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**Health and Well-being in the  
1990s - a Study of Young  
People's Attitudes and  
Behaviour in the London  
Borough of Newham**

**1995**

# **Health and Well-being in the 1990s - a Study of Young People's Attitudes and Behaviour in the London Borough of Newham**

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**1995**

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## **Dedication**

This is dedicated to the late Margaret Allsop, Consultant Community Paediatrician, Newham Healthcare, whose devotion and hard work made this study possible. She was fully committed to the needs and well-being of the children and young people in Newham. We hope to achieve the standard set by her in her memory.

## Acknowledgements

This work could not have been completed without the support and assistance of many individuals. Particular thanks are due to the headteachers, staff and students in the four participating schools. The students tackled the questionnaires with enthusiasm and showed a serious commitment to the issues covered. Staff were generous with their time in arranging our access to students. I am grateful to Juliet Burley, David Harris, Mary Hawkes, Shelly Pathak, Ray Sumner and James Tooley for working with the young people as they completed the questionnaires.

The Advisory Group were involved throughout and I appreciated their insights and suggestions.

I am indebted to my colleagues Wendy Keys and Lesley Kendall (the project statistician) for their valuable support and for their very helpful comments on earlier drafts of this report. Neil Rubra's assistance with the early statistical work was appreciated. David Upton's editorial skills were instrumental in producing this report, which was typed with superb efficiency by Alison Bannerman. Some of the questions, particularly those relating to health, drew on the work of John Balding and his colleagues from the HEA Schools Health Education Unit at the University of Exeter.

## **Advisory Group**

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## Foreword

In Newham our children and young people are one of our most important assets. Their health, education and development are central to many of the services that each of our authorities provides.

This research provides valuable information to all those planning the future of services for children and young people in education, health and social services. It gives a clear view of some of the most important concerns for young people today as well as showing where current services can be improved.

We would like to thank all those involved in the research, particularly Sandra Jowett from the National Foundation for Educational Research, the schools and lastly the young people who took the time to make their voices heard.

Ian Harrison  
Director of Education

Deborah Cameron  
Director of Social Services

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Project Director  
City and East London,  
Family and Community Health Services

## **BACKGROUND**

### **Rationale for the research**

The research reported here arose from the concerns of professionals from various sectors of service provision about the needs of young people in Newham and the best way to provide for them. It was felt that the establishment of a database on what was important or worrying to these young people would enable services to be more responsive and would help to direct resources more efficiently and effectively. Staff in healthcare, education and social services were keen to obtain such data and incorporate them into their future planning and review. To this end, information was collected by questionnaire from students in Years 8 and 10 in a sample of secondary schools. The research was funded jointly by Newham Social Services and City Challenge (a Government initiative which targeted areas for extra resourcing and development), and was informed and guided by an Advisory Group representing the various professional groups. A summary of the findings is available from the National Foundation for Educational Research (NFER).

### **The issues covered**

The young people were asked to provide information on a range of topics concerning their health and well-being. Some of these areas mirrored those in the Government's Health of the Nation document (GB. Parliament. House of Commons, 1991), which emphasised that there was a need 'for people to change their behaviour — whether on smoking, alcohol consumption, exercise, diet, avoidance of accidents and, with AIDS, general behaviour'. Having explained that 'we live in an age where many of those main causes of premature death and unnecessary disease are related to how we live our lives', the report proclaimed that 'education is the key' to promoting change.

More specifically, the Government's report emphasised the need to lower the number of young people who start to smoke or become pregnant before the age of 16 and to provide education, advice and information about the need for a healthy balanced diet as part of a healthy life style. The report commended 'appropriate physical activity or exercise' which 'like food or sleep is a necessity for healthy being' and sought to promote healthy lifestyles for young people, preventing the use of alcohol and other drugs and reducing the number of new cases of HIV and AIDS and other diseases which can be sexually transmitted. The Health Education Authority's (1992) work with 16- to 19-year-olds reinforced the importance of such work with young people reporting that 'substantial numbers of young adults are smoking regularly, drinking to

excess and eating unhealthy foods. In addition, significant numbers are experimenting with drugs and failing to practise safer sex.'

Given the range of interests in the research and the tremendous scope in terms of issues that **could** be covered, a major challenge for the questionnaire design was to produce a document of usable length. The questionnaire was to be administered across the ability range of students and, although an hour was generally available for completion, needed to be accessible even to those young people who had difficulties with the written word. The questionnaire drew upon other relevant studies, notably Keys and Fernandes (1993) for school issues and Balding (1994) for items relating to health.

The 16-page questionnaire (attached as Appendix 1) covered five main areas:

*School life*

attitudes to school, discipline, truancy, parental views and homework.

*Aspirations*

plans after school-leaving, employment, continuing education, personal relationships.

*Health*

exercise, food, weight, smoking, alcohol, drugs, sex education.

*Out-of-school time*

leisure, finances, current employment (paid and unpaid).

*Concerns and support services*

self-esteem, perspectives on racism, police, sexuality, problems encountered and who to turn to, undisclosed problems, information requests.

The final section of the questionnaire requested background data on those completing it — male/female, Year 8/Year 10, ethnic origin, religious affiliation, parents' newspaper readership, language spoken at home and family structure.

The questionnaire was piloted in two secondary schools outside Newham, selected because the ethnic mix and levels of achievement in public examinations of their students matched those in the four sample schools. Several questions were amended as a result of the pilot study.

### **The sample**

Four secondary schools were selected for the research, three of them from the City Challenge area. (There are 14 secondary schools in Newham, one of which has changed to grant-maintained status.) It was decided that students in Years 8 (aged 12-13) and Year 10 (aged 14-15) would be included in the work, so that comparisons could be made across the age range. Data were collected by questionnaires completed in school and all Year 8 and Year 10 students attending school on the day of administration were included. A total of 1160 students took part in the research. Seventy per cent were female and 30 per cent male (given that two of the schools only took female students). Fifty-three per cent were from Year 8 and 47 per cent from Year 10. With regard to ethnic origin, 37 per cent were classified as White, 22 per cent as Black, 30 per cent as Asian and 11 per cent as of Mixed origin (or other). Young women classified as Black or Mixed/Other were slightly over-represented in the study compared with those who were White or Asian. Further details of the students are provided in Appendix 3.

### **Administering the questionnaire**

Administrators, employed by the NFER, took the questionnaires into school and supervised their completion, offering help to students as required. All respondents were assured of the strictly confidential nature of the study and were asked not to write their names on the questionnaires. It is to the credit of the young people involved that the vast majority of them approached this task willingly and conscientiously and none of the questionnaires completed was unusable. It was clear that many of the respondents gave considerable thought to their responses and the administrators were asked to clarify precisely what was required on numerous occasions.

While the response rate on some questions was low, the overall results may be regarded as a meaningful account of the situation in Newham. The results are similar to those from other studies (some of which are presented below) and they follow the patterns common sense would suggest, e.g. no one reported using heroin and the most commonly available and used drug was cannabis. Also, young women were more likely to express a desire to lose weight than were young men. The findings allow these and other trends to be more accurately pinpointed and for realistic levels of prevalence to be identified.

## THE CONTEXT FOR THE STUDY — NEWHAM

Situated on the eastern side of Central London, Newham is one of the 33 boroughs of Greater London. The Department of the Environment's (DOE) Index of Local Conditions (1991), which measures relative levels of deprivation across all areas of England, ranked Newham as the most deprived authority. Looking at smaller units within the authority (enumeration districts, EDs), the DOE's calculation was that 56 per cent of EDs in Newham came within the seven per cent of most deprived EDs in England. Newham has a population of 212,170 with 18,939 children aged 0-4 years and 32,893 between 5 and 15 years (OPCS, 1991). The most recently available figures (OPCS, 1993) estimate an increase in these age bands — to 21,200 for children aged 0-4 years and 36,700 for those between 5 and 15 years.

Most of the residents would be described as working class. A ten per cent sample of residents aged 16 and over, established to measure social class as defined by occupation, showed that few residents were in professional occupations and many were in manual and partly skilled employment. Table 1 shows this breakdown.

**Table 1      Social class and economic position of head of household \***

(10% sample)

n= 8,174

		%
I	Professional etc. occupation	3
II	Management and technical	21
III (N)	Skilled occupation — non-manual	25
III (M)	Skilled occupation — manual	20
IV	Partly skilled occupation	19
V	Unskilled occupation	7
Armed forces		1
On a Government scheme		2
Occupation inadequately described or not stated		2

\* Where the head was economically active

Source: Office of Population Censuses and Surveys (1991)

Newham is a multiracial area. A breakdown of the population by ethnic origin is given in Table 2.

**Table 2 Ethnic group of Newham residents**

---

n= 212,170	
	%
White	58
Black Caribbean	7
Black African	6
Black other	1
Indian	13
Pakistani	6
Bangladeshi	4
Chinese	1
Other Asian	3
Other	1

---

Source: Office of Population Censuses and Surveys (1991)

### **Education**

Census data for a ten per cent sample of the workforce (14,917) aged 18 and over in Newham showed that less than one per cent had a higher degree, five per cent a degree, and three per cent a diploma or its equivalent (OPCS, 1991). Looking at the Department for Education (DFE) league tables for success in public examinations, Newham was placed 99th in the list of local education authorities, although further value-added analyses taking into account the social background of the population suggested a more positive outcome, placing Newham in 41st position (Hugill, 1994). The Report of the Independent Inquiry into Educational Achievement in Newham (Hegarty, 1989) stated that 'there have been, and still are, substantial problems in Newham's educational provision', noting however that 'there is also very great potential'. The most recent DFE figures (1993) for some aspects of school performance in the sample schools are presented in Table 3. Tables 4 and 5 contain further details of the four sites studied.

**Table 3 Examination results and unauthorised absences in the sample schools**

	GCSE: % in age group obtaining the following			Candidates studying for vocational qualifications or units awarded by C&G and RSA			Candidates entered for fewer than 2 A- levels or AS equivalent		Candidates entered for 2 or more A- levels or AS equivalent		Rates of unauthorised absence			
	5 or more Grades A-C	5 or more Grades A-G	1 or more Grades A-G	Number entered	% achieving all qualifications or units attempted	Number entered	Average point score	Number entered	Average point score	Number of pupils of compulsory school age	% of pupils missing one or more half days	% of half days missed		
School A	11	64	97	22	59	-	-	-	-	696	49	5.7		
School B	27	76	87			-	-	-	-	No information received	No information received	No information received		
School C	12	57	83	40	100	3	2.7	9	5.3	719	4	0.4		
School D	41	91	98	33	100	7	1.6	32	7.5	856	68	2.4		

Source: Department for Education (1993)

**Table 4**      The four schools in the sample

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	Number in study
School A	258
School B	386
School C	219
School D	297
	<hr/> 1160

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Source: Current study

**Table 5**      Ethnic background of students

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	White %	Black %	Asian %	Mixed/Other %
School A n = 207	27	17	48	8
School B n = 367	20	19	49	12
School C n = 202	82	11	4	3
School D n = 287	36	35	11	18

---

Source: Current study



## FINDINGS

The data from the 1160 questionnaires are summarised in the tables that follow. The percentages for overall responses to each question are given. All the results were broken down by age (Year 8 and Year 10), gender and ethnic origin, and where there were any differences the percentages showing these are also given. The number of students answering, which varied across questions, is given in each table. It should be remembered that there were far more females than males included in the study, given the intake in the four schools selected. All the differences between groups displayed below reached statistical significance, using the chi-square test.

### School life

This section contains the responses to a series of questions concerned with various aspects of life in school. Students were asked for their views on being in school and for their perceptions of their parents' aspirations. They were asked about discipline, bullying and truancy as well as about some features of course content. Aspects of their relationships in school were enquired about, as was their homework routine.

**Table 6            Perspectives on school**

	Agree	Disagree	Not sure	Number
	%	%	%	of students
On the whole I like being at school				
All	63	10	27	1147
White	56	15	29	396
Black	65	6	29	225
Asian	72	6	22	316
Mixed/Other	61	11	28	120
Yr 8	66	6	28	575
Yr 10	62	13	25	509
School is waste of time for me				
All	4	87	9	1145
My parents think it is important for me to do well at school				
All	96	1	3	1147

An optimistic tone was set to this section by the findings that almost two-thirds of the students agreed that they like being in school (this was rather more marked for Year 8 students and those from ethnic minority groups) and that very few felt that school was a waste of time. In a similar vein, parental aspirations for school success were almost universally said to be high.

**Table 7      School discipline**

Discipline in school is	All	Male	Female
	%	%	%
too strict	18	11	21
about right	60	56	61
not strict enough	12	18	9
not sure	10	15	9
Number of students	1139	337	785

My school has	All	Male	Female
	%	%	%
too many rules	43	30	47
about the right number of rules	43	49	41
not enough rules	5	7	5
not sure	9	13	8
Number of students	1141	335	790

A majority of students felt that discipline in their school was about right, and less than one-fifth felt it was excessive (although this was more of an issue for female than male students, who were more likely to feel the system was too lax). Following on from this, almost half felt that their school had a realistic number of rules, while the same number felt that there were too many (and again female students were more critical).

**Table 8      Bullying**

	This school year			Last school year
	All	Male	Female	All
Been bullied or badly treated by other students from school	%	%	%	%
Never	69	61	72	70
Once or twice	25	28	23	24
Quite often	4	8	3	4
Often	2	3	2	2
Number of students	1137	336	791	1143

For both this year and last year, more than two-thirds of the students reported never having been bullied. Around one-quarter of them had experienced some bullying and a relatively small percentage (notably males) were involved in more sustained conflict.

**Table 9      Truancing**

	This school year					Last school year		
	All	Male	Female	Year 8	Year 10	All	Year 8	Year 10
Truanted	%	%	%	%	%	%	%	%
Never	77	74	79	87	68	81	92	71
A lesson here and there	12	17	10	7	17	10	4	16
A day here and there	7	4	8	4	10	5	2	8
Several days at a time	2	2	2	1	3	2	1	3
Weeks at a time	2	3	1	1	2	2	1	2
Number of students	1137	337	784	573	505	1144	577	508

If not truanted, wanted to do so	Yes	No
	%	%
<i>n</i> = 789	39	61

More than three-quarters of the students said that they had not truanted in the last two years (although more than one-third of this group said that they would have **liked to**). There was less truancing reported by Year 8 students, and the pattern for males and females (in the current year) was different. The latter were more likely to say they had missed a little time whereas the more sustained absences were generally reported by the males.

**Table 10**      **Course content**

	<b>Agree %</b>	<b>Disagree %</b>	<b>Not sure %</b>	<b>Number of students</b>
Schools should only teach us things that will be useful in doing a job				
All	38	40	22	1147
Males	48	33	19	337
Females	33	44	23	793
Schools should help us to do as well as possible in exams like GCSEs				
All	94	1	5	1143
Males	90	1	9	336
Females	96	1	3	790

There was a mixed response on the extent to which schools should be concentrating on preparing young people for employment, although the males were more in agreement with this than the females. There was resounding support for the notion that schools should facilitate success in public examinations and this was even more pronounced for the female students.

**Table 11 Relationships in school**

	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Number of students</b>
<b>I generally get on well with other pupils at school</b>	<b>%</b>	<b>%</b>	<b>%</b>	
All	84	5	11	1126
White	80	9	11	394
Black	71	13	16	225
Asian	69	18	13	312
Mixed/Other	73	7	20	119
Male	79	8	13	325
Female	87	3	10	787
<b>I often feel lonely at school</b>				
All	12	73	15	1122
White	9	80	11	390
Black	13	71	16	224
Asian	18	69	13	312
Mixed/Other	7	73	20	119
Male	10	78	12	324
Female	14	70	16	784
<b>When I have something to say in front of the teachers, I usually feel uneasy</b>				
All	37	38	25	1122
White	34	41	25	391
Black	29	48	23	225
Asian	49	28	23	310
Mixed/Other	38	38	24	119

	Agree	Disagree	Not sure	Number of students
	%	%	%	
I think other pupils often say nasty things about me				
All	24	40	36	1122
Year 8	28	38	34	567
Year 10	18	42	40	506

Relations with other students were generally felt to be good, although this was rather less so for Black and Asian students and males. Loneliness in school was not an issue for nearly three-quarters of students and those for whom it was of concern were less likely to be White or of mixed origin and less likely to be male. There was a mixed response to the feelings evoked by communication in front of teachers, with Asian students reporting more difficulty on this point. There was also a mixed response to the perceived loyalty of other pupils, with more vulnerability being displayed by the Year 8 students.

