

# Young People into 2009

*The Health Related Behaviour Questionnaire  
results for 80,548 young people between the ages of 10 and 15*

## CHAPTER 4 Family and Home

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Published by

SHEU, 3 Manaton Court, Matford Park, Exeter, Devon EX2 8PF  
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# 4 Family and Home



Young people spend the majority of their time in and around the home. Relevant questions are scattered through the Health Related Behaviour Questionnaire, but the ones included here relate particularly to the kind of home they live in and the things they do when at home.

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# Adults at home

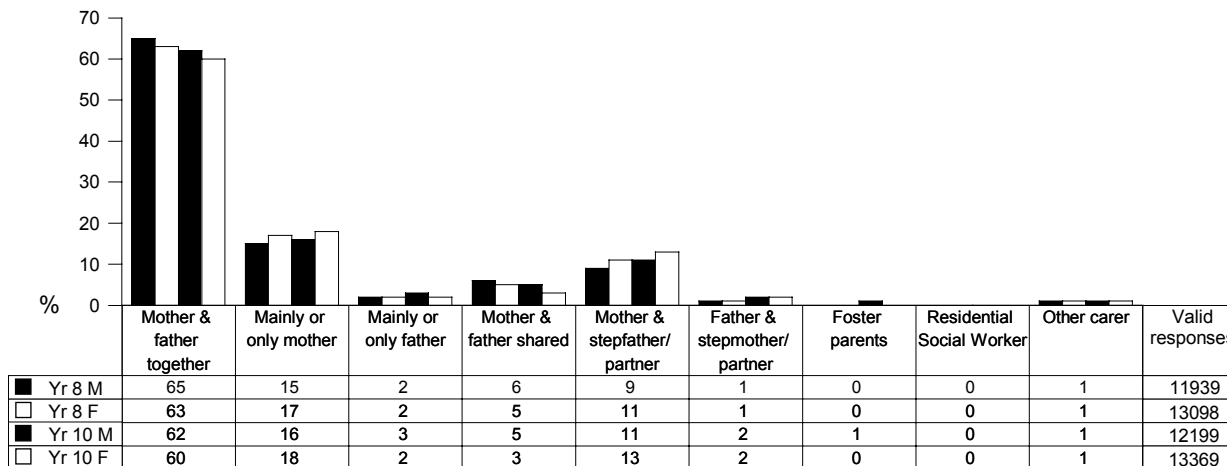
Up to 65% of pupils live with both parents

## Which adults do you live with?

1. Up to 65% of the respondents live with *mother & father*.
2. If they live with just one parent their *mother* is more likely than their *father* to be present.

## Comments

1. In the case of the *mainly or only mother* category, some of these young people may have been brought up by a single parent from the beginning, while others may be with a parent who has separated.
2. It is often observed that the children of single or divorced parents fare worse, for example being more prone to depression, perhaps because of the trauma of the previous relationship, the likely poorer economic circumstances and other related factors. On the other hand, they may be in a better situation emotionally than if their parents had stayed together.
3. The table below from 1990, shows the percentage of those pupils living with 'Mother and Father together'. A downward trend, of around 15% over 17 years, is apparent.



Ma & Pa	1990	1995	2000	2005	2008
Yr 8 M	77	71	67	61	65
Yr 8 F	75	70	64	60	63
Yr 10 M	75	71	67	62	62
Yr 10 F	74	69	64	58	60

