Young people's health related behaviour in 1988

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During 1988, 33,459 pupils between the ages of 11 and 16 completed the Unit's Health Related Behaviour Questionnaire. The 188 schools involved used the survey because they wanted to see how well their courses in personal, social and moral development fitted in with the needs of the pupils.

The full results have been published in *Young People in 1988*. Some extracts are presented here. with comments.

What sort of breakfast did you have this morning? (Table 1)
The answers to this question are divided into eight different categories, which were derived from much earlier versions of the questionnaire in which pupils stated the food and drink items consumed at different times of the day. The original intention that the order of breakfast categories should represent increased nutritional levels has been made difficult by the very varied combinations of foods reported.

The range of attitudes towards the importance of breakfast in the daily regime is probably greater than for any other meal. Questionnaire responses to the type of lunch taken (see Table 2) reveals a far smaller percentage of pupils having nothing at all to eat at lunchtime than at breakfast. The breakfast 'context' is also quite wide – in some households there is more weekday rush than in others. It would be interesting to discover if weekend breakfast patterns (when there is probably more time available, although some children will lie in bed and miss it out) are similar to those during the week. Bearing in mind the strength of feelings about the value of having breakfast, the expectation is for little difference.

Combinations of cereal and a drink are the most frequent selection, with a few children eating an egg as well. The 20% of 5th-year girls having no breakfast at all, plus the 15% having just a drink, suggest that a third of this group of pupils arrive at school having eaten nothing solid at all.

What sort of lunch did you have yesterday? (Table 2)
Of the 188 schools in the sample, only two did not have any lunch provision for the pupils; therefore the percentage not using the school lunch facility represents choice, not chance. The increased use of takeaways, especially by boys, will be noticed, as well as the substantial number going home for lunch. More older children, especially girls, are going without lunch altogether.

The 'lunch hour' is a big social event in the school day, the least significant part of which for many may be the lunch itself. Earlier attempts to evaluate nutritional levels had to be abandoned for lack of essential information – the whole area of diet is a 'nightmare' for the researcher, since both amounts and quality of foods need to be assessed, and to do this involves complicated and sophisticated techniques that almost inevitably influence the dietary intake, which thus ceases to be typical.

One tentative conclusion that we did reach in these earlier studies was that the 'packed lunchers' had, on average, a better overall daily diet than the 'school lunchers'. This was not necessarily a reflection on the quality of school lunches or packed lunches in themselves – it just seemed to mean that Mums who took the trouble to prepare their offspring a packed lunch tended to be more conscientious about feeding their family well.

When did you last visit your doctor? (Table 3)
These figures show that approximately a half of all year groups have visited their GP in the past three months, and at least 80% have done so over the past year.

This means (in addition to a perhaps surprising number of aches and pains) that GPs are in a powerful position to

Table 1 What sort of breakfast did you have this morning? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Nothing at all	8	12	8	13	9	17	10	16	11	20
Just a drink	6	10	8	12	7	13	8	15	10	15
Fruit and a drink	1	1	1	2	1	1	1	2	0	2
Cereal and a drink	47	38	44	36	44	34	40	31	38	25
Toast and a drink	15	22	15	22	15	22	15	24	17	27
Cereal and toast	15	12	16	11	17	10	19	10	15	8
An egg and a drink	1	1	2	1	2	2	2	1	2	2
Cooked breakfast	7	2	6	2	6	2	6	1	7	1

Table 2 What sort of lunch did you have yesterday? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
School lunch	54	50	48	46	38	33	37	33	30	22
Packed lunch in school	26	32	21	28	27	32	18	25	19	24
Meal from a takeaway	3	2	10	6	10	7	14	9	16	10
Packed lunch outside school	3	3	3	4	5	6	4	6	6	9
Meal at home	11	11	14	13	17	17	21	18	23	26
No lunch	3	2	4	4	4	5	5	8	6	10