**Table 12 Racism in school**

	Agree	Disagree	Not sure	Number of students
	%	%	%	
I think there is a lot of racism shown by students in my school				
All	36	26	38	1109
White	40	24	36	391
Black	26	34	40	223
Asian	43	22	35	308
Mixed/Other	30	28	42	118
Male	45	25	30	315
Female	33	26	41	782
I think the school staff work hard to discourage racism				
All	47	22	31	1108
Male	54	20	26	315
Female	45	22	33	781

The response was mixed to a question about other students' expressions of racism, and female students were rather more ambivalent about this than males. Less than half of the students reported that staff tackled the issue actively, although males were more likely to think this was the case (and interestingly there were no differences linked to ethnic group).

**Table 13 Homework — views and practice**

	Agree %	Disagree %	Not sure %	Number of students
Homework is important in helping me to do well at school				
All	81	7	12	1152
White	72	11	17	397
Black	88	6	6	227
Asian	90	4	6	318
Mixed/Other	77	7	16	120
My parents make sure I do my homework				
All	72	14	14	1148
Year 8	80	9	11	575
Year 10	63	19	18	511

The majority of students (particularly those from ethnic minority groups) agreed with the key role played by homework, and parents were said to play a part in ensuring completion (although this was less so for the Year 10 students.)

**Table 14** Time spent on homework each day

	All %	Male %	Female %	Year 8 %	Year 10 %
I am not usually given homework	3	6	1	2	3
I am given homework but I don't do it	6	7	6	4	8
½ hour or less	16	24	13	17	14
About 1 hour	19	27	15	22	15
About 1½ hours	15	14	15	18	12
About 2 hours	14	11	15	16	13
About 2½ hours	11	4	14	11	12
3 hours or more	16	7	21	10	23
Number of students	1109	327	768	555	498

Following on from the students' acknowledgement of the merits of homework, more than nine out of ten of them reported that they did it. The most substantial commitment (three hours or more) was reported by female students and those in Year 10. The lowest commitment (one hour or less) was expressed by male students and those in Year 8.

**Table 15** Venue for homework

	Yes %	No %
Do you usually have somewhere quiet to do homework?	80	20
<i>n = 1102</i>		
Where do you usually do your homework?	%	
<i>n = 1080</i>		
Room I sleep in	66	
Another room in the house	29	
In school before or after school	1	
Somewhere else	4	

Most students said they had somewhere quiet to study outside school, and for most people it was their bedroom or another room in their home.



## Aspirations

This section reports on students' hopes for the future, focusing on their education and employment. Their plans for further study and for the type of work they wish to pursue are outlined, as are factors they anticipate might hinder the pursuit of their goals. Parental aspirations and plans for personal relationships are also presented here.

**Table 16 Plans after compulsory schooling**

	All	White	Black	Asian	Mixed/Other	Male	Female
	%	%	%	%	%	%	%
Get a job as soon as possible	8	16	3	5	5	18	4
Go into school 6th form (Year 12)	16	15	21	10	22	7	20
Go to 6th form college	33	27	34	38	32	33	32
Go to another type of college	22	18	22	28	20	22	22
Not sure yet	18	20	15	18	20	16	19
Something else	3	4	5	1	1	4	3
Number of students	1131	394	221	313	118	330	784

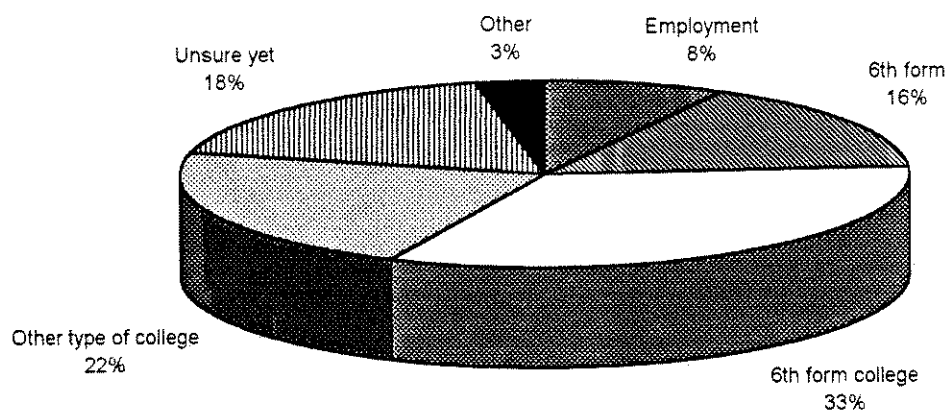
Continuing the generally optimistic response to their time in school, most students said they wanted to continue their formal education beyond the age of 16 (it being almost only White males who professed a desire for immediate employment). These findings (and the perspectives of parents) are presented in Figures 1a and 1b.

**Table 17 Plans after 6th form or college**

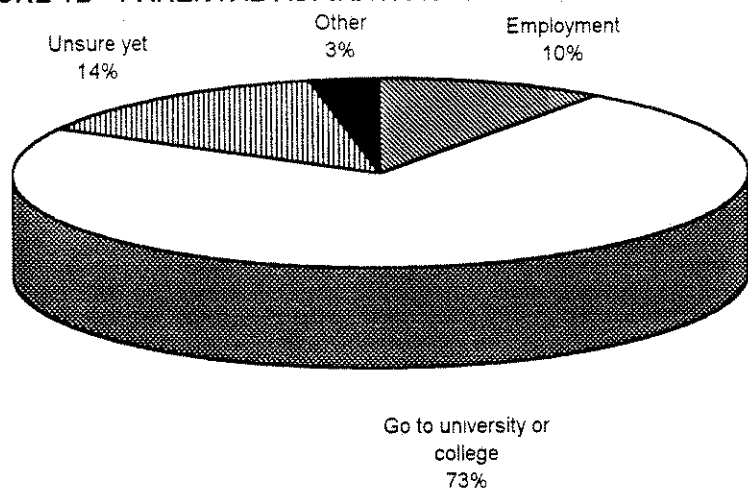
	All	White	Black	Asian	Mixed/Other
	%	%	%	%	%
Get a job as soon as possible	17	29	14	10	12
Go on to university/college	68	56	75	75	68
Not sure	14	14	9	15	19
Something else	1	1	2	-	1
Number of students	778	187	124	157	65

Looking further ahead, aspirations for college attendance were expressed by a majority of students, although as before White students were more likely to be looking to employment as their next goal.

**FIGURE 1A - PLANS AFTER COMPULSORY SCHOOLING**



**FIGURE 1B - PARENTAL ASPIRATIONS AFTER SCHOOL-LEAVING**



**Table 18 Parental aspirations after school-leaving**

	<b>All</b>	<b>Male</b>	<b>Female</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Get a job as soon as possible	10	15	7
Go to university/college	73	67	76
Not sure	14	14	14
Something else	3	4	3
Number of students	1131	332	783

Having established that parents valued success in school, their aspirations for their children after school-leaving are of interest, as nearly three-quarters of them were said to envisage further study for their offspring (particularly if they were female).

**Table 19a) Decisions about proposed work**

	<b>Yes</b>	<b>No</b>
<i>n</i> = 1140	<b>%</b>	<b>%</b>
Decided what work you would like to go in for	68	32

**Table 19b) Type of proposed work**

*n* = 711

	<b>%</b>
Managers	3
Science and engineering professionals	4
Health professionals	11
Teaching professionals	5
Other professional occupations	35
Associated professional and technical occupations	9
Clerical and secretarial occupations	5
Craft and related occupations	6
Protective service occupations	4
Personal service occupations	15
Sales occupations	2
Other	1

- \* 711 students answered this question, of whom 111 gave two responses and 12 gave three. The percentages are of all 834 job descriptions.

**Table 20      Qualifications needed for work**

	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	<b>Number of</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>students</b>
All	77	2	21	747
Male	68	4	28	209
Female	81	1	18	538

Two-thirds of students had thought about the type of work they would like to pursue and most (particularly females) were sure that they would need qualifications for their proposed route. The areas of work students expressed an interest in were grouped using a standard occupational classification (OPCS, 1990) to indicate broadly their proposals. 'Other' professional occupations (one-third of those listed) included creative work (mainly in the performing arts), sport and journalism. Personal service occupations included catering, beauty therapy and the leisure industry,

**Table 21**      **Factors influencing employment**

	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	<b>Number</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>of students</b>
There aren't many jobs available				
All	64	13	23	1057
White	71	10	19	370
Black	64	10	26	206
Asian	54	17	29	289
Mixed/Other	69	15	16	112
My qualifications or training won't be good enough				
All	26	27	47	1035
I won't have enough experience				
All	28	28	44	1008
I will meet racism				
All	26	41	33	1006
White	11	66	23	340
Black	48	20	32	202
Asian	35	26	39	279
Mixed/Other	20	35	45	111
I will meet sexism				
All	25	41	34	1002
White	24	49	27	343
Black	35	31	34	200
Asian	22	37	41	273
Mixed/Other	29	31	40	111
Male	11	63	26	270
Female	31	32	37	719
I will face family pressure to stay at home				
All	10	73	17	1009
White	6	81	13	345
Black	7	79	14	197
Asian	17	61	22	280
Mixed/Other	8	78	14	112
I won't want to move away from this area				
All	22	48	30	1003

There was keen awareness (by nearly two-thirds of students) of the possibility of insufficient jobs, although this was less of a concern for Asian students. There were mixed responses to questions about the adequacy of their own qualifications and experience. The perceptions of racism as a threat were also mixed, although Black students were more likely to see this as an issue. Sexist attitudes were more of a concern for female students, as could be predicted, and were also reported to be more relevant for Black students. Family pressure to stay at home was not seen as influential, except for some Asian students.

**Table 22      Family structure envisaged**

	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	<b>Number</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>of students</b>
Do you think you will want to be married/settled with partner?				
All	64	8	28	1133
Male	71	5	24	328
Female	61	10	29	790
Age for this commitment	<b>Age</b>		<b>%</b>	
<i>n</i> = 708	17-20		26	
	21-24		28	
	25-27		35	
	28+		11	
Do you think you will want to have children?	<b>Yes</b>	<b>No</b>	<b>Not sure</b>	
<i>n</i> = 1127	<b>%</b>	<b>%</b>	<b>%</b>	
	72	7	21	
Age for this commitment	<b>Age</b>		<b>%</b>	
<i>n</i> = 751	17-20		17	
	21-24		27	
	25-27		35	
	28+		21	

Moving on to personal relationships, nearly two-thirds of the students anticipated forming a long-term attachment (most notably the males) and the 20s were the most popular time for making this commitment. Rather more of these young people felt that they would like to have a family, and again the age for this commitment was in

the 20s (although somewhat older than the proposed age for establishing a partnership).

## Health

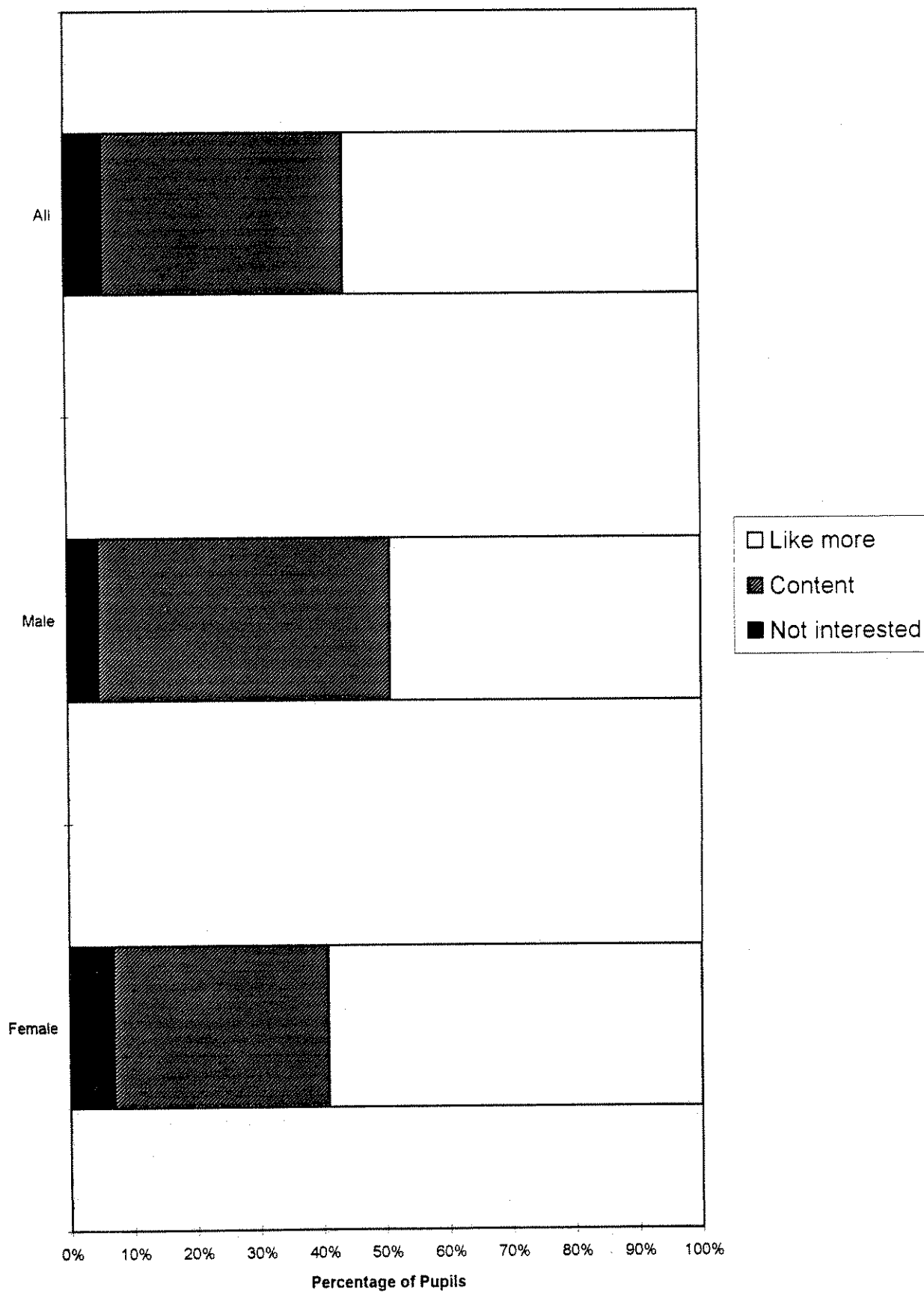
Various aspects of life that influence health such as exercise, food, weight and the use of alcohol and other drugs are considered here. Information about the students' knowledge and awareness of some drugs was sought, as were their views on sources of sex education.

**Table 23**      **Attitudes to exercise**

	<b>All</b>	<b>Male</b>	<b>Female</b>
	<b>%</b>	<b>%</b>	<b>%</b>
I am not interested in getting exercise to keep fit	6	5	1
I get plenty of exercise and am happy with the amount I get	38	46	34
I would like to exercise more	56	49	59
<hr/>			
Number of students	1138	334	790
If want more, what prevents it			
<i>n</i> = 583			
Nowhere to go	15		
Just don't get round to it	56		
Parents don't want me to	2		
Friends won't come with me	8		
I can't afford to pay for facilities	11		
Other	8		

Starting with activities that promote health and well-being, more than half of the students expressed an interest in taking more exercise (most markedly the female students) and very few were not interested in exercise at all. The findings are presented in Figure 2. Many of those who do not do as much as they would like to have just not managed to build this activity into their schedule, although one-quarter of them acknowledged either insufficient or too costly facilities.

FIGURE 2 - ATTITUDES TO EXERCISE





**Table 24**      **How often students pick 'healthy' foods when choosing something to eat**

<i>n</i> = 1134	%
Never/hardly ever	21
Less than ½ the time	28
About ½ the time	31
More than ½ the time	10
Always/nearly always	10

Moving on to another feature of a healthy lifestyle, food choice, it was found that a minority of the students reported choosing 'healthy' food less often than half the time they could do so, and very few claimed to choose it consistently.

**Table 25**      **Perspectives on weight**

Own views	All	Male	Female
	%	%	%
I would like to put on weight	12	16	10
I would like to lose weight	46	26	55
I am happy with my weight as it is	42	58	35
Number of students	1136	333	789

Perceptions of views of other people *n* = 1127

	%
I should put on weight	22
I should lose weight	21
My weight is fine	57

Exercise and eating are inextricably linked with weight and, very importantly, with young people's perceptions of their weight. The question about students' weight had two strands — one seeking their views on their own weight and the other their perceptions of what others thought of them. Less than half of these young people reported being content with their current weight, and more than half of the female students said they would like to lose weight. Wanting to **gain** weight was rather more of an issue for the males than the females. The perceived views of others were reported to be more complacent, and more than half of them were said to feel the students' weight was satisfactory and only one-fifth to feel that weight loss was required.

Students' own views on their weight were then cross-tabulated with their perceptions of others' views on their weight. This is shown in Table 26. Tables 27 and 28 and Figures 3a and 3b highlight the differences between male and female students.