# Home population

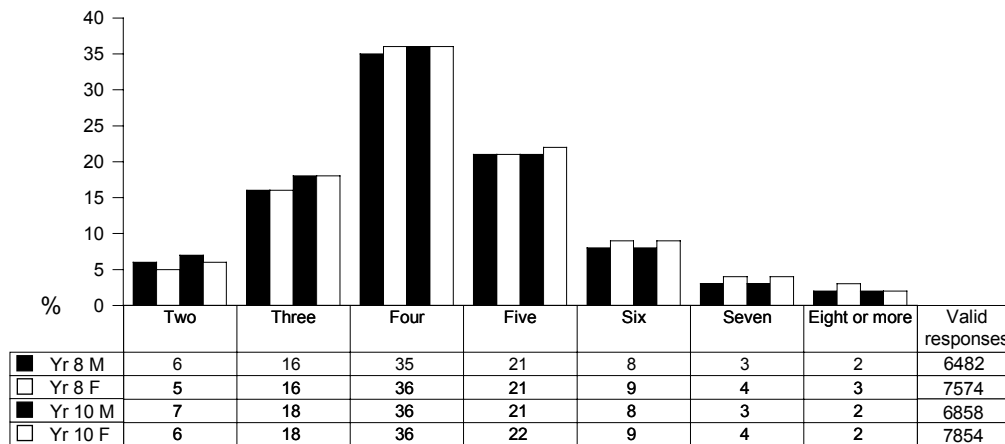
Around 37% live in homes with five or more people

## How many people live in your home (including yourself)?

### Comments

1. The most frequent value is 4, which is most likely to correspond to two adults and two children. Around 37% report living in a home with at least 5 or more people.

1. The community within the home may include friends and paying lodgers as well as family members.
2. Whilst larger family groups provide richer opportunities for interaction between young people and other individuals, the opportunity for seeking privacy is also important to youngsters. The bedroom question on the next page can be used in conjunction with this question as an indicator of the amount of privacy available.



# Bedrooms

Up to 48% of the sample live in a home with *three* bedrooms

## How many bedrooms are there in your home?

- Up to 48% of these young people live in a three-bedroom home and up to 31% live in a four-bedroomed home.

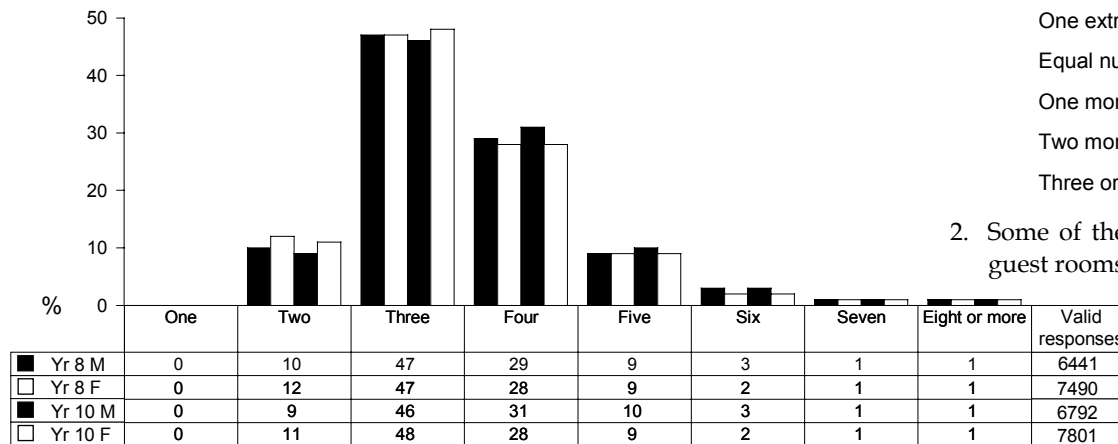
### Comments

- These data, in conjunction with those describing the home population on the previous page, can be used as an indicator of the amount of privacy available. The table below shows the difference between the number of people and bedrooms in the home, obtained from the whole sample combined.

People/bedroom density

Crowding?	Percentage
Three extra bedrooms or more	2%
Two extra bedrooms	3%
One extra bedroom	9%
Equal number of people and bedrooms	31%
One more person than number of bedrooms	33%
Two more extra	15%
Three or more extra	9%

- Some of these bedrooms may not be used for sleeping in: they may be guest rooms, studies or serve some other purpose.