Table 3 When did you last visit your doctor? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
More than a year ago	13	9	13	12	15	13	16	15	20	15
Within the last year	14	13	14	15	14	15	15	14	16	15
Within the last 6 months	18	19	19	17	20	19	20	17	20	16
Within the last 3 months	24	25	25	25	25	24	24	24	23	26
Within the last month	21	24	21	21	19	20	18	20	15	19
Within the last week	9	9	8	9	7	8	7	10	6	10

Table 4 Do you wash your hands after visiting the lavatory? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Never	5	2	5	2	5	2	6	2	5	2
Sometimes	35	29	37	31	34	26	35	27	34	24
Whenever possible	60	69	58	67	61	72	60	71	61	75

Table 5 How many times in the last 7 days have you washed your hair? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	1	1	1	0	1	0	1	0	1	0
Once	20	13	13	6	8	3	6	3	5	2
Twice	32	34	31	27	26	19	22	16	18	12
3 times	22	27	25	31	27	30	27	27	27	28
4 times	11	14	14	17	16	20	18	23	19	22
5 times	6	5	6	8	7	10	8	10	9	11
6 times	2	2	3	2	3	4	4	4	5	5
7 times	5	4	6	7	9	12	12	13	13	16
8 times or more	1	1	2	1	2	2	3	3	4	4

put over health education messages to youngsters (and possibly an accompanying parent) likely to be particularly susceptible to them. The evidence available to us does not suggest that this happens to any significant extent, which raises the question of how much training GPs – and nurses – should receive in the area of preventative medicine.

When addressing a large audience of paediatricians in Manchester in September 1989, its members had estimated a lower level of contact between GPs and young people, and the high level of frequency of visits came as a surprise. When people refer themselves to members of the medical profession they come seeking support and guidance, and targeted health guidance for the age and sex of the child could form a useful part of the consultation in addition to the specific needs of the visit.

School nurses, too, are well placed to provide authoritative influence on the health-related behaviour of young people.

However, experienced colleagues who have attempted to introduce GPs to the concept of 'patient education' have on the whole been disillusioned. This is not necessarily a criticism of GPs – just as the problems facing teachers are rarely understood by outsiders, those facing GPs with a full work-load can inhibit fresh initiatives.

Nevertheless, if preventative medicine is to be more than a praiseworthy ideal, some effective contribution from the medical profession is surely indicated, and these figures indicate an existing route that should be exploited.

Do you wash your hands after visiting the lavatory? (Table 4)

Perhaps the most striking feature of this table is the similarity of the figures from year group to year group. Many behaviours measured using the questionnaire show changes across the different age groups, but this dimension of personal hygiene does not.

At first sight, this supports the conclusion that hand-washing habits set at the age of 11 persist right through to school-leaving age. This is certainly the most likely interpretation, but each year group in the table consists of different individuals, and we cannot be absolutely certain that the behaviour pattern of each year group will be maintained in the manner shown in the table as they grow older. The figures are so consistent, however, that any other interpretation is exceedingly unlikely to be true.

Table 6 How often do you use an anti-perspirant or deodorant? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Never	26	9	14	3	7	1	4	1	3	0
Some days	34	22	32	13	20	7	17	4	11	3
Most days	20	23	25	20	24	14	22	10	16	8
Every day	20	46	30	64	49	78	57	85	70	89

Table 7 Have you had any First Aid instruction in school within the last two years? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
No	78	78	76	76	81	82	74	77	66	71
Yes	22	22	24	24	19	18	26	23	34	29

The table shows that girls are more fastidious about cleanliness than are the boys. It also raises the question of what hand-washing facilities are available, and whether they are pleasant places to visit. Are the school toilets likely to make youngsters *want* to wash their hands if the basins and hand-drying facilities are themselves apparently unhygienic?

How many times in the last 7 days have you washed your hair? (Table 5)

Comparing this table with the figures in Table 4 shows a noticeable increase in frequency for the older age groups – the average number of times per week hair is washed rises from 2.8 and 2.9 for 1st-year boys and girls respectively to 4.0 and 4.3 for boys and girls in the 5th year. By this time, 17% of boys and 20% of girls are washing their hair *every day*. Is it actually a good thing, medically, to remove natural skin and hair oils so thoroughly? It is certainly a good thing for shampoo manufacturers!