**Table 26 Own and others' perceptions of weight**

*n* = 1122

Other people said to think that student:

	<b>Should gain weight %</b>	<b>Weight fine %</b>	<b>Should lose weight %</b>
Student			
wants to gain weight	9	3	1
weight fine	10	30	2
wants to lose weight	2	24	19

Looking across the diagonal (from top left to bottom right), more than half the students felt the same about their weight as they thought others did. Of concern were the findings that nearly one-quarter wanted to lose weight and felt that others thought their weight was fine and, in particular, the fact that two per cent wanted to lose weight and felt that others thought they should gain. These concerns were emphasised further when the findings were considered separately for males and females.

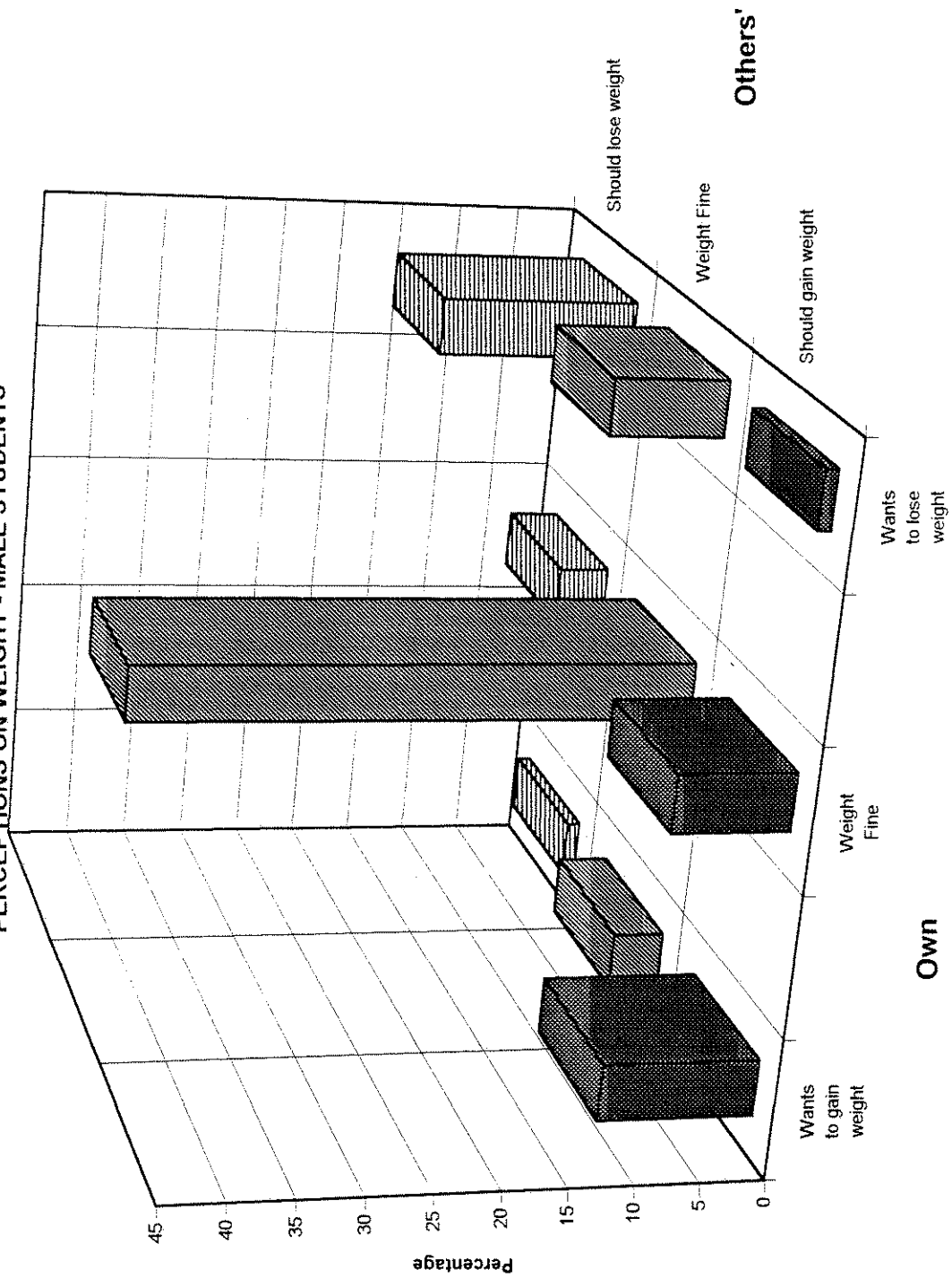
**Table 27 Own and others' perceptions of weight (male students)**

*n* = 329

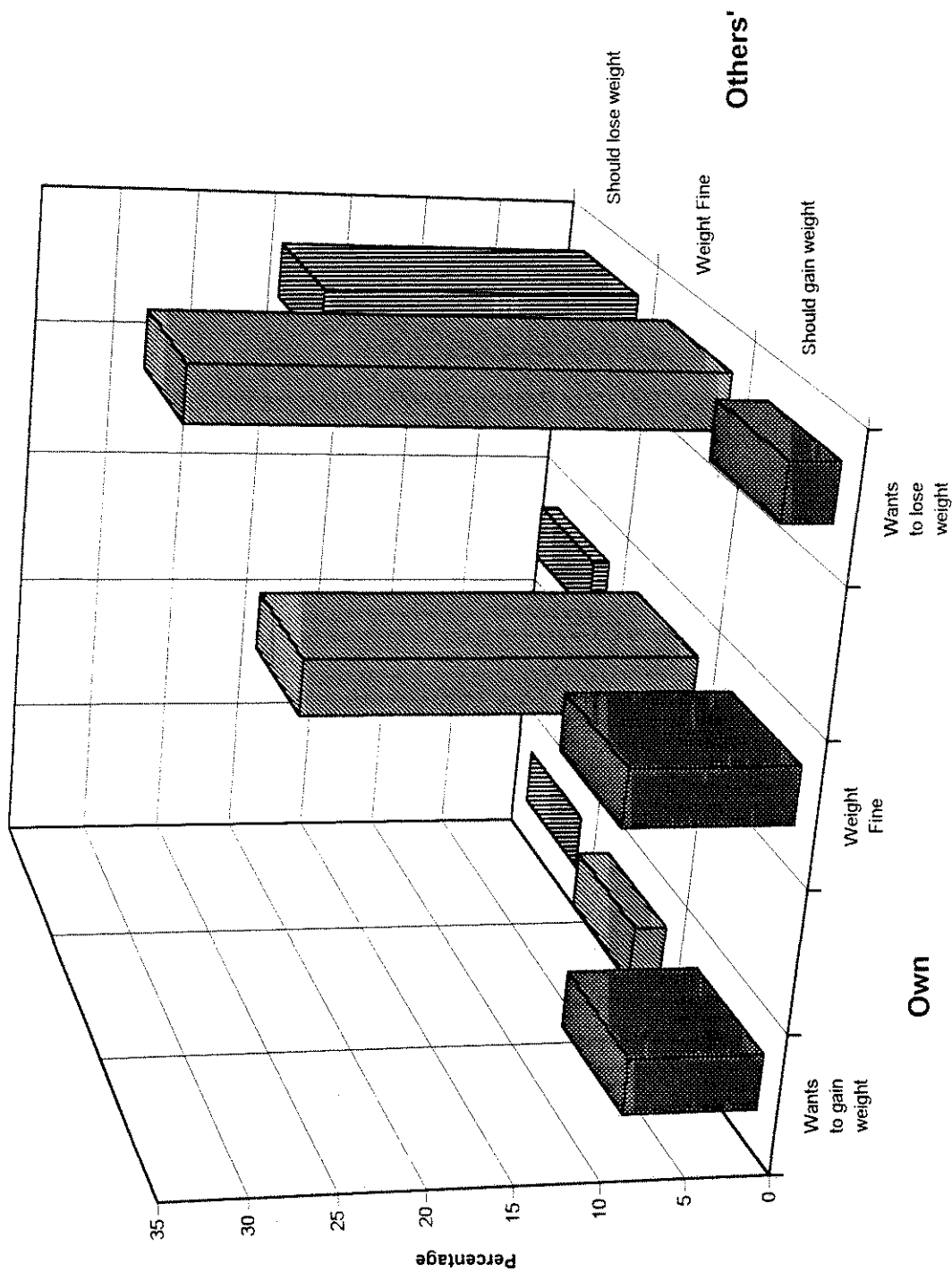
Other people said to think that student:

	<b>Should gain weight %</b>	<b>Weight fine %</b>	<b>Should lose weight %</b>
Student			
wants to gain weight	12	4	1
weight fine	9	44	4
wants to lose weight	1	9	16

FIGURE 3A  
PERCEPTIONS ON WEIGHT - MALE STUDENTS



**FIGURE 3B**  
**PERCEPTIONS ON WEIGHT - FEMALE STUDENTS**



**Table 28** Own and others' perceptions of weight (female students)*n* = 779

Other people said to think that student:

Student	Should gain weight %	Weight fine %	Should lose weight %
wants to gain weight	8	2	-
weight fine	10	24	1
wants to lose weight	3	32	20

For more than one in ten of male students, the need to gain weight was an issue (agreed by them and others). More than a quarter of them wanted to lose weight (two-thirds of this group endorsed by others). The situation for female students was very different. More than half of them wanted to lose weight, and two-thirds of this group said they did not believe that others felt they should. Indeed there were 23 individuals who wanted to lose weight but thought others felt they should gain weight.

**Table 29** Smoker status

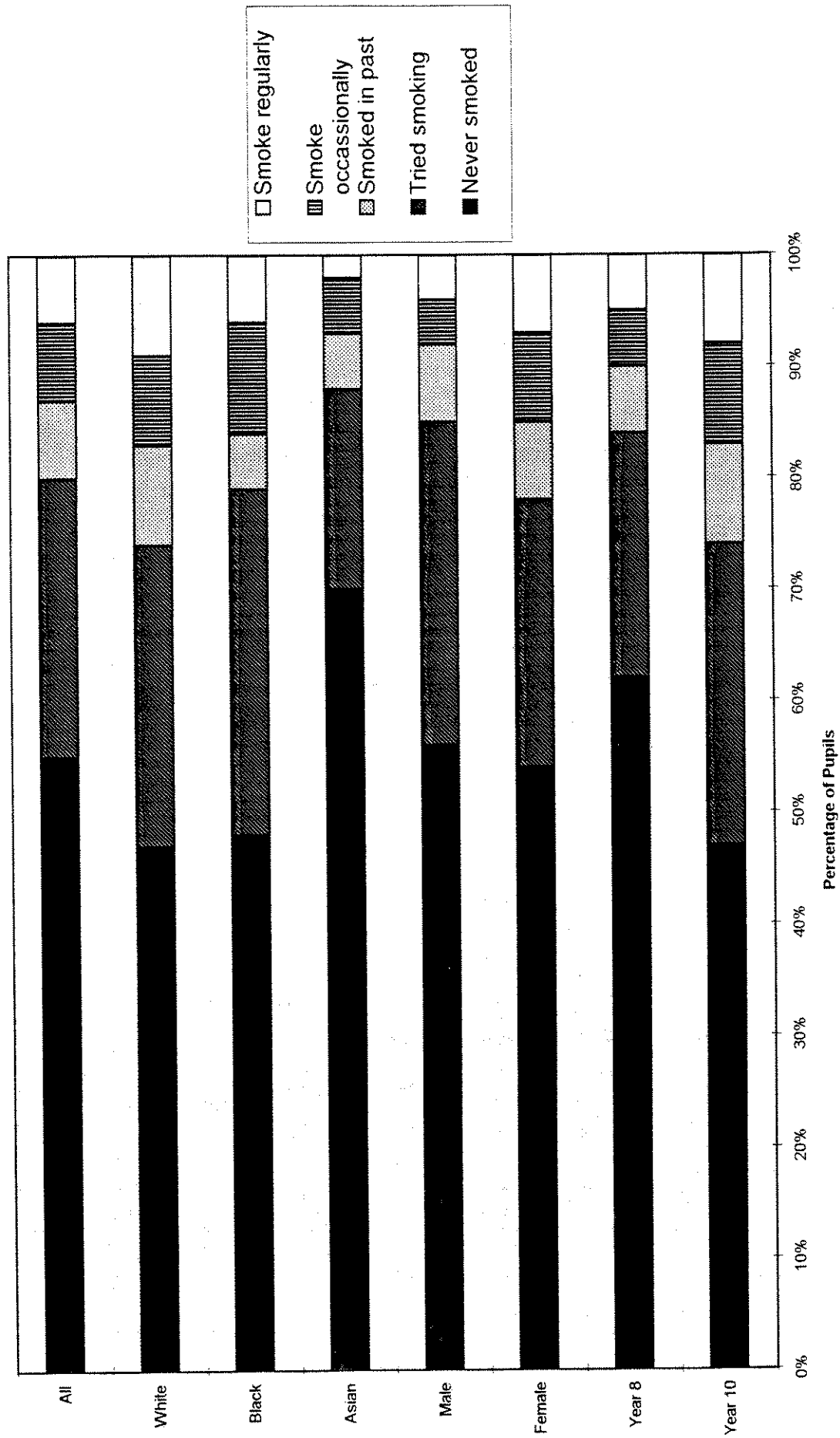
	All %	White %	Black %	Asian %	Mixed/Other %	Male %	Female %	Yr 8 %	Yr 10 %
Never smoked	55	47	48	70	52	56	54	62	47
Tried smoking	25	27	31	18	25	29	24	22	27
Used to smoke	7	9	5	5	11	7	7	6	9
Smoke now and then	7	8	10	5	3	4	8	5	9
Smoke regularly	6	9	6	2	9	4	7	5	8

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Number of students	1137	396	226	314	119	333	789	573	509
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Having considered some of the factors promoting good health and well-being (exercise, diet and weight), activities that impair healthy growth and development (smoking, drug and alcohol abuse) are now explored. Nearly half of these students reported having tried smoking to some extent (although Asian students were least likely to have done so and more Year 10s than Year 8s had tried this activity). Smoking (occasionally and regularly) was more likely to be undertaken by female students. The findings are presented in Figure 4.

FIGURE 4 - SMOKER STATUS



**Table 30**      **Number of cigarettes smoked weekly by regular smokers**

	number	%
1-10	15	(26)
11-20	15	(26)
21-39	12	(22)
40+	15	(26)

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57

Nearly half of the regular smokers who answered this question said they smoked more than 20 cigarettes each week.

**Table 31**      **Smoking intentions**

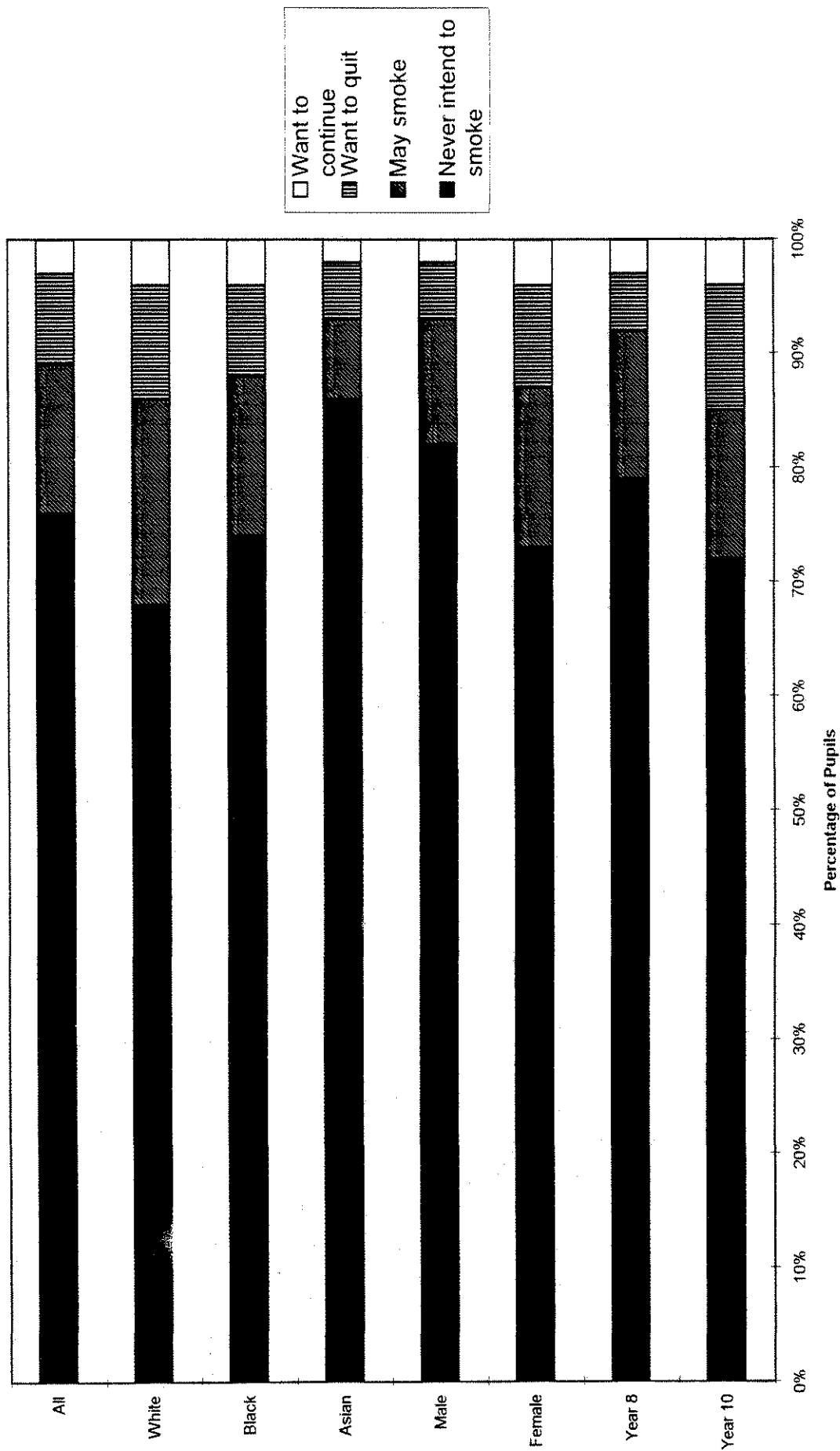
	All	White	Black	Asian	Mixed/Other	Male	Female	Yr 8	Yr 10
	%	%	%	%	%	%	%	%	%
Don't smoke now and never will	76	68	74	86	74	82	73	79	72
Don't smoke now and may do when older	13	18	14	7	1	11	14	13	13
Would like to give up	8	10	8	5	8	5	9	5	11
Want to keep smoking	3	4	4	2	5	2	4	3	4
Number of students	1119	390	215	317	118	333	774	568	501

Three-quarters of the students said they did not smoke now (Asian students were most likely to say this). Of particular concern were those who would like to give up but cannot (almost one in ten), the one in eight who felt that they **might** take up this habit and the three per cent who wanted to continue smoking. The findings are presented in Figure 5.