# Ethnic Group

A predominately white population is represented here

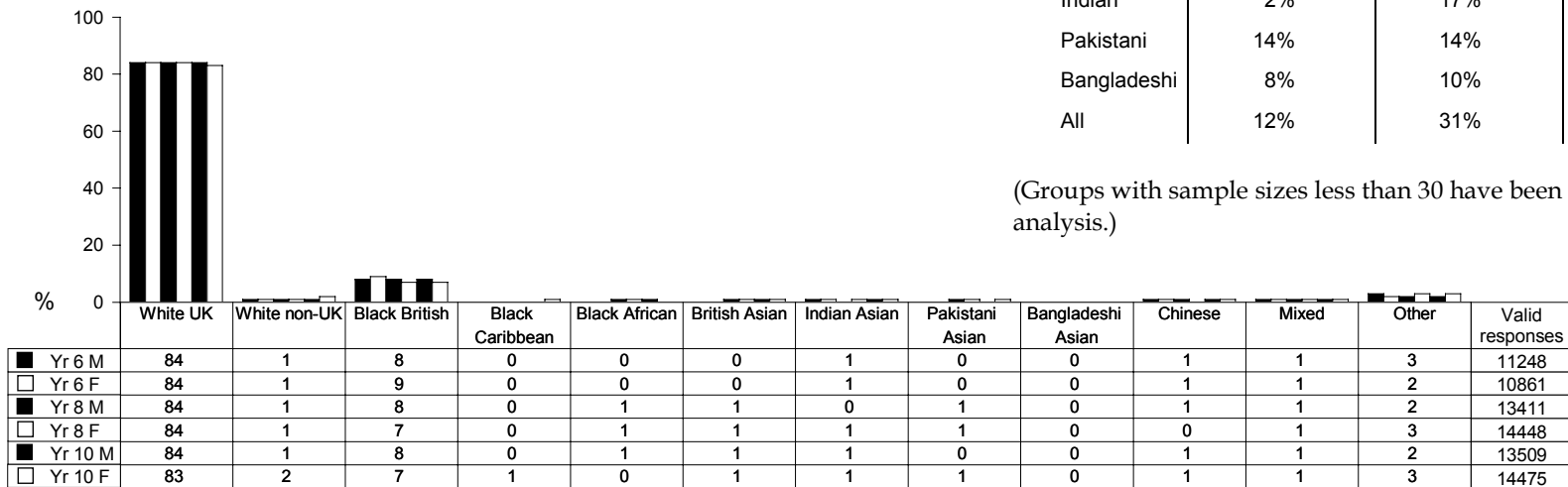
## Ethnic group — which of the following most nearly describes you?

### Comments

1. Around 84% of this sample reported being White, that is, *UK or European*.

1. Some aspects of young people’s lifestyles, such as diet and the use of legal and illegal drugs, are strongly influenced by cultural factors. For example, among Year 10 males, we see the following differences:

Ethnicity	Smoked in last week	Drank alcohol in the last week	Ever taken any illegal drugs
Black (any)	13%	38%	25%
White UK	13%	31%	17%
Indian	2%	17%	1%
Pakistani	14%	14%	10%
Bangladeshi	8%	10%	15%
All	12%	31%	16%



(Groups with sample sizes less than 30 have been excluded from this analysis.)

