09 | 53    | -0.17 | .12 | -1.047 | 110 | .297 |
| Skills in Dutch language       | 59  | -0.10 | .11 | 53    | -0.11 | .14 | 0.071  | 110 | .943 |
| Speaks parental language often | 29  | 0.63  | .18 | 25    | 0.53  | .21 | 0.368  | 52  | .714 |
| Identification as Muslim       | 57  | 4.12  | .15 | 50    | 3.76  | .17 | 1.581  | 105 | .117 |
| Religious feelings             | 55  | -0.23 | .14 | 49    | -0.33 | .14 | 0.499  | 102 | .619 |
| Religious behaviors            | 25  | -0.13 | .20 | 26    | -0.66 | .23 | 1.765  | 49  | .084 |
| Religious political norms      | 59  | -0.12 | .12 | 54    | -0.20 | .12 | 0.499  | 111 | .619 |
| Norms: genderequality          | 67  | 0.13  | .10 | 58    | 0.41  | .08 | -2.212 | 122 | .029 |

1) Only respondents with mono-ethnic backgrounds

**Table 10a. Sociocultural orientation: Second generation respondents with mono & mixed ethnic backgrounds compared (HE) (categorical variables)**

| <i>Categorical variables</i>  | Cat.      | Mono ethnic |      |      | Mixed ethnic |      |      | Mixed vs mono |
|-------------------------------|-----------|-------------|------|------|--------------|------|------|---------------|
|                               |           | N           | Mean | SD   | N            | Mean | SD   | Gamma (p)     |
| Co-ethnic television          | 5 (1-5)   | 210         | 2.11 | 0.95 | 20           | 1.75 | 0.72 | -.322 (.057)  |
| Going out to co-ethnic places | 2 (0-1)   | 225         | 0.71 | 0.46 | 20           | 0.40 | 0.50 | -.567 (.017)  |
| Visits to Turkey/Morocco      | 3 (0-2)   | 219         | 1.23 | 0.58 | 19           | 0.95 | 0.52 | -.485 (.027)  |
| Co-ethnic organizations       | 3 (0-2)   | 185         | 0.87 | 0.90 | 18           | 0.61 | 0.85 | -.255 (.225)  |
| Co-ethnic best friends        | 5 (0-100) | 225         | 54.2 | 35.8 | 20           | 28.3 | 37.9 | -.503 (.010)  |
| Co-ethnic partner             | 2 (0-1)   | 61          | 0.85 | 0.36 | 6            | 0.67 | 0.52 | -.486 (.372)  |
| Headscarf (women)             | 2 (0-1)   | 101         | 0.29 | 0.45 | 6            | 0.17 | 0.41 | -.336 (.465)  |
| Norms: sexual freedom (w)     | 3 (1-3)   | 223         | 1.91 | 0.78 | 20           | 2.45 | 0.69 | .539 (.004)   |
| Norms: abortion               | 3 (1-3)   | 222         | 2.26 | 0.76 | 20           | 2.65 | 0.49 | .459 (.013)   |

**Table 10b. Sociocultural orientation: Second generation respondents with mono & mixed ethnic backgrounds compared (HE) (interval variables)**

| <i>Interval variables</i>      | Mono ethnic |       |     | Mixed ethnic |       |     | T-test |     |       |
|--------------------------------|-------------|-------|-----|--------------|-------|-----|--------|-----|-------|
|                                | N           | Mean  | SE  | N            | Mean  | SE  | t      | df  | p     |
| Skills in parental language    | 217         | -0.55 | .06 | 19           | -1.52 | .23 | 4.698  | 234 | <.005 |
| Skills in Dutch language       | 219         | -0.07 | .06 | 19           | 0.18  | .18 | -1.177 | 236 | .240  |
| Speaks parental language often | 89          | 0.35  | .10 | 7            | -0.21 | .28 | 1.490  | 94  | .139  |
| Identification as Muslim       | 217         | 4.07  | .08 | 17           | 3.12  | .39 | 2.385  | 17  | .029  |
| Religious feelings             | 207         | 0.03  | .07 | 11           | -0.18 | .35 | 0.683  | 216 | .495  |
| Religious behaviors            | 92          | -0.05 | .11 | 3            | 0.10  | .26 | -0.241 | 93  | .810  |
| Religious political norms      | 225         | 0.01  | .07 | 20           | -0.60 | .16 | 2.689  | 243 | .008  |
| Norms: genderequality          | 248         | 0.21  | .05 | 20           | 0.29  | .27 | -0.385 | 266 | .700  |