**Table 32**      **Smoker status and number of smokers at home**

	Never smoked	Tried	Used to	Smoke now	Smoke	Number of
		smoking	smoke	and then	regularly	students
Smokers at home	%	%	%	%	%	
0	76	21	3	-	-	38
1	52	27	9	8	4	280
2	41	30	11	9	9	148
3+	18	28	11	14	29	104

FIGURE 5 - SMOKING INTENTIONS





**Table 33                      Smoking intentions and number of smokers at home**

	Don't smoke now and never will	Don't smoke now and may do when older	Would like to give up	Want to keep smoking	Number of students
Smokers at home	%	%	%	%	
0	87	13	-	-	37
1	71	19	7	3	275
2	70	15	10	5	146
3+	41	15	27	17	100

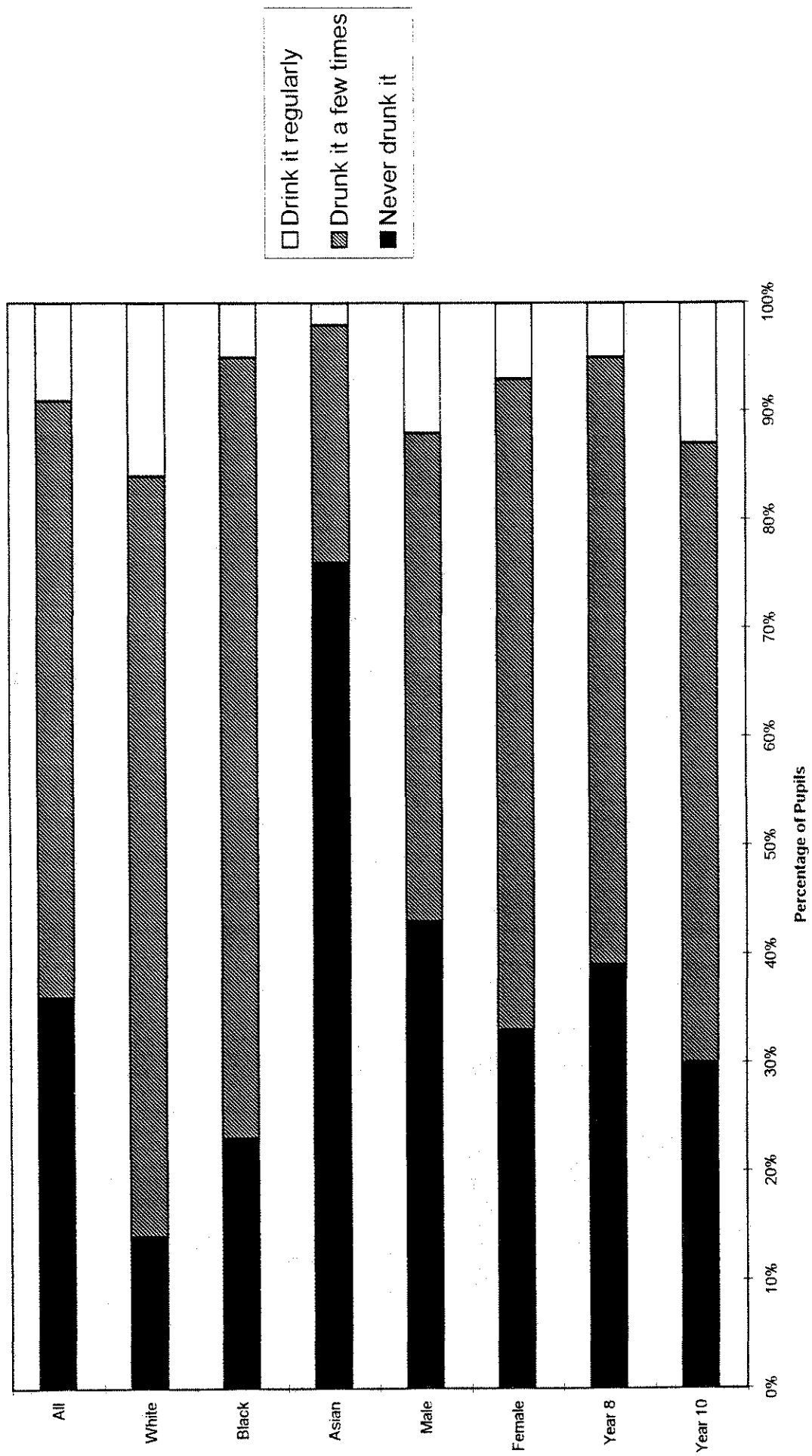
The impact of living with smokers was clear when the students' patterns of smoking and their smoking intentions were considered in terms of the number of smokers at home. Where there were no smokers at home the students were more likely never to have smoked and to think that they would never smoke. The more smokers there were at home the more likely the students were to have smoked. The highest proportion of regular smokers came from homes with three or more smokers.

**Table 34                      Alcohol use**

	All	White	Black	Asian	Mixed/Other	Male	Female	Yr 8	Yr 10
	%	%	%	%	%	%	%	%	%
Never drunk alcohol	36	14	23	76	21	43	33	39	30
Drunk alcohol few times	55	70	72	22	69	45	60	56	57
Drink alcohol regularly	9	16	5	2	10	12	7	5	13
Number of students	1136	396	227	313	120	335	787	574	508

Just over one-third of the students (three-quarters of the Asian ones) have never drunk alcohol. Year 8 students were more likely never to have drunk it and less likely to be regular drinkers. Overall, nearly one in ten (more males than females) described themselves as regular drinkers. The responses to this question are presented in Figure 6.

FIGURE 6 - ALCOHOL USE



**Table 35** Amount for regular drinkers in week

<i>n</i> = 96	%
1 - 3 units	47
4 - 6 units	29
7 - 9 units	8
10+ units	16

About one-quarter of the regular drinkers said they consumed more than six units each week.

**Table 36** Drug access and use

a)

Number of drugs offered	All	White	Black	Asian	Mixed/Other	Year 8	Year 10
	%	%	%	%	%	%	%
None	78	75	72	88	75	86	68
1	13	11	20	9	12	9	18
2	4	7	3	2	3	3	5
3-5	5	7	5	1	10	2	9
Number of students	1160	397	228	318	120	579	512

The questions about drug abuse considered both access to and usage of a wide variety of substances. Nearly one-quarter of the students reported having been offered at least one drug (the figure was higher for students in Year 10 and lower for Asian students). Most of those who had been in this situation had only been offered one drug. As shown in Table 36b, more than half of those students who said they had been offered drugs also said they had used them.

b)

#### Number of drugs used

	All	White	Black	Asian	Mixed/Other	Year 8	Year 10
	%	%	%	%	%	%	%
None	87	87	84	90	83	92	80
1	10	9	13	8	9	6	14
2	2	2	2	2	2	1	3
3-5	1	3	1	0	6	1	3
Number of students	1160	397	228	318	120	579	512

One in eight of the students said they had used at least one drug (again more Year 10 students and fewer Asian ones). As before, it was generally just one drug that was involved.

**Table 37      Drugs offered**

	<b>% of those offered drugs</b>	<b>% of total sample</b>
Cannabis	82	18
Amphetamines	26	6
Ecstasy	24	5
Solvents	17	4
Hallucinogens	15	3
Cocaine	10	2
Crack	6	1
Heroin	3	negligible
Tranquillisers	1	negligible
<hr/>		
Number of students	256	1160

Percentages add up to more than 100 since students were able to select more than one option.

Looking at the popularity of the different substances, it emerged that of those that had been offered at least one drug, cannabis had been available to four-fifths of them (nearly one in five of the total sample). Amphetamines were the next most commonly available drug. Although the numbers were small, the evidence here was that a wide variety of drugs was available to at least some students.

**Table 38****Drugs used**

	% of those used drugs	% of total sample
	All	
Cannabis	72	9
Solvents	26	3
Amphetamines	18	2
Cocaine	9	1
Hallucinogens	8	1
Ecstasy	7	1
Tranquillisers	6	negligible
Crack	2	negligible
Number of students	153	1160

Moving on to drug use, the dominance of cannabis was apparent again. Of those who had used one or more drugs, nearly three-quarters of them had used cannabis (this represents nearly one in ten of the total sample).

**Table 39****Drug awareness**

		I have never heard of them	I have heard of them but don't know anything about them	I think they are safe if used properly	I think they are always unsafe
Drug		%	%	%	%
Amphetamines	<i>n=1066</i>	29	29	8	34
Cannabis	<i>n=1071</i>	15	27	24	34
Ecstasy	<i>n=1068</i>	20	21	8	51
Cocaine	<i>n=1071</i>	7	29	6	58
Hallucinogen	<i>n=1055</i>	33	19	6	42
Heroin	<i>n=1063</i>	10	27	4	59
Crack	<i>n=1050</i>	17	24	4	55
Solvents	<i>n=1038</i>	12	16	12	60
Tranquillisers	<i>n=1036</i>	26	18	23	33

A detailed breakdown of these figures is given in Table 40.

Table 40

## Drug awareness

	I have never heard of them	I have heard of them but don't know anything about them	I think they are safe if used properly	I think they are always unsafe	Number of students
Drug	%	%	%	%	
Amphetamines					
All	29	29	8	34	1066
White	16	31	11	42	375
Black	24	33	7	36	217
Asian	53	24	3	20	295
Mixed/Other	17	32	10	41	116
Year 8	36	26	5	33	544
Year 10	21	33	10	36	486
Cannabis					
All	15	27	24	34	1071
White	6	26	29	39	376
Black	9	27	34	30	220
Asian	33	29	8	30	297
Mixed/Other	9	24	28	39	118
Year 8	20	28	15	37	547
Year 10	10	26	34	30	488
Ecstasy					
All	20	21	8	51	1068
White	12	19	10	59	375
Black	12	28	6	54	220
Asian	37	21	4	38	296
Mixed/Other	6	20	10	64	115
Year 8	26	20	7	47	546
Year 10	13	22	8	57	486

	I have never heard of them	I have heard of them but don't know anything about them	I think they are safe if used properly	I think they are always unsafe	Number of students
Cocaine	%	%	%	%	
All	7	29	6	58	1071
White	3	26	6	65	379
Black	5	28	5	62	218
Asian	14	36	5	45	297
Mixed/Other	3	25	6	64	113
Year 8	8	33	5	54	549
Year 10	5	26	6	63	485
Hallucinogens					
All	33	19	6	42	1055
White	22	19	8	51	373
Black	28	19	4	49	216
Asian	53	20	3	24	291
Mixed/Other	28	18	5	49	114
Year 8	41	18	3	38	540
Year 10	24	21	8	47	482
Heroin					
All	10	27	4	59	1063
White	7	23	5	65	375
Black	7	29	2	62	216
Asian	16	35	2	47	292
Mixed/Other	5	23	3	69	116
Year 8	13	29	5	53	545
Year 10	6	26	2	66	482
Crack					
All	17	24	4	55	1050
White	8	24	6	62	369

	I have never heard of them	I have heard of them but don't know anything about them	I think they are safe if used properly	I think they are always unsafe	Number of students
	%	%	%	%	
Black	12	25	2	61	218
Asian	35	26	3	36	287
Mixed/Other	8	27	4	61	115
Year 8	21	26	4	49	541
Year 10	12	23	4	61	474
Solvents					
All	12	16	12	60	1038
White	7	15	8	70	373
Black	12	16	14	58	207
Asian	23	17	13	47	288
Mixed/Other	4	13	13	70	113
Year 8	16	16	12	56	530
Year 10	8	16	11	65	474
Males	17	14	7	62	283
Females	11	16	13	60	744
Tranquillisers					
All	26	18	23	33	1036
White	17	18	23	42	367
Black	24	19	27	30	210
Asian	42	18	15	25	290
Mixed/Other	13	21	27	39	112
Year 8	32	18	22	28	524
Year 10	20	19	23	38	479



Following on from the evidence of students' access to and use of drugs, an assessment of the level of awareness of a number of substances known to be available to at least some of them, produced a mixed picture. It was always a minority who had never heard of a drug (ranging from seven per cent for cocaine to 33 per cent for hallucinogens), and the range for knowing the name but little else was from 16 per cent for solvents to 29 per cent for cocaine and amphetamines. Very few people felt that amphetamines, ecstasy, cocaine, hallucinogens, heroin and crack were safe if used properly. The percentage of those who felt this to be the case for the others were cannabis (24 per cent), solvents (12 per cent) and tranquillisers (23 per cent). The range for always unsafe was from 33 per cent for tranquillisers to 60 per cent for solvents. Year 10 students were more likely to rate drugs in this last category than Year 8 students (except for cannabis). Asian students were less likely to have heard of any of the drugs than their peers, and the only gender difference was that female students were slightly more likely to think that solvents were safe if used properly.

**Table 41** Sex education — actual sources

	All	White	Black	Asian	Mixed/Other	Male	Female	Year 8	Year 10
	%	%	%	%	%	%	%	%	%
My parents	28	43	26	11	33	17	32	34	21
School lessons	47	38	40	64	48	35	55	56	39
Friends	30	32	26	31	32	31	30	23	38
Television, films	21	17	30	20	19	34	15	18	25
Posters, leaflets, reference books	9	5	15	10	9	8	9	8	10
Siblings, relations	11	9	14	11	10	8	12	8	14
Doctor/school nurse	2	2	2	2	1	4	1	3	1
Clinics	1	0	3	1	1	1	1	negligible	2
Articles/stories	16	17	18	17	18	9	20	12	23
Other	3	4	3	2	2	6	2	3	3
Number of students	901	307	182	261	96	262	631	459	402

Percentages add up to more than 100 since students were able to select more than one option.

When students were asked to state where they had obtained their knowledge of sexual matters, the significance of parents, school, friends, television and films and articles and stories was clear. Some differences that emerged were that

- male students were more likely to report television and films as sources than were females
- parents were said to be more involved by female students than males
- Asian students were the least likely to have received information from their parents
- school lessons were more frequently cited by female than male students
- friends were a more frequent source for older students
- school lessons were more frequently cited by Asian students than those from other ethnic groups.

**Table 42** Sex education - preferred sources

	All	White	Black	Asian	Mixed/Other	Males	Females	Year 8	Year 10
	%	%	%	%	%	%	%	%	%
Parents	64	75	71	47	70	51	69	64	65
School lessons	56	53	48	67	61	51	59	56	58
Friends	5	4	5	6	4	5	5	4	6
Television, films	6	4	6	7	5	14	3	5	6
Posters, leaflets, reference books	5	4	4	8	7	9	4	5	6
Siblings, relations	9	9	9	8	11	7	9	6	11
Doctor/ school nurse	13	10	17	15	8	12	13	14	12
Clinics	6	6	8	5	9	2	8	6	7
Article/stories	5	7	5	5	2	4	6	4	6
Other	1	negligible	3	1	0	3	1	1	2
Number of students	905	305	184	263	97	266	631	459	405

Percentages add up to more than 100 since students were able to select more than one option.