# Journey to school

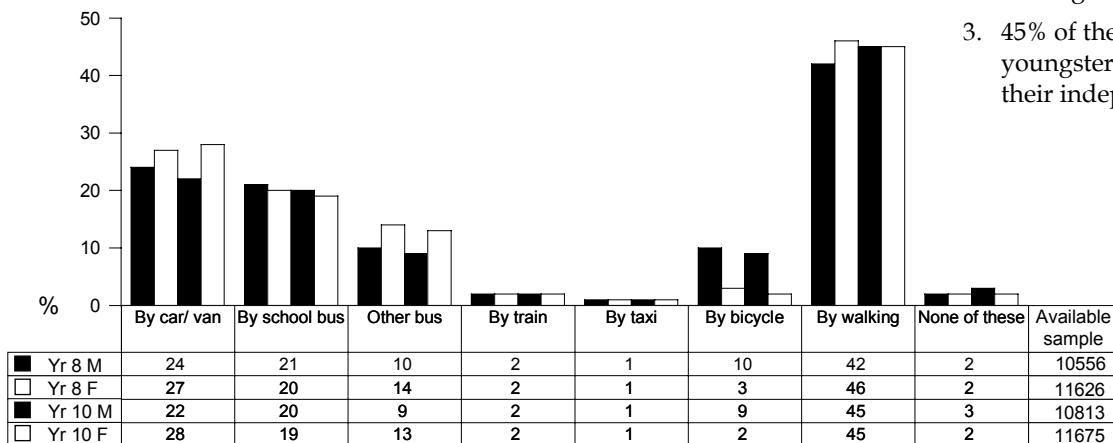
Up to 46% walk to school

## How did you travel to school today?

1. Over 22%, with more females than males, go at least part of the way to school by *car*.
2. About 20% go by *school bus*.
3. Up to 46% of males and females *walk* at least some of the way to school.

## Comments

1. Respondents were able to select more than one of these options, for instance if they travel part of the way to school by car and then walk the remaining part of their journey they were able to circle both these answers, hence row totals may add up to more than 100%.
2. The percentages of young people travelling to school by car represent a significant number of car journeys contributing to the congestion on our roads, the danger posed by traffic to pedestrians and cyclists and adding to pollution levels. Since 1999 we have seen similar percentages of pupils reporting car journeys to school. Some of these car journeys of course may occur where there are no suitable alternatives and indeed car-sharing arrangements may be operating.
3. 45% of the older age groups still walk some of the way to school. These youngsters will benefit from this daily exercise as well as developing their independence and pedestrian skills.



# Car ownership

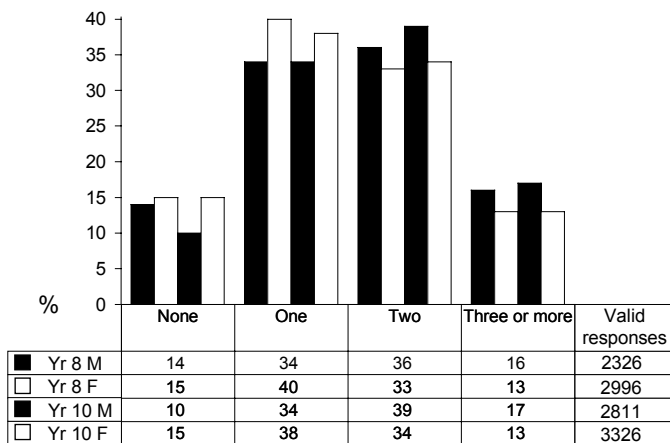
At least 46% of families have *two or more cars*

## How many cars/vans does your family own?

1. At least 86% of households in this sample own at least one car.
2. At least 46% of families have *two or more cars*.

### Comments

1. The concept of 'family' may vary depending on young people's circumstances.
2. Ownership of a second car may encourage the 'school run'. These figures reveal that up to 17% of the families within this sample owned three or more cars.
3. Car ownership is another indication of family affluence and social background, although should not be interpreted glibly: some rural areas may be relatively deprived, but have high rates of car ownership, necessitated by the poor public transport available.





# Television watching

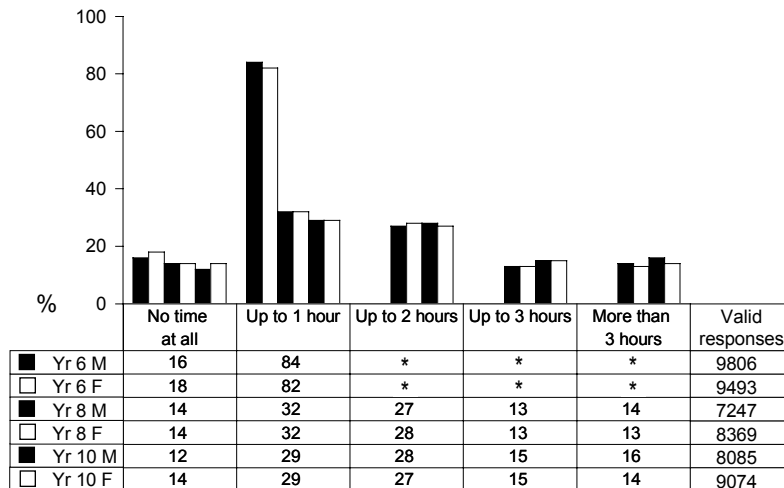
At least 85% watched some TV during the evening prior to the survey

## How long did you spend watching live or recorded TV programmes after school yesterday?

1. Up to 17% watched for *more than 3 hours*, whilst 15% or fewer did not watch any at all.
2. More females watch up to one hour and slightly more males than females watch TV for over one hour.
3. At least 85% watched some TV during the evening prior to the survey.

### Comments

1. Many people believe that television-watching is an incompatible activity with doing homework, although some pupils say they can do both at the same time. With computer games and the Internet as added possible distractions, perhaps young people today need to be more disciplined about their homework habits than ever before.
2. Time spent watching television, playing computer games and using the Internet will also prevent young people from taking part in any physical activity during these hours, thus encouraging a sedentary lifestyle.



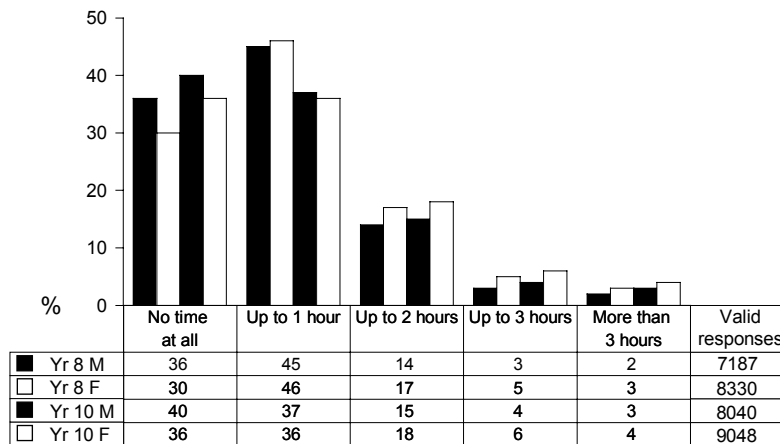
\* Year 6 pupils were not asked about these activities

# Homework

Females spend more time

## How long did you spend doing homework after school yesterday?

1. In general, more females than males did homework that took more than one hour.
2. Fewer of the older pupils did any homework at all.



### Comments

1. The data refer to the evenings of Monday to Thursday only.
2. The data appear to substantiate the view that females are more studious than males.
3. The average number of hours spent doing homework are calculated as follows:

Year 8 Males	0.9
Year 8 Females	1.0
Year 10 Males	0.9
Year 10 Females	1.1

# Computer games

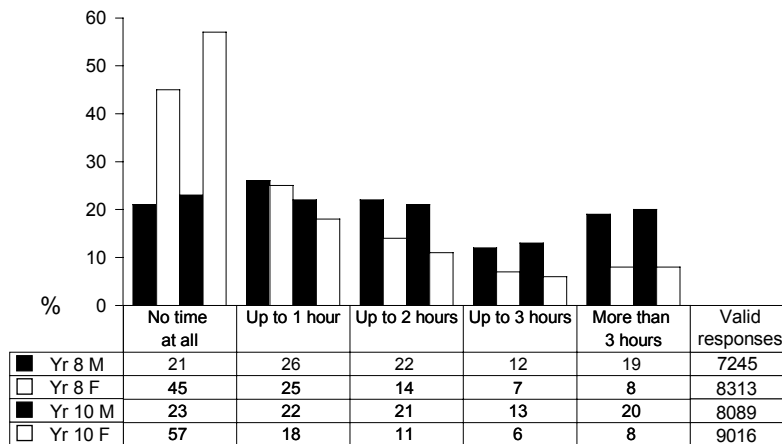
Up to 79% of males play computer games

## How long did you spend playing computer games after school yesterday?

### Comments

1. The much greater involvement of males than females is clear.
2. Up to 20% of males spent *more than 3 hours* on computer games.
3. Despite this male 'dominance', at least 43% of the females reported spending some time playing computer games after school, on the day prior to the survey.

1. The question lists Playstation, Gameboy and P.C. (Personal Computer) as examples.
2. The data reveal that significant percentages of males in this sample spent a considerable amount of time playing computer games during the evening before the survey. While there are benefits to playing some computer games, (Griffiths, 2002, 2003), it is easy to suppose that their time might be better spent.



# Internet browsing

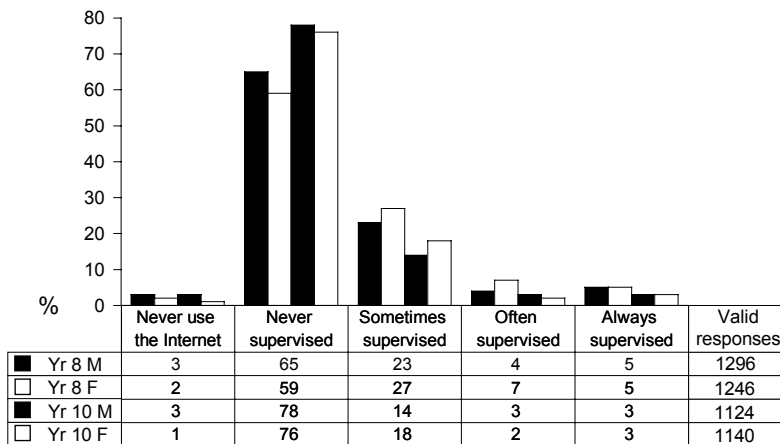
78% of 14-15 year old males browse without adult supervision

## Are you able to 'browse' the Internet without adult supervision?

1. Around three-quarters of young people are able to browse the Internet at least sometimes without adult supervision.
2. Slightly higher percentages of males than females are always able to browse the Internet without adult supervision.

### Comments

1. News items continue to appear regarding young people accessing Internet 'chatrooms' and the associated potential dangers and subsequent risks of meeting undesirable adults. This is a major concern for parents and schools alike.
2. There is guidance for 'safe surfing' for parents and young people in a number of different publications, some of which is summarised in Mark Griffiths' article in *Education and Health*, Vol.22 No. 2.
3. Since 2000, (see chart below) we have seen a rise in the percentages of young people that report browsing the Internet without adult supervision:



%	2000	2001	2002	2003	2004	2005	2006	2007	2008
Yr 8 M	43	55	59	63	63	64	71	63	65
Yr 8 F	33	45	53	59	58	61	67	63	59
Yr 10 M	54	67	71	74	77	78	79	81	78
Yr 10 F	46	60	68	73	71	75	76	79	76