When what students would **like** was considered, some clear disparities emerged. There was more of an emphasis on parents (particularly for female students) and school lessons were requested (particularly by Asian students). Information from friends, TV and films, posters, etc. and articles/stories were **not** highly regarded, although slightly more importance was attached to clinicians and clinics. The main points of discontinuity are highlighted in Table 43.

**Table 43      Satisfaction with sources of sex education**

<i>n = 913</i>	<i>%</i>
Young people who did not feel that they had received much sex education from their <b>parents</b> but would have liked it	38
Young people who did not feel that they had received much sex education from their <b>school lessons</b> but would have liked it	23
Young people who did not feel that they had received much sex education from their <b>doctor/school nurse</b> but would have liked it	12
Young people who did not feel that they had received much sex education from a <b>clinic</b> but would have liked it	6
Young people who received sex education from their <b>friends</b> but did not give friends as a preferred source	27
Young people who received sex education from <b>media sources</b> but did not give the media as a preferred source	16
Young people who received sex education from <b>books/magazines</b> but did not give the media as a preferred source	13

Percentages add up to more than 100 since students were able to select more than one option.

These figures suggest some disparity between where young people receive their information about sexual matters from and where they would like to find out about such issues. The findings indicate unmet needs for information overall and suggest specific targets for further development.

**Table 44      Protection from disease**

	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Number of</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>students</b>
If you have sex only with people you know well, you can't catch HIV/AIDS from them				
All	8	68	24	1098
White	9	75	16	388
Black	8	73	19	223
Asian	8	55	37	305
Mixed/Other	7	76	17	120
Male	12	56	32	319
Female	7	72	21	779
Year 8	8	64	28	561
Year 10	7	74	19	503
If you have sex only with people you know well you can't catch other sexually transmitted diseases from them				
All	9	65	26	1095
White	8	74	18	386
Black	10	73	17	224
Asian	9	50	41	304
Mixed/Other	6	72	22	120
Male	17	52	31	318
Female	5	71	24	777
Year 8	8	62	30	560
Year 10	8	71	21	501
I know how to protect myself from HIV/AIDS				
All	78	7	15	1102
White	85	6	9	390
Black	88	4	8	225

Asian	63	10	27	308
Mixed/Other	84	5	11	120
Male	74	11	15	317
Female	80	6	14	785
Year 8	75	8	17	568
Year 10	84	5	11	503

Following on from sources of sex education to knowledge about specific points, it emerged that about two-thirds of these students were aware that diseases that can be sexually transmitted can be caught from people very well known to you, which leaves a substantial minority who were unaware or unsure (notably Asian students). Female students were more aware than males, and older ones were more aware than younger ones. All these patterns were repeated when young people were asked whether they knew how to protect themselves from HIV and AIDS.

### Out-of-school time

Having looked at various aspects of young people's time in school, their aspirations for adult life and key health-related topics, the focus here is on leisure and employment. The extent of television watching and the playing of computer games is recorded and students' income (whether from work or parents) is discussed. Paid and unpaid work can play an important part in young people's lives and the extent and form this took are also outlined here.

**Table 45**      **Television/Video watching each day**

	All	Male	Female
	%	%	%
Not at all	3	6	2
About 1 hour	13	13	13
About 2 hours	18	21	17
About 3 hours	20	19	23
About 4 hours	18	14	20
About 5 hours	11	9	12
6+ hours	17	14	17
Number of students	1115	327	772

Most students watch television/videos regularly and two-thirds of them do so for at least three hours a day. The most extensive viewing (four hours or more) was undertaken by

females. Nearly half of females said they watched television/videos for four hours or more a day compared with just over one-third of males.

**Table 46**      **Playing computer games each day**

	<b>All</b>	<b>Male</b>	<b>Female</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Not at all	46	28	54
About 1 hour	31	34	29
About 2 hours	12	18	9
About 3 hours	5	8	4
About 4 hours	2	4	2
About 5 hours	1	1	1
6+ hours	3	7	1
Number of students	1039	316	709

More than half of the students reported playing computer games regularly (nearly three-quarters of the males did) and much of the play was for one or two hours. Playing for three hours or more was predominantly a male activity.

**Table 47**      **Regular pocket money**

	<b>Yes</b>	<b>No</b>	
	<b>%</b>	<b>%</b>	<b>Number of students</b>
Do you have regular pocket money?	77	23	1121
Male	83	17	327
Female	74	26	782

**Table 48**      **Amount received each week**

	<b>£</b>	<b>%</b>
<i>n</i> = 859	Under 1.50	5
	1.50 - 3.49	14
	3.50 - 7.49	38
	7.50 - 12.49	26
	12.50 - 17.49	7
	17.50 - 22.49	6
	22.50+	4

Three-quarters of the students said they had a regular allowance (rather more male students than female students) and for most of them (two-thirds) it was between £3.50 and £12.49 each week.

**Table 49 Money earned**

	Yes	No	Number of students
	%	%	
Do you earn money?	34	66	1125
Male	40	60	328
Female	32	68	782

**Table 50 Amount earned per week**

	£	%
<i>n</i> = 367	Under 1.50	4
	1.50 - 3.49	10
	3.50 - 7.49	25
	7.50 - 12.49	28
	12.50 - 17.49	12
	17.50 - 22.49	9
	22.50+	12

One-third of the students said that they had paid employment (again rather more males than females). About half of them (53 per cent) earned between £3.50 and £12.49, and about a third more than £12.50.

**Table 51 Paid employment**

Type of paid work undertaken	All	Male	Female
	%	%	%
Babysitting	43	21	56
Shop/Market	17	22	16
Newspaper/Milk round	11	21	5
Manual Work	5	8	3
Hotel/Restaurant/Café	5	3	6
Hairdressing	3	2	3
Other	30	26	38
Number of students	327	8110	211

Percentages add up to more than 100 since students were able to select more than one option.



Babysitting was the most popular paid employment (mostly for female students), followed by shop or market work and newspaper or milk rounds. The 'other' category included domestic work of various kinds, looking after pets and car washing.

**Table 52**      **Time spent in paid work each week**

	<b>All</b>	<b>Year 8</b>	<b>Year 10</b>
	<b>%</b>	<b>%</b>	<b>%</b>
One hour or less	15	21	5
2 hours or between 1 and 2 hours	18	21	12
3 hours or between 2 and 3 hours	13	13	15
4 hours or between 3 and 4 hours	14	14	16
5-6 hours	16	13	20
7-8 hours	12	10	15
9 - between 12 and 13 hours	8	5	12
13-25 hours	4	3	5
Number of students	351	179	151

It was of interest that four out of ten of these students spent five or more hours working each week (the respective percentages for Year 8 and Year 10 were 31 per cent and 52 per cent). It was also noteworthy that while male and female students spent much the same amount of time working each week (mean of five hours for males and more than four-and-a-half hours for females), the average weekly payment for males was nearly £15, but for females it was less than £11.

**Table 53**      **Unpaid work**

	<b>Yes</b>	<b>No</b>
	<b>%</b>	<b>%</b>
Do you do any unpaid work?		
<i>n</i> = 876	46	54

**Table 54**      **Type of unpaid work undertaken**

	<b>All</b>	<b>Male</b>	<b>Female</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Babysitting	60	42	67
Manual work	11	15	9
Shop/Market	8	14	6
Hairdressing	3	0	4
Newspaper/Milk round	2	2	2
Hotel/Restaurant/Café	1	3	negligible
Other	23	30	20
Number of students	330	92	233

Percentages add up to more than 100 since students were able to select more than one option.

**Table 55**      **Time spent in unpaid work each week**

<i>n</i> = 335	<b>%</b>
One hour or less	20
2 hours or between 1 and 2 hours	24
3 hours or between 2 and 3 hours	14
4 hours or between 3 and 4 hours	11
5-6 hours	14
7-8 hours	8
9 - between 12 and 13 hours	5
13-25 hours	4

Percentages add up to more than 100 since students were able to select more than one option.

Nearly half of these students said that they undertook unpaid work and again a minority had a substantial commitment (nearly one-third did five or more hours). Once more, babysitting (notably for female students) was the most popular and the 'other' categories followed the same pattern as those for paid employment.

## Concerns and support systems

In this section the students' responses to questions about some of their attitudes are tabulated, although the main focus is on any worries and concerns students have and how much support is available to them.

**Table 56 Attitudes to self and others**

	Agree %	Disagree %	Not sure %	Number of students
There are lots of things about myself that I would like to change				
All	52	23	25	1123
Male	42	29	29	324
Female	57	19	24	785
I think the police in this area protect people like me				
All	18	36	46	1111
Male	21	38	41	318
Female	16	35	49	781
Year 8	20	33	47	565
Year 10	14	40	46	502
If a friend told me they were homosexual I would still want to be their friend				
All	44	19	37	1114
White	52	17	31	393
Black	44	16	40	225
Asian	34	24	42	307
Mixed/Other	49	15	36	120
Male	20	43	37	315
Female	54	10	36	787

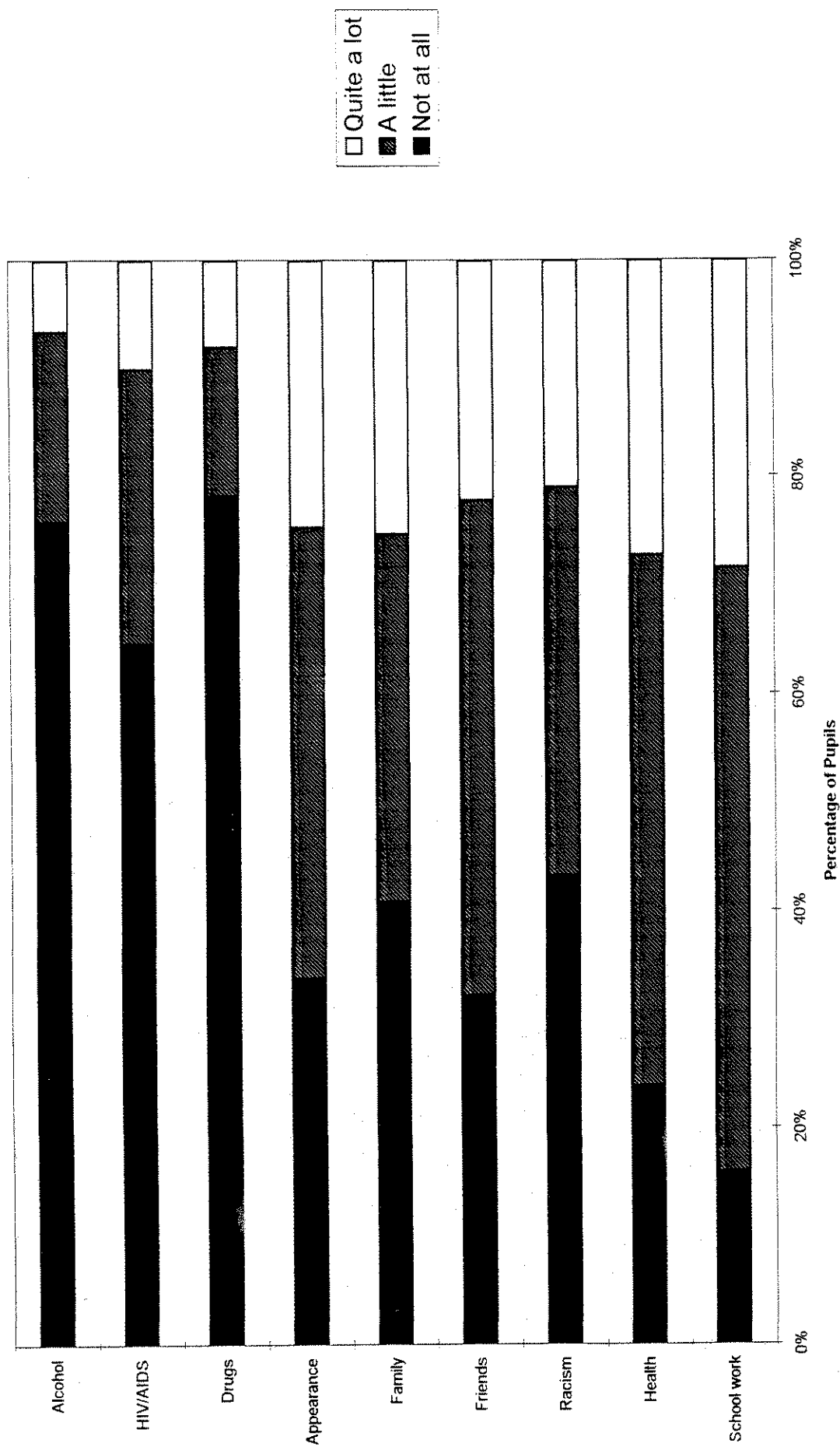
The extent to which people wish to change features of themselves may be linked to self-esteem, and more than half of the students (a higher proportion of females than males) wanted to change lots of their personal characteristics. Less than one in five of these students felt that the police were there to protect people like them, and the older students

were less sure that this was so than the younger ones. Female students were less likely to express a belief in the protectiveness of the police. Less than half of the students would want to stay friends with someone they knew to be gay, and male students were much more likely to take this view than females. Asian students were more likely to say they would not stay friends than their peers.

<b>Table 57a)</b>		<b>Extent of worries and concerns</b>				<b>Number of students</b>
		<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A lot</b>	
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
<b>School work problems</b>						
All		14	49	25	12	1095
Male		20	51	18	11	308
Female		11	48	28	13	775
Year 8		16	57	19	8	562
Year 10		10	41	31	18	499
<b>Health problems</b>						
All		21	43	24	12	1086
Male		31	39	18	12	297
Female		18	44	26	12	777
Year 8		25	39	25	11	559
Year 10		17	47	23	13	497
<b>Racism</b>						
All		35	29	17	19	1069
White		53	27	11	9	376
Black		22	31	17	30	222
Asian		20	29	27	24	296
Mixed/Other		33	37	17	13	117
<b>Problems with friends</b>						
All		29	41	20	13	1081
Male		41	36	13	10	298
Female		20	42	24	14	771

	Not at all %	A little %	Quite a lot %	A lot %	Number of students
Family problems					
All	29	24	18	29	1084
Male	41	22	12	25	300
Female	23	25	21	31	772
Year 8	34	23	16	27	558
Year 10	21	25	22	32	493
The way you look					
All	26	32	19	23	1079
Male	45	33	12	10	297
Female	18	32	22	28	771
Year 8	28	34	16	22	557
Year 10	22	30	24	24	490
A problem with drugs					
All	68	12	7	13	1069
HIV/AIDS					
All	51	20	8	21	1070
White	48	20	11	21	378
Black	46	25	8	21	221
Asian	59	15	5	21	298
Mixed/Other	47	24	8	21	116
A problem with alcohol					
All	69	16	6	9	1074
White	67	20	7	6	378
Black	68	13	8	11	222
Asian	70	13	5	12	302
Mixed/Other	74	16	4	6	114

FIGURE 7 - EXTENT OF WORRIES AND CONCERNS



**Table 57 b)**

**The worries causing most concern (based on percentages answering Quite a lot or A lot).**

	<b>All</b>	<b>Males</b>	<b>Females</b>		
	<b>%</b>	<b>%</b>	<b>%</b>		
Family n=1081	47	37	52		
The way you look n=1079	42	22	50		
School work n=1095	37	29	41		
Health n=1086	36	30	38		
	<b>All</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Mixed/Other</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Racism n=1069	36	20	47	51	30

When the issues said to cause the highest levels of concern were ranked, it was clear that families were a considerable source of anxiety. The differences between male and female students on these points was striking, notably in relation to worries about their appearance. For each item female students reported higher levels of concern. Racism was clearly more of an issue for Asian and Black students.

**Table 58      Sharing problems**

	<b>School work problems</b>	<b>Health problems</b>	<b>Problems with friends</b>	<b>Family problems</b>
	<b>n =1082</b>	<b>n = 1063</b>	<b>n = 1059</b>	<b>n = 1060</b>
Mother	52	66	38	27
Father	29	23	17	16
Female relative	11	18	20	23
Male relative	5	3	6	11
Teacher	44	5	14	10
Friend	43	29	39	40
Counsellor	1	1	2	5
School nurse	1	20	1	1
No one	11	16	26	28

Percentages add up to more than 100 since students were able to select more than one option.

Mothers were the most frequently cited source of support for each of the four problems. Friends were the next most frequently mentioned, and fathers and other relatives were less crucial (although nearly one-third of students said that they would turn to their fathers with problems concerning school work). Teachers were important in relation to school work, and the school nurse had a role to play on health matters. More than one-quarter said they had no one to turn to about problems with family or friends.