# After-school activities

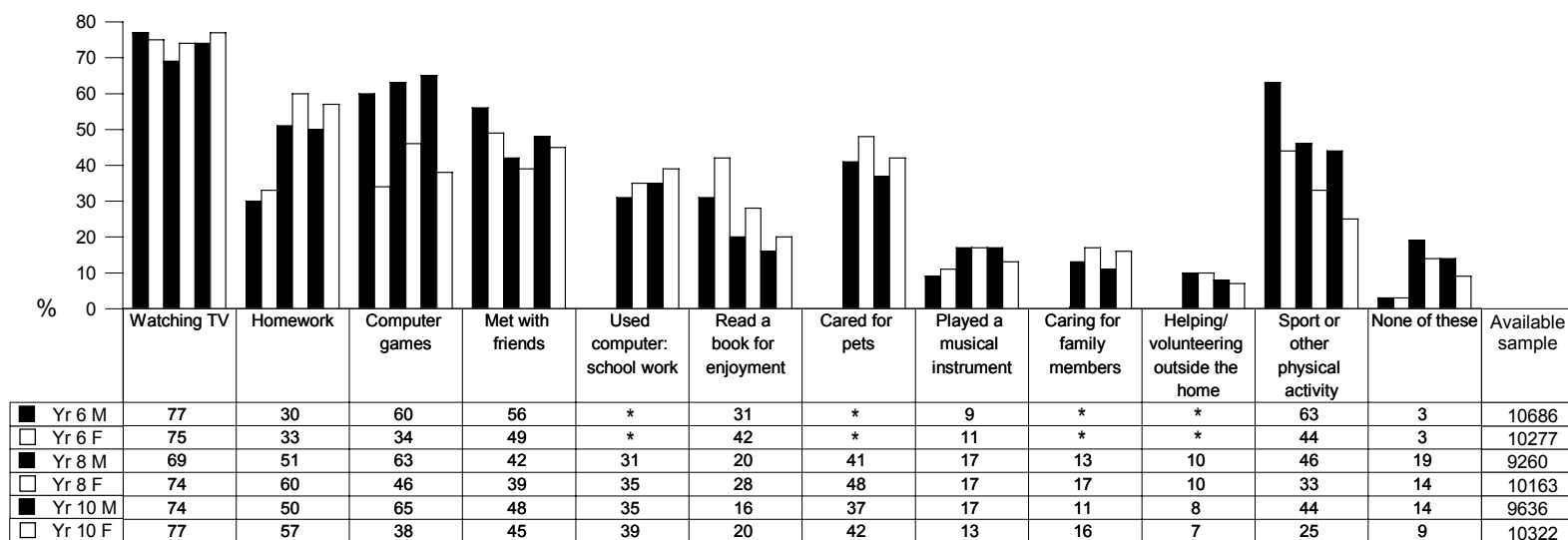
*Watching television* is the most popular activity

## Activities after school on the previous evening

1. Other than *watching TV*: more popular with males (5+% difference). All years: *Playing computer games, playing sport, met with friends*.
2. More popular with females (5+% difference). All years: *Homework and Reading a book* and *Caring for pets*.
3. Age differences (5+% difference). Both genders: *reading books, computer games, sport*. Females only: *caring for pets*.

## Comments

1. The fall in the percentage of 'readers' between Years 6, 8 and 10 implies a decline in the importance of books in the lives of children as they grow older.
2. The partial declining participation of females in sport seen for this question is mirrored in the later section on sport.
3. The use of computers, for a purpose other than playing games, is not markedly different between males and females but, clear differences are seen in relation to use of a computer for games.



\* Year 6 pupils were not asked about these activities

# National newspapers

Up to 36% take *The Sun*

## Which of the following newspapers are taken in your home on most days?

1. The order of popularity, based on this table, is: *The Sun*, *Daily Mail*, *The Mirror*, and *The Times*.

### Comments

1. For many years now we have classified these newspapers into *broadsheet*, *tabloid*, and *popular tabloid* groups, and used them as a broad socio-economic discriminator with which to match other behaviours. This has become more difficult as the tabloid format is more widely used.
2. The respondents often confuse local and national daily newspapers. Ambiguities can still occur despite the care we take to guide them through the questionnaire and also to obtain the names of the local newspapers found in a particular survey area.