**Table 59 Private concerns**

Problems /concerns that you feel you can't talk about	Yes %	No %	Number of students
All	25	75	1060
Male	15	85	288
Female	29	71	763
Nature of problem	%		
<i>n</i> = 225			
Family relationships	23		
Too personal to explain	19		
Sexual matters	15		
Friends/peer relationships	8		
Feelings/insecurities	8		
Health (weight)	9		
Other	18		

Moving from specific problems to a general question about concerns they may have, a substantial minority of students (one-quarter) admitted that they had a problem that they were unable to discuss at all (this applied to twice as many young women as men). For nearly one-quarter of them the difficulties were located within their families.

The 'other' category included problems in school, racism, bereavement and not being taken seriously by adults. Three young women said they were concerned they could be pregnant, and seven wrote directly of abuse they were suffering. There were some poignant reports. One student in Year 8 who said she hated life wrote that 'my family won't give me support. They will say I can't make it or they would laugh at me and say I'm stupid. They would choose a job for me and not let me be what I want to be. I know I'm going to get lots of pressure.' The feelings/insecurities category also indicated some of the emotional difficulties young people may be experiencing, sometimes in isolation.



As one young woman wrote: 'I don't have much of a say in anything, I can't express how I feel.'

**Table 60**      **Contact with 'helping' organisations**

	<b>Yes</b>	<b>No</b>
	<b>%</b>	<b>%</b>
Made contact with any of the places set up to help young people <i>n = 1096</i>	9	91
If yes, was it helpful to talk to them? <i>n = 99</i>	59	41
Do you feel there are enough places/people you can contact to talk about problems/get information? <i>n = 1039</i>	52	48

Having established that there were a number of problems these young people were having to address, their contact with agencies designed to help them is of interest. Of the minority (nearly one in ten) who had made contact with one of these 'helping' organisations, more than half had found it worthwhile. The students divided into two, almost equal, groups on the issue of whether there were enough contact points.

Table 61

## Information requests

	All	Male	Female
More information desired about	%	%	%
careers/job advice	60	56	61
sexual relationships	51	42	54
weight problems/diet	49	33	54
your legal rights	48	45	48
acne	41	38	42
HIV/AIDS	39	30	43
sexually transmitted diseases	37	28	41
menstruation	34	7	44
contraception	31	14	37
dealing with bullying	30	29	31
migraine	25	19	27
asthma	23	18	24
diabetes	16	14	17
Number of students	993	250	741

Percentages add up to more than 100 since students were able to select more than one option.

More than one-quarter of male students (27 per cent) did not express interest in **any** information, compared to only seven per cent of female students. Female students were more likely than male students to express an interest in further information on all of the above, most notably weight problems, menstruation and contraception.

## Other topics for information

<i>n</i> = 139	%
drugs	11
family problems	11
leisure facilities	6
health	16
school problems	11
sexual matters	13
problems with friends	4
other	28

The 'other' category, included racism, bereavement, children's rights and specific careers. Percentages add up to more than 100 since students were able to select more than one option.

## SUMMARY OF FINDINGS

### School life

- Life in school was viewed positively. A majority of young people said they liked being at school and very few felt it to be a waste of time. The percentages were lower for liking being in school than in another recent study (Keys and Fernandes, 1993).<sup>1</sup>
- Few Newham students felt that school was a waste of time.
- Parental aspirations for success in school in Newham were said to be as high as those found by Keys and Fernandes (1993).
- Less than one in five young people felt that their school was too strict (although nearly half of them felt there were too many rules). Comparisons with Keys and Fernandes (1993) are limited because of the slightly different options used, but it would appear that the Newham students were less likely to think discipline was about right and that there were the right number of rules.
- Relatively few young people said they had been bullied in recent times, (a lower percentage than in Keys and Fernandes, 1993). However, the minority of students in Newham who have experienced fairly frequent unpleasantness (particularly young men) is of concern. Comparisons with other studies are difficult because of the different categorisations used, but the Newham figures reported here appear to be relatively low. Smith (1991), for example, found that being bullied 'sometimes'/'now and then' or more often was reported by 18 per cent of secondary school students; while being bullied 'once a week' or more often was reported by eight per cent. Similarly, Whitney and Smith (1993) found that ten per cent of secondary school students reported being bullied sometimes or more and four per cent, once a week or more.

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<sup>1</sup> This study was based on a nationally drawn sample of students in Year 7 and Year 9. Although the Newham sample contains a higher proportion of females and students from ethnic minorities, it was considered useful to compare the findings with those from the national sample. The findings from the relevant questions from Keys and Fernandes (1993) are compared here with those from the current study and the figures are given in Appendix 2.

- Nearly one-quarter of young people reported having played truant (which is comparable to the figures from Key and Fernandes, 1993) and for a small minority this was a significant issue. One-third of those who have not truanted would like to do so.
- Schools should facilitate examination success according to the vast majority of students (as in Keys and Fernandes, 1993), although there were mixed views on the extent to which they should have a vocational focus (with young men being more supportive of this work-related input).
- Relations with peers in school were generally harmonious and few students felt lonely in school. There were mixed views about the ease with which students spoke in front of teachers (a particular concern for Asian students), as there were about peers speaking ill of them (again a greater concern for Asian students).
- There were mixed views on the level of racism exhibited by peers and although there were differences in opinion between ethnic groups these were not dramatic. Nearly half felt that staff worked to discourage racism (although interestingly there were no differences between ethnic groups).
- Homework was generally agreed to be important for success and the amount said to be done compared favourably (notably for Black and Asian students) with the data from Keys and Fernandes (1993). Parents were largely involved in monitoring progress (although their impact decreased for older students).
- Female students were more likely to report a substantial commitment to homework (two hours and upwards per day) than males (as reported in Balding 1994)<sup>1</sup> and this heavier investment was more apparent in Year 10 than Year 8.
- Access to reasonable facilities to do homework was not a problem for a majority of students, although one-fifth of them do not have a quiet place to go.

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<sup>1</sup>This study of 11- to 16-year-olds is one of a series produced each year using an opportunity sample.

## **Aspirations**

- Aspirations for post-school education were said to be high and compared favourably with the national picture presented by Keys and Fernandes (1993) (although obtaining a job as soon as possible was more of an issue for White male students). Large numbers of young people professed a desire to go on to higher education and even more parents were said to want this for them (a higher percentage than in the national sample).
- Many young people said they had decided which type of work they would like to pursue and most reported needing qualifications for this work.
- There were concerns about the supply of appropriate jobs, and students gave a mixed picture of whether other factors (insufficient qualifications or experience, racism, sexism and loyalty to an area) would affect their prospects. However, only one-third of young women felt that sexist attitudes would not impede their chances of employment. Most respondents did not feel under family pressure to stay at home (although this was rather more of a concern for Asian students).
- Most young people anticipated establishing a long-term relationship with a partner, although few of them wanted to do so before the age of 21.
- Even more felt at this stage that they wanted a family and, as with a permanent relationship, the mid-20s were seen as the optimum time for this commitment.

## **Health**

- More than half of the young people would like to exercise more and this was something that many of them did not set time aside for. Lack of access to facilities was reported by one-quarter of them.
- Only one in five of the young people said they chose 'healthy' food for more than half the time and the same proportion said that they very rarely did (if at all).
- Less than half of the young people were happy with their present weight and most of those who were discontented would like to lose weight. These proportions were more striking when female students were compared with males. More than half the females would like to lose weight, and only one-third of them were content with their current state.

- There were differences between how young people viewed their own weight and how they felt others viewed them, and again there were clear gender differences. The need for weight gain was stated by a minority of males, and weight loss was the goal for females. Of concern was the fact that while more than half of the females wanted to lose weight, two-thirds of them did not feel that others thought they should. Indeed there were 23 young women who wanted to lose weight but thought others felt they should **gain** it.
- Nearly half of the young people have smoked to some extent, although only a small minority smoke occasionally or regularly (a lower percentage than the ten per cent for regular smokers and six per cent for occasional smokers found in another study with 11- to 16-year-olds (Lader and Matheson, 1991). Asian students were significantly less likely to have smoked. As in Balding's (1994) study, smoking was more common among young women than young men.
- A minority (13 per cent) were still open to the possibility that they might smoke later in life even if they did not now.
- Having a smoker in their home increased the chances of young people trying smoking and sustaining it.
- Nearly two-thirds have drunk alcohol although only a small minority described themselves as regular drinkers. Again, the pattern for Asian students was one of less indulgence.
- Nearly one-quarter said they had been offered at least one drug and more than half of these had tried at least one (figures that mirror Balding's (1994) data). Cannabis was the dominant drug used. Asian students were, again, less likely to be involved.
- Year 10 students were generally more knowledgeable than those in Year 8 about drugs, and the older ones on the whole more likely to think that drugs were always unsafe (as found by Balding, 1994).
- There were disparities between where young people received their sex education from and where they felt they **should** get it from, notably in relation to parents, friends, television, magazines and clinicians. These mismatches reflected Balding's (1994) data.

- There was some uncertainty about the transmission of diseases that could be sexually transmitted and about self-protection from HIV/AIDS.

#### **Out-of-school time**

- Two-thirds of young people reported watching television for three or more hours per day (the percentages reporting such extensive viewing were higher than in Keys and Fernandes, 1993).
- More than half of the students had regular access to computer games, and one in five males reported playing for three or more hours a day.
- Many young people had access to a fairly large sum of money (either as an allowance or wages).
- For a minority of students there was a substantial commitment to work outside school (five or more hours each week).

#### **Concerns and support systems**

- The students' views on the extent to which they would like to change aspects of themselves presented a mixed picture, although females were more likely to want to do so than males.
- Less than one in five felt that the police were there to support them (nearly half were uncertain), and less than half of them (notably males) would want to continue a friendship with a friend whom they knew to be homosexual.
- Students reported considerable concerns about various aspects of their lives, and again the relationships within families were well represented. Young women were more likely than their male peers to worry significantly about school work, health, friendships, family and their appearance. It was the Asian students who worried the most about racism.
- Mothers were the people most likely to be approached to discuss each of the listed problems (school work, health, friendships and family). It was less than a third who would share any of these problems with their father and even fewer who would enlist the support of other family members. Fathers only played a significant role in regard to problems with school work (when nearly one-third of the students said they would turn to them). Friends were the most frequently cited support system and more than

one-quarter said they had no one they could talk to about any problems with friends or family.

- A sizeable minority felt unable to share a problem of concern to them, and family matters were prominent again.
- Only about one in ten had made contact with a 'helping' organisation. However, more than half of those who had had found it helpful.
- The students were almost exactly divided into those who felt there were sufficient contact points for young people who wanted information or advice and those who felt that there were not.
- Students would welcome further details on a wide range of topics relating to their health and lifestyle.



## **KEY ISSUES ARISING FROM THE STUDY AND THEIR IMPLICATIONS FOR PRACTICE**

- Parental aspirations (and those of the young people themselves) were higher than would have been predicted from the take-up of post-school education in Newham to date. Far more students were expected (and indeed expected themselves) to go on to further and higher education than has happened in the past. Clearly a great deal is expected of schools by students and parents in Newham.
- Whilst there are no major concerns about the level of discipline in school, it may be worth reflecting on the view that there are too many rules.
- For a small minority (notably young men), being bullied is an issue that needs consideration.
- Truanting is part of school life for a substantial minority of young people, particularly as they get older, and many would like to take time out. There is clearly scope for improving the various strategies employed to deal with this problem.
- Students from an Asian background appeared to be quite different from other ethnic groups in a number of important ways. They use less alcohol, tobacco and other drugs than their peers and showed a different pattern of response to sexual matters.
- Only a minority stated confidently that racism was not shown by peers in school, which suggests that further effort on this issue could be beneficial. There would also seem to be scope for development, given that more than half were not convinced that staff actively discourage racism.
- The decline in parents' role in monitoring homework for older students suggests that other strategies may be needed to ensure adequate levels of completion.
- Young men's apparent lack of commitment to homework (in many cases) might be improved by targeted strategies.
- A significant minority do not have a quiet venue for homework and may benefit from the provision of homework clubs of some kind.

- The expressed desire (particularly by young women) for more exercise would suggest that there is merit in widening the opportunities and the range and level of exercise available. Access to appropriate facilities and activities may serve to enhance the general level of fitness of these young people.
- There would appear to be scope for focusing on the merits and advantages of 'healthy' food given the (sometimes worrying) lack of regard these students have for making healthy choices. It has been reported (HEA, 1992) that 20 per cent of 16- to 19-year-olds would have liked more education on food and diet.
- The concerns about weight loss (and to some extent the need for gain) raise important issues about how young people feel on this matter which has such serious implications for their health. There would seem to be a need for more work with them on the need for a healthy diet and a balanced approach to achieving their optimum weight. For some individuals, these data ring warning bells about the potential for eating disorders (reinforced by evidence from a study of pupils from middle schools (mean age 9 year 11 months) which reported that dissatisfaction with body shape and a desire for thinness were disturbingly prevalent amongst the females in the sample (Hill et al., 1994). Recent work with 16- to 19 year-olds (HEA, 1992) found that over a third of those who were of normal weight believed they were overweight.
- Although the figures for smokers are small, they are indicative of a potential problem. Indeed, almost 90 individuals in this study could not break the habit. A related study (HEA, 1992) found that the majority of young smokers had tried to give up, which suggests that it is 'not a casual indulgence but an addiction'. The figure for smokers in the current study equates with the reported prevalence of eight per cent for 11- to 15 year olds (GB. Parliament. House of Commons, 1991), although the Government's proposals sought to reduce this by one-third by 1994. The data here would support the Government's (GB. Parliament. House of Commons, op.cit) call to encourage the avoidance of smoking in the household. There is evidence that non-smoking children with two parents who smoke have cotinine (a by-product of smoking) levels equivalent to children who smoke seven cigarettes a week (Lader and Matheson, 1991).
- Relatively large minorities of young people have access to drugs and have used them. For virtually all drugs, Year 10s were more convinced they were unsafe, which suggests that the message has been getting home. Work with 9- to 15-year-olds

(HEA, 1992) found that 15 per cent had been offered some type of drug, which was reported as an estimated 600,000 young people in that age group in Britain. As with the current study, solvents and cannabis were the most likely substances to have been used. These figures reinforced the need to consolidate education on solvents given that the number of deaths from their abuse rose from 26 in 1980 to 89 in 1987 (GB. Parliament. House of Commons, 1991). A study of 16- to 19-year-olds (HEA, 1992) emphasised the 'scope for facilitating greater understanding of individual drugs, either in schools or other settings' to supplement other, potentially damaging, sources of information.

- The HEA report (1992) based on work with 9- to 15-year-olds concluded that 'much of the reason for starting smoking or drinking or experimenting with drugs stems from peer pressure [and] it would seem that teenagers need help in resisting this pressure, by learning refusal skills and self-confidence skills. A higher profile of alcohol and drugs education both in school and at home also appears to be needed as teenagers themselves recognise their ignorance and vulnerability in these areas and indeed express a desire to know more.' A report based on 16- to 19-year-olds (HEA, 1992) found that 76 per cent of them agreed that young people do not know enough about the damages of drinking. The work with 9- to 15-year-olds (HEA, 1992) estimated that in an average week about 3,000 children under 16 exceed the safe alcohol limits recommended for adults.
- Young people's preferences for source of sex education suggests possible ways forward. Parents, schools and clinicians all have a vital role to play as far as students are concerned, and need to be offered guidance and support in carrying out this potentially demanding work. Balding (1994) wrote of work with parents to develop a cooperative programme of sex education across the five years of secondary education, initiated because of the number of young people identified as **wanting** sex education from their parents.
- More input is required concerning sexually transmitted diseases and awareness of them. Work with a slightly older age group (16-19) reported that 'most young people are aware of the risk of AIDS during unprotected intercourse, [but] despite this the majority of people do not show signs of being particularly willing to make some adjustment to their lifestyle. Young people don't appear to be taking the threat of AIDS personally as they don't see their own behaviour and lifestyle as a relevant issue, (HEA, 1992).

- The amount of time spent on television/computer game use, especially by young males, is of concern.
- There are students with strong feelings about a whole range of issues and concerns, the strength of which indicates the need for a range of supportive sources to be available to them.
- The need for a wide dissemination of material concerned with health in its widest sense was highlighted.

The evidence from this study is that while there is considerable scope for developing the services available to young people in Newham, there is also a good deal of optimism and ambition amongst this sector of the population. Newham is undoubtedly an area with significant socio-economic deprivation and there are particular challenges to be met by those who seek to facilitate the healthy growth and development of Newham's youth. While both service providers and the young people themselves have to deal with these very difficult circumstances, these findings highlight their sense of purpose and their willingness to rise to the challenge. What is striking about the comparison with the nationally drawn sample (Keys and Fernandes, 1993) is how similar the results are. There are relatively small differences in attitudes to school, and parental aspirations for success are of the same order. Despite the fact that the national sample contained students across the socio-economic spectrum, the picture presented by Newham students compares favourably with that from this cross-section. The Newham data on the extent of bullying and truancy and the commitment to academic success stand up robustly to the nationally based figures.

What also comes through from the Newham study is the range of unmet needs these young people have. The case for more investment in health education and for pinpointing the optimum channels to deliver sex education is presented here. The doubts, insecurities and worries that many young people in Newham are dealing with (often in isolation) emerge clearly from these findings. The desirability of supporting the services created to meet these needs comes through these data. It is hoped that the findings will be of value to those developing services for young people in Newham in that they highlight priorities and allow the recipients' views to enter the debate. The way ahead lies in acknowledging the achievements and strengths of both the services and the consumers in Newham, while also developing a responsive system that listens to what the latter have to say.

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National Foundation for Educational Research

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**HEALTH AND WELL-BEING  
IN THE 1990s - a study of  
young people's  
attitudes and behaviour**

**A questionnaire for Year 8 and Year 10 Students**

This is not a test. The questions have been designed so that you can let us know how you feel about some important issues.

**All your answers will be treated as CONFIDENTIAL.**

**The questionnaire is ANONYMOUS.**

**Please do not put your name on it.**

These questions are being asked for a study being carried out by the National Foundation for Educational Research to help improve services for young people.

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National Foundation for Educational Research in England and Wales  
The Mere, Upton Park, Slough, Berkshire, SL1 2DQ  
Tel: (0753) 574123 Fax: (0753) 691632

**ALL YOUR ANSWERS WILL BE TREATED AS PRIVATE AND CONFIDENTIAL: THEY WILL BE READ ONLY BY THE RESEARCH TEAM AND WILL NOT BE SHOWN TO ANYONE ELSE.**

**SOME OF THE QUESTIONS REFER TO YOUR PARENT(S). IF IT MAKES MORE SENSE TO YOU TO ANSWER THOSE QUESTIONS ABOUT SOME OTHER CARER (MAYBE A FOSTER PARENT), PLEASE DO SO.**

***The first few questions are about school.***

**1. How far do you agree with what has been said below? Please tick ONE box in each row.**

	Disagree	Not sure	Agree	
On the whole, I like being at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Homework is important in helping me to do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Schools should only teach us things that will be useful in doing a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
Schools should help us to do as well as possible in exams like GCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
School is a waste of time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
My parent(s) think it is important for me to do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
My parent(s) make sure I do my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16

2a. Is the discipline in your school:

Please tick ONE box

- too strict
- about right
- not strict enough
- not sure

☐  
☐  
☐  
☐

17

b. Does your school have:

Please tick ONE box

- too many rules
- about the right number of rules
- not enough rules
- not sure

☐  
☐  
☐  
☐

18

3. Have you been bullied or badly treated by other students from your school?

Please tick ONE box

a. This school year - since September '93

- Never
- Once or twice
- Quite often
- Often

☐  
☐  
☐  
☐

19

b. The school year before that

Please tick ONE box

- Never
- Once or twice
- Quite often
- Often

☐  
☐  
☐  
☐

20

4. Have you played truant (bunked off/skived off)?

Please tick ONE box

a. This school year - since September '93

- Never
- A lesson here and there
- A day here and there
- Several days at a time
- Weeks at a time

☐  
☐  
☐  
☐  
☐

21

b. The school year before that

Please tick ONE box

- Never
- A lesson here and there
- A day here and there
- Several days at a time
- Weeks at a time

☐  
☐  
☐  
☐  
☐

22



c. If you have NEVER played truant (bunked off/skived off), have you  
WANTED to since you have been in secondary school?

YES ☐  
NO ☐

23

*The next questions are about your education later on and work.*

5a. After Year 11 (when you can leave this school) do you expect to:

Please tick ONE box

- Get a job as soon as possible ☐ 1
- Go into a school sixth form (Year 12) \* ☐ 2
- Go to a 6th form college \* ☐ 3
- Go to another type of college \* ☐ 4
- Not sure yet ☐ 5
- Something else ☐ 6

24

If SOMETHING ELSE (the last box), please say what you hope to do

25-26

.....  
.....

5b. If you answered ONE of the boxes with a \*, i.e. you expect to stay on at  
school or go to college, then what do you intend to do after that?

Please tick ONE box

- Get a job as soon as possible ☐
- Go on to university or other college ☐
- Not sure ☐
- Something else ☐

27

If SOMETHING ELSE (the last box), please say what you hope to do

.....  
.....

28-29

6. What do you think your parent(s) want you to do when you leave school?

Please tick ONE box

- Get a job as soon as possible ☐
- Go to university or other college ☐
- Not sure ☐
- Something else ☐

30

If SOMETHING ELSE (the last box), please say what it is

31-32

.....  
.....

7a. Have you decided what work you would like to go in for?

YES ☐\*  
NO ☐

33

b. If YES (the box with \*), please write the name of the work in the box below

34-35

c. If YES, (the box with \*), will you need any qualifications (such as GCSEs, A-levels, GNVQs, BTEC, City and Guilds, RSA) to get the work you want?

Please tick ONE box

YES ☐  
NO ☐  
NOT SURE ☐

36

8. Which of the following do you think may stop you getting a job you would like?

Please tick ONE Box in each row

	YES	NO	NOT SURE	
There aren't many jobs available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
My qualifications or training won't be good enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
I won't have enough experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
I will meet racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
I will meet sexism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
I will face family pressure to stay at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
I won't want to move away from this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
Some other reason (if you have one, please write what it is)				44-45

.....

*These next questions are about how you spend your time.*

**9. a. How many HOURS EACH DAY do you USUALLY spend on homework?**

Please tick ONE box

- |                                       |                            |    |
|---------------------------------------|----------------------------|----|
| I am not usually given homework       | <input type="checkbox"/> 1 | 46 |
| I am given homework but I don't do it | <input type="checkbox"/> 2 |    |
| ½ hour or less                        | <input type="checkbox"/> 3 |    |
| About 1 hour                          | <input type="checkbox"/> 4 |    |
| About 1½ hours                        | <input type="checkbox"/> 5 |    |
| About 2 hours                         | <input type="checkbox"/> 6 |    |
| About 2½ hours                        | <input type="checkbox"/> 7 |    |
| 3 hours or more                       | <input type="checkbox"/> 8 |    |

**b. Do you USUALLY have somewhere quiet to do your homework?**

- |     |                          |    |
|-----|--------------------------|----|
| YES | <input type="checkbox"/> | 47 |
| NO  | <input type="checkbox"/> |    |

**c. Where do you USUALLY do your homework?**

Please tick ONE box

- |                                       |                            |    |
|---------------------------------------|----------------------------|----|
| in the room I sleep in                | <input type="checkbox"/> 1 | 48 |
| in another room in the house          | <input type="checkbox"/> 2 |    |
| at somebody else's house              | <input type="checkbox"/> 3 |    |
| in school during breaks               | <input type="checkbox"/> 4 |    |
| in school before or after school time | <input type="checkbox"/> 5 |    |
| somewhere else                        | <input type="checkbox"/> 6 |    |

If SOMEWHERE ELSE, please say where .....

49-50

**10. How many HOURS EACH DAY do you USUALLY**

**A) watch television/videos?**

**B) play computer games?**

**PLEASE TICK ONE BOX UNDER A AND ONE UNDER B**

- |                 | A                          | B                          |            |
|-----------------|----------------------------|----------------------------|------------|
| Not at all      | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | 51      52 |
| about 1 hour    | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 |            |
| about 2 hours   | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 |            |
| about 3 hours   | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 |            |
| about 4 hours   | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 |            |
| about 5 hours   | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 |            |
| 6 hours or more | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 |            |

**11a. Which statement best describes you?**

Please tick ONE box

- I am not interested in getting exercise to keep fit ☐
- I get plenty of exercise and am happy with the amount I get ☐
- I would like to exercise more ☐\*

53

**b. If you said you would like more exercise (ticked the box with \*),  
what stops you from exercising more?**

Please tick ONE box

- Nowhere to go to exercise ☐1
- I just don't get round to it ☐2
- My parent(s) don't want me to ☐3
- My friends won't come with me ☐4
- I can't afford to pay for facilities ☐5
- Other ☐6

54

**If OTHER, please say why it is .....**

55-56

*The following questions are about any money you may have*

**12. Do you have regular pocket money or an allowance?**

- YES ☐
- NO ☐

57

**If YES, about how much do you get EACH WEEK £\_\_\_\_\_ p**

58-61

**13a. Do you earn money as well?**

- YES ☐\*
- NO ☐

62

b. If YES (the box with \*), what do you do to earn it?

Please tick a box for each type of work you do

- |                                       |                          |    |
|---------------------------------------|--------------------------|----|
| Babysitting                           | <input type="checkbox"/> | 63 |
| Hairdressing                          | <input type="checkbox"/> | 64 |
| Working in a shop or market           | <input type="checkbox"/> | 65 |
| Manual work (e.g. digging, labouring) | <input type="checkbox"/> | 66 |
| Newspaper/milk round                  | <input type="checkbox"/> | 67 |
| In a hotel, restaurant or café        | <input type="checkbox"/> | 68 |
| Other                                 | <input type="checkbox"/> | 69 |

If OTHER, please give brief details.

70-71

c. If YES (the box with \*), how many hours do you usually work for money EACH WEEK? ..... hours

72-73

d. If YES, how much money do you usually get EACH WEEK from your paid work? £..... P

74-77

14a. Do you do any unpaid work?

YES ☐\*  
NO ☐

78

b. If YES, (the box with \*), what do you do?

Please tick a box for each type of work you do

- |                                       |                          |              |
|---------------------------------------|--------------------------|--------------|
| Babysitting                           | <input type="checkbox"/> | Card 2<br>10 |
| Hairdressing                          | <input type="checkbox"/> | 11           |
| Working in a shop or market           | <input type="checkbox"/> | 12           |
| Manual work (e.g. digging, labouring) | <input type="checkbox"/> | 13           |
| Newspaper/milk round                  | <input type="checkbox"/> | 14           |
| In a hotel, restaurant or café        | <input type="checkbox"/> | 15           |
| Other                                 | <input type="checkbox"/> | 16           |

If OTHER, please give brief details

17-18

c. If YES (the box with \*), how many hours do you usually work EACH WEEK? ..... hours

19-20

*Now we are asking you about food.....*

**15. If you are choosing something to eat, do you pick 'healthy' foods?**

**Please tick ONE box**

Never/hardly ever  
less than ½ the time  
about ½ the time  
more than ½ the time  
Always/nearly always

☐  
☐  
☐  
☐  
☐

21

**16a. Which statement describes you best?**

**Please tick ONE box**

I would like to put on weight  
I would like to lose weight  
I am happy with my weight as it is

☐  
☐  
☐

22

**b. What do you think other people think about you?**

**Please tick ONE box**

I should put on weight  
I should lose weight  
My weight is fine

☐  
☐  
☐

23

*and smoking.....*

**17. Which statement describes you best?**

**Please tick ONE box**

I have never smoked at all, not even a puff  
I have tried smoking once or twice  
I used to smoke, but I don't now  
I smoke now and then  
I smoke regularly

☐  
☐  
☐  
☐  
☐\*

24

**b. If you smoke regularly (the box with \*), how many cigarettes do you usually smoke in a week? .....**

25-27

c. Which statement describes you best?

Please tick ONE box

I don't smoke now and I never will

☐

28

I don't smoke now but I may when I am older

☐

I smoke, but would like to give up

☐

I smoke and don't want to give up

☐

d. How many people smoke on most days, in your home?

29-30

(Please include yourself if you smoke) .....

*The next questions are about alcohol.*

18a. Which of these statements describes you best?

Please tick ONE box

I have never drunk alcohol (shandy,  
beer, cider, wine, etc.)

☐

31

I have only drunk it a very few times

☐

I drink alcohol regularly

☐\*

b. If you drink alcohol regularly, (the box with \*), how many units do you  
USUALLY drink in a week. A unit is ½ pt beer or one glass of wine  
or their equivalent.

Please tick ONE box

1-3 units

☐

32

4-6 units

☐

7-9 units

☐

10 or more units

☐

*The next questions ask your views on different parts of life.*

19a. Where did you get most of your information about sex?

Please tick ONE or TWO boxes

My parent(s)

☐

Brothers, sisters, close relations

☐

33

34

School lessons

☐

Doctor/school nurse

☐

35

36

Friends

☐

Family Planning Clinic/Brook Clinic

☐

37

38

TV, films

☐

Articles/stories in books, magazines

☐

39

40

Posters, leaflets, reference books

☐

Other

☐

41

42

If OTHER, please write brief details

43-44

.....

**b. Which of these do you think young people SHOULD get information about sex from?**

Please tick ONE or TWO boxes

Parent(s)	<input type="checkbox"/>	Brothers, sisters, close relations	<input type="checkbox"/>	45	46
School lessons	<input type="checkbox"/>	Doctor/school nurse	<input type="checkbox"/>	47	48
Friends	<input type="checkbox"/>	Family Planning Clinic/Brook Clinic	<input type="checkbox"/>	49	50
TV, films	<input type="checkbox"/>	Articles/stories in books, magazines	<input type="checkbox"/>	51	52
Posters, leaflets, reference books	<input type="checkbox"/>	Other	<input type="checkbox"/>	53	54

If OTHER, please write brief details ..... 55-56

**20. Looking ahead to adult life**

**a. Do you think you will want to be settled with a partner/married?**

YES	NO	NOT SURE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57

If YES, what age do you think you might do this? .....

58-59

**b. Do you think you will want to have children?**

YES	NO	NOT SURE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60

If YES, what age do you think you might do this? .....

61-62



**21. Please think about each of the following statements**

	Please tick ONE box in each row			
	Disagree	Not Sure	Agree	
There are lots of things about myself that I would like to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
I generally get on well with other pupils at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
I often feel lonely at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
When I have something to say in front of the teachers, I usually feel uneasy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66
I think other pupils often say nasty things about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67
If you have sex only with people you know well, you can't catch HIV (that can lead to AIDS) from them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68
If you have sex only with people you know well, you can't catch other sexually-transmitted diseases from them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69
I know how to protect myself from HIV (AIDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
I think there is a lot of racism shown by students in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71
I think the school staff work hard to discourage racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72
I think that the police in this area protect people like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73
If a friend told me they were gay/lesbian/homosexual, I would still want to be their friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74

## 22 a. What do you know about these drugs?

This list gives their real names and some street names.

Please tick ONE box in each row

Name of drugs	I have never heard of them	I have heard of them but I don't know any- thing about them	I think they are safe if used properly	I think they are always unsafe	card 3
A Amphetamines (e.g., speed, sulph, whizz)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
B Cannabis (e.g., draw, weed, spliff, ganja)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
C Ecstasy (e.g., MDMA, XTC, E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
D Cocaine (e.g., coke, Charlie, Plico)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
E Hallucinogens (e.g., tripper, acid, LSD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
F Heroin (e.g., H, junk, skag, smack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
G Crack (e.g., rock, pebbles, skud)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16
H Solvents used as drugs (e.g., glue, gas refills, cleansing fluid, aerosols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
I Tranquillisers (e.g., Tranks, downers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18



These are the letters to write to answer the next two questions.

b. Has anyone ever offered or encouraged you to try any of the drugs listed in Question 22a?

If NO, please tick this box

☐

19

If YES, please write the letter A,B,C etc of the drug(s) you think you have been offered . . . . .

20-24

c. Have you ever used any of the drugs listed in Question 22a?

If NO, please tick this box

☐

25

If YES, please write the letter A, B, C etc of the drug(s) you have used.

.....

26-30

*The next questions look at any problems or worries you may have.*

**23. How much do you worry about the problems listed below?**

**Please tick ONE box for each problem**

	Not at all	A little	Quite a lot	A lot	
School work problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
Health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
Racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
Problems with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
Family problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
The way you look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36
A problem with drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
HIV/AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
A problem with alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39

**24. If you wanted to share any of the problems listed below, which people would you probably turn to?**

**Please tick up to THREE boxes for each problem**

	Mother	Father	Female relative	Male relative	Teacher	Friend	Counsellor	School nurse	No one	
Problems with your school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40-48
Health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49-57
Problems with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58-66
Family problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67-75

**25. Do you have any concerns/problems that you feel you can't talk to anyone about?**

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

76

**If YES, please say briefly what it is that you can't talk about to anyone.**

.....

77-78

26 a. Have you ever made contact with any of the places set up to help young people e.g. Childline, Samaritans, Brook Clinic, etc?

YES NO  
☐\* ☐

Card 4

10

b. If YES (the box with \*), was it helpful to talk to them?

YES NO  
☐ ☐

11

c. Do you feel there are enough places/people you can contact to talk about problems/get information about things that are important to you?

YES NO  
☐ ☐

12

27. Would you like more information on any of the areas listed below?

Please tick as many boxes as you like

acne (spots)	<input type="checkbox"/>	diabetes	<input type="checkbox"/>	13	14
sexual relationships	<input type="checkbox"/>	asthma	<input type="checkbox"/>	15	16
migraine (bad headaches)	<input type="checkbox"/>	contraception	<input type="checkbox"/>	17	18
menstruation (periods)	<input type="checkbox"/>	dealing with bullying	<input type="checkbox"/>	19	20
weight problems/diet	<input type="checkbox"/>	careers/job advice	<input type="checkbox"/>	21	22
HIV/AIDS	<input type="checkbox"/>	your legal rights	<input type="checkbox"/>	23	24
Other diseases that can be sexually transmitted			<input type="checkbox"/>	25	

If there is ANYTHING ELSE you would like information on, please write what it is below

26-28

*We would like a few details about the students completing this questionnaire and would be grateful if you could tell us the following:*

28 a. Are you:

Male ☐

Female ☐

29

28 b. Are you in:

Year 8 ☐

Year 10 ☐

30

**29. Which ethnic group do you belong to? Please tick ONE box**

- |                 |                            |              |                             |
|-----------------|----------------------------|--------------|-----------------------------|
| White UK        | <input type="checkbox"/> 1 | Bangladeshi  | <input type="checkbox"/> 7  |
| Irish           | <input type="checkbox"/> 2 | Indian       | <input type="checkbox"/> 8  |
| Other White     | <input type="checkbox"/> 3 | Pakistani    | <input type="checkbox"/> 9  |
| Black Caribbean | <input type="checkbox"/> 4 | Chinese      | <input type="checkbox"/> 10 |
| Black African   | <input type="checkbox"/> 5 | Other Asian  | <input type="checkbox"/> 11 |
| Other Black     | <input type="checkbox"/> 6 | Mixed Origin | <input type="checkbox"/> 12 |
|                 |                            | Other        | <input type="checkbox"/> 13 |

31-32

If OTHER, please write what group you belong to .....

33

**30. Which religious group do you belong to?**

**Please tick ONE box**

- |  |                            |                 |                            |
|--|----------------------------|-----------------|----------------------------|
| No religious group                                 | <input type="checkbox"/> 1 | Buddhist/Taoist | <input type="checkbox"/> 5 |
| Christian (e.g. Church of England, Roman Catholic) | <input type="checkbox"/> 2 | Hindu           | <input type="checkbox"/> 6 |
| Jewish   | <input type="checkbox"/> 3 | Muslim          | <input type="checkbox"/> 7 |
| Sikh   | <input type="checkbox"/> 4 | Other           | <input type="checkbox"/> 8 |

34

If OTHER, please write what it is .....

35

**31 a. Does either of your parent(s) read a daily newspaper most days?**

- |            |                            |
|------------|----------------------------|
| YES        | <input type="checkbox"/> * |
| NO         | <input type="checkbox"/>   |
| DON'T KNOW | <input type="checkbox"/>   |

36

**b. If YES (the box with \*), which ONE newspaper is read MOST OFTEN in your home?**

**Please tick ONE box**

- |                 |                            |                     |                             |
|-----------------|----------------------------|---------------------|-----------------------------|
| Sun             | <input type="checkbox"/> 1 | Daily Telegraph     | <input type="checkbox"/> 8  |
| Daily Mirror    | <input type="checkbox"/> 2 | Guardian            | <input type="checkbox"/> 9  |
| Daily Star      | <input type="checkbox"/> 3 | Times               | <input type="checkbox"/> 10 |
| Daily Mail      | <input type="checkbox"/> 4 | Independent         | <input type="checkbox"/> 11 |
| Daily Express   | <input type="checkbox"/> 5 | Financial Times     | <input type="checkbox"/> 12 |
| Today           | <input type="checkbox"/> 6 | The Voice           | <input type="checkbox"/> 13 |
| The Asian Times | <input type="checkbox"/> 7 | The Caribbean Times | <input type="checkbox"/> 14 |
|                 |                            | Other               | <input type="checkbox"/> 15 |

37-38

If OTHER, please give name of paper .....

39-40

**32. Which ONE language is MOST OFTEN spoken in your home?**

Please tick ONE box

English	<input type="checkbox"/> 1	Arabic	<input type="checkbox"/> 6	41-42
Urdu	<input type="checkbox"/> 2	Punjabi	<input type="checkbox"/> 7	
Gujerati	<input type="checkbox"/> 3	Bengali	<input type="checkbox"/> 8	
Hindi	<input type="checkbox"/> 4	Greek	<input type="checkbox"/> 9	
Turkish	<input type="checkbox"/> 5	Other	<input type="checkbox"/> 10	43

If OTHER, please write what it is .....

**33 a. How many people live in your home? (including yourself) .....** 44-45

**b. How many bedrooms are there in your home? .....** 46-47

**c. Who are the people who LIVE with you?**

Please tick as many boxes as you need to

mother	<input type="checkbox"/>	48
father	<input type="checkbox"/>	49
stepmother	<input type="checkbox"/>	50
stepfather	<input type="checkbox"/>	51

If you live with **brothers** and **sisters**, please say how many **brothers** ..... **sisters** ..... 52-53 54-55

If your **grandparents** live with you, please say how many of them do ..... 56

If **other relatives** (uncles, aunts, etc.) live with you, please say how many of them do ..... 57-58

If **other people** (not relatives) live with you, please say how many of them do ..... 59-60

**THANK YOU VERY MUCH FOR YOUR HELP WITH THIS STUDY.**

## Appendix 2

### Tables from Keys and Fernandes (1993) compared with data from the current study

Given the year gaps the Newham results for Years 8 and 10 could be expected to approximate the Year 7 and Year 9 results in the other, nationally drawn sample. The caveat about the bias introduced by having 70 per cent of females in the Newham study should be remembered.

#### On the whole I like being at school

	Key and Fernandes (1993)		Newham data	
	Year 7	Year 9	Year 8	Year 10
	n = 1160	n = 980	n = 575	n = 509
	%	%	%	%
Strongly agree	20.5	11.7		
Agree	56.8	63.7	65	62
Not sure	10.1	10.8	28	25
Disagree	8.5	9.6	6	13
Strongly disagree	3.6	3.7		
Missing	0.6	0.6		

#### School is a waste of time for me

	Year 7	Year 9	Year 8	Year 10
	n = 1160	n = 980	n = 575	n = 507
	%	%	%	%
Strongly agree	1.6	1.2		
Agree	1.7	2.1	4	3
Not sure	4.0	3.3	8	10
Disagree	34.1	37.5	88	87
Strongly disagree	58.3	55.5		
Missing	0.4	0.5		

## Schools should help us to do as well as possible in exams like GCSE

	Year 7	Year 9	Year 8	Year 10
	n = 1160	n = 980	n = 576	n = 507
	%	%	%	%
Strongly agree	74.4	77.0		
Agree	22.2	20.0	94	95
Not sure	2.0	0.9	5	4
Disagree	0.7	0.3	1	1
Strongly disagree	0.4	0.5		
Missing	0.3	0.4		

## Maintaining discipline

Do you think the discipline in your school is:	Year 7	Year 9	Year 8	Year 10
	n = 1160	n = 980	n = 573	n = 506
	%	%	%	%
too strict?	12.1	19.4	18	19
about right?	83.0	73.2	63	56
not strict enough?	4.3	6.0	9	15
Missing	0.6	1.4	Not sure 10	10

	Year 7	Year 9	Year 8	Year 10
Does your school have:	n = 1160	n = 980	n = 575	n = 508
	%	%	%	%
too many rules?	20.5	40.2	41	45
about the right number of rules?	75.3	56.1	46	40
not enough rules?	3.6	2.5	4	7
Missing	0.6	1.3	Not sure 9	8



**Intention to remain in education beyond the statutory leaving age**

	<b>Year 7</b>	<b>Year 9</b>	<b>Year 8</b>	<b>Year 10</b>
After taking exams at the end of Year 11 do you expect to:	n = 1160	n = 980	n = 568	n = 503
	%	%	%	%
sixth form college go into the sixth form of this school?	36.1	33.3	16	15
go to another school or college?	26.1	36.5	19	26
get a job as soon as possible?	8.3	11.2	7	9
Missing/Not sure	29.5	19.0	Not sure 22	14
		Something else	4	2

**Students' behaviour in school**

	<b>Year 7</b>	<b>Year 9</b>	<b>Year 8</b>	<b>Year 10</b>
	n = 1160	n = 980	n = 573	n = 505
	%	%	%	%
Have you ever played truant this year?				
Yes	8.6	23.0	13	32
No	90.6	75.1	87	68
Missing	0.7	1.9		

**Keys and Fernandes (1993)                      Newham data**

**Students' behaviour in school in previous years**

	<b>Year 9</b> (when in Year 7 ) n = 980 %	<b>Year 9</b> (when in Year 8 ) n = 980 %	<b>Year 8</b> (when in Year 7 ) n = 577 %	<b>Year 10</b> (when in Year 9) n = 508 %
Have you ever played truant this year?				
Yes	11.4	16.8	8	30
No	80.3	77.8	92	70
Missing	8.3	5.4		

**Frequency of truancy: the response of students who indicated they had played truant**

	<b>Year 7</b> n = 100 %	<b>Year 9</b> n = 225 %	<b>Year 8</b> n = 77 %	<b>Year 10</b> n = 163 %
Total indicating truancy this year:				
A lesson here and there	29.0	36.9	51	54
A day here and there	58.0	42.9	34	30
Several days at a time	1.0	4.4	6	11
Weeks at a time	4.0	2.7	9	5
Missing	8.0	9.8		
Total indicating truancy last year: (when in Year 8)			n = 47	n = 151
A lesson here and there	-	29.1	49	55
A day here and there	-	50.9	28	18
Several days at a time	-	5.5	12	9
Weeks at a time	-	1.2	10	8
Missing	-	13.3		

Bullying	Keys and Fernandes (1993)		Newham data	
	Year 7	Year 9	Year 8	Year 10
	n = 1160 %	n = 980 %	n = 577 %	n = 519 %
Have you been bullied in school - this year?				
Never	42.3	66.4	68	71
Once or twice	42.7	23.9	26	23
Quite often	8.6	4.4	3	4
Often	6.1	3.6	3	2
Missing	0.3	1.7		

Have you been bullied in school - last year?

			n = 573 %	n = 508 %
Never	-	59.7	73	67
Once or twice	-	26.3	21	27
Quite often	-	6.0	3	4
Often	-	3.7	3	2
Missing	-	4.3		

#### Student activities in and out of school

How many hours per day do you spend doing homework?	Year 7 n = 1160 %	Year 9 n = 980 %	Year 8 n = 555 %	Year 10 n = 498 %
I am not usually given homework	4.1	5.8	1	3
I am given homework but I do not do it	2.0	5.4	4	8
Half hour or less	23.3	19.9	17	14
About 1 hour	34.4	26.9	22	15
About 1 and half hour	18.2	20.5	18	12
About 2 hours	8.1	8.8	16	13
About 2 and half hours	3.9	5.3	11	12
3 hours or more	2.6	2.0	11	23
Missing	3.4	5.3		

	Keys and Fernandes (1993)		Newham data	
	Year 7	Year 9	Year 8	Year 10
Homework is important in helping me to do well at school	n = 1160	n = 980	n = 578	n = 513
	%	%	%	%
Strongly agree	36.3	21.9		
Agree	45.0	55.2	81	82
Not sure	7.0	7.3	13	10
Disagree	8.1	11.1	6	8
Strongly agree	3.2	3.5		
Missing	0.4	1.0		

How many hours each day  
do you watch TV or video?

			n = 554	n = 503
0 - 1 hours	15.1	14.2	not at all	3
about 2 hours	25.9	28.0	1 hour	14
about 3 hours	25.1	24.0	2 hours	18
about 4 hours	15.5	16.5	3 hours	20
about 5 hours	8.0	7.4	4 hours	17
6 hours or more	8.8	6.9	5 hours	10
Missing	1.6	2.9	6 hours + 18	15

#### Parents opinion about the value of education

	Year 7	Year 9	Year 8	Year 10
	n = 1160	n = 980	n = 577	n = 509
	%	%	%	%
My parents think it is important for me to do well at school				
Strongly agree	76.5	67.7		
Agree	20.7	29.7	98	95
Not sure	1.3	1.0	1	4
Disagree	0.2	0.6	1	1
Strongly disagree	0.4	0.4		
Missing/not sure	0.9	0.7		

	<b>Keys and Fernandes (1993)</b>	<b>Newham data</b>
<b>Parental interest and support</b>		

	<b>Year 7</b>	<b>Year 9</b>	<b>Year 8</b>	<b>Year 10</b>
	n = 1160	n = 980	n = 567	n = 503
	%	%	%	%
What do you think that your parents want you to do?				
Go on to univ/poly/ other college	64.2	63.7	73	74
Get a job as soon as possible	9.2	10.6	9	10
Missing/not sure	26.6	25.7	14	13
Something else			4	3

## Appendix 3

### Characteristics of the students in the study

The questionnaires sought details of the individuals completing them, which are presented below. Obviously given the four schools involved, a majority of the sample were female. The age groups were almost equally balanced. The students were ethnically mixed, which was reflected in the diverse religious affiliation expressed. Three-quarters of the students had English as the main language in their homes. The data on newspaper readership confirmed the picture presented in the section on Newham, in that more than three-quarters of parents were said to read one of the tabloid papers (type of newspaper read being a widely used indicator of social class and level of education received). Almost nine out of ten of the students were living with their mother, and for three-quarters of this group their father was resident as well. Nearly one in ten were sharing a new home with a step-parent. The majority of students reported having at least one sibling at home, and nearly one-third were said to come from families of four or more. A few had other adults resident at home. Almost one-quarter appeared to be in danger of overcrowding, given that in their homes there were more than two residents for every bedroom (after allocating a bedroom to the parent or couple heading up the household).

Table 62	Gender and School year	%	Number of students
	Male	30	804
	Female	70	338
		---	-----
	Total	100	1142
	Year 8	53	579
	Year 10	47	512
		---	----
	Total	100	1091

**Table 63**

<b>Ethnic origin</b>	
<i>n = 1063</i>	<b>%</b>
White UK	34
Irish	2
Other White	1
<hr/>	
White	37
Black Caribbean	12
Black African	8
Other Black	2
<hr/>	
Black	22
Bangladeshi	6
Indian	11
Pakistani	9
Other Asian	4
<hr/>	
Asian	30
Mixed Origin	6
Other	5
<hr/>	
Mixed/Other	11

**Table 64****Religious group**

<i>n = 1059</i>	<b>%</b>
None	17
Christian	50
Sikh	4
Hindu	5
Muslim	21
Other	3

<b>Table 65</b>	<b>Language of home</b>	
	<i>n = 1028</i>	<i>%</i>
	English	75
	Urdu	4
	Gujerati	4
	Punjabi	5
	Bengali	5
	Other	7

**Table 66**                      **Newspaper readership**

	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
	<i>%</i>	<i>%</i>	<i>%</i>
Parents read daily paper	82	12	6
<i>n = 1090</i>			
Newspaper read		<i>%</i>	
<i>n = 712</i>			
Sun		45	
Daily Mirror		21	
Daily Star/Mail/Express/Today		12	
Asian Times		4	
The Voice		3	
Daily Telegraph/Guardian/Times/			
Independent/Financial Times		7	
Other		8	

**Table 67**                      **Family composition at home**

	<i>n = 1084</i>
	<i>%</i>
Mother and father	67
Mother	22
Mother and stepfather	6
Father	2
Father and stepmother	2
Unclear	1



**Table 68      Composition of home**

Number of siblings

*n=1099*

	%
none	13
1	31
2	25
3	15
4-6	16

Grandparents resident

*n=1099*

	%
none	95
1	3
2-4	2

Other relatives resident

*n=1099*

	%
none	93
1	4
2-3	3

Unrelated residents

*n=1099*

	%
none	97
1	2
2	1

**Table 69      Bedroom ratio***n=1062*

	%
At least one bedroom per person	16
2 bedrooms for 3 people	30
2 bedrooms for 4 people	20
More than 2 people for every bedroom	24



# **Health and Well-being in the 1990s - a Study of Young People's Attitudes and Behaviour in the London Borough of Newham**

---

Meeting the needs of young people requires up-to-date information on what they think is important and the life-style they adopt. This report offers an opportunity for some of the young people in the London borough of Newham to provide that information.

Their life in school, their work and leisure time and their aspirations for adult life are covered. Their views on a variety of health related issues are explored - drugs, sex education, support systems and diet are some of the areas discussed.

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This is the full report of the study. A summary of the findings is also available, priced £2.00.

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