The fact that hair-washing frequency shows such an increase with age suggests that hygiene is not the only, or even the principal, factor. Clean shining hair is linked to physical attractiveness, which in turn relates to the person's social life. Another question in the questionnaire reveals that cosmetic reasons also have a significant influence on toothbrushing frequency.

It may come as a surprise to find so little difference between the amount of shampooing done by boys and girls. It certainly seems likely that good work by the advertisers has made young males more positive towards 'keeping clean'. It would be ironic if in fact they kept themselves 'too clean'!

How often do you use an anti-perspirant or deodorant? (Table 6)

Even at the age of 11 and 12, almost half the girls are using a deodorant every day. Not until 13-14 do the boys reach this figure. The largest jump in the use by boys occurs between the ages of 12 and 14, and over 90% of all 15-16 year olds use a deodorant on most or all days.

This phenomenal use by boys of a body preparation that a former generation would have rejected as 'foreign' or 'pansy' must be counted one of the great marketing successes of all time. It's a pity about the ozone layer!

Have you had any First Aid instruction in school within the last two years? (Table 7)

How much should schools be doing to promote First Aid competence among its pupils? The evidence here suggests that

Table 8 How long did you spend doing homework after school yesterday? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	38	28	40	30	40	30	41	28	42	37
Less than 1 hour	38	41	37	37	32	36	26	27	20	19
More than 1 hour	19	24	19	26	21	26	22	28	20	24
More than 2 hours	4	5	3	6	5	7	8	13	12	13
More than 3 hours	1	1	1	1	1	2	2	3	3	5
More than 4 hours	1	0	0	0	0	0	1	1	3	2

Table 9 For how long did you watch television programmes (live or recorded) after school yesterday? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	7	5	5	4	4	4	4	5	5	7
Less than 1 hour	17	18	13	14	15	15	15	18	18	18
More than 1 hour	21	25	19	23	19	22	20	23	22	23
More than 2 hours	20	20	20	20	20	21	20	22	20	21
More than 3 hours	13	15	17	17	18	17	17	16	15	15
More than 4 hours	9	8	12	11	11	11	10	10	9	10
More than 5 hours	12	8	15	11	12	9	12	8	11	7

only about a quarter of the pupils (and schools) have done anything that is remembered up to two years later.

A second question asks about First Aid instruction received outside school, presumably within Scouts, Guides, and other youth organisations. The percentages here are higher, but fall with successive age groups from about 50% in Year 1 to 30% in Year 5.

In the *Just A Tick* survey of 11 areas in the UK, carried out by the Unit in 1985 as a part of a national primary curriculum survey, First Aid received positive support as a curriculum topic in junior and middle schools from the following percentages of respondents:

Parents 89%
Teachers 84%
Health Care Professionals 92%
Pupils aged 10-11: Boys 85%
Girls 93%

Therefore the percentage of pupils remembering First Aid instruction reflects neither the willingness of the youngsters just entering secondary school to learn, or the importance attributed to the topic by parents and professional teaching colleagues. There certainly does seem to be room for concern that so little formal provision is made for effective First Aid instruction.

How long did you spend doing homework after school yesterday? (Table 8)

Attention is usually concentrated on the 'no-homeworkers', whose percentage remains fairly constant across the age groups. On average, about a third of all pupils report having done no homework on the previous (weekday) evening, but two points should be borne in mind:

1. There is no data representing absent children, and among these will be the regular truants, who are exceedingly likely to come into the 'no homework' category. Therefore the percentage for each whole year population may be higher than shown.

2. Another question in the questionnaire asks if the pupils were set any homework on the previous day. On average about a third say that it was not. It is therefore possible that the 'no homeworkers' in fact had no homework set for them.

Table 10 How long did you spend reading a book for pleasure at home yesterday? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Not at all	49	36	52	40	55	46	62	53	66	57
Less than 1 hour	36	43	34	38	32	36	27	31	24	27
More than 1 hour	10	15	10	16	9	13	8	11	7	12
More than 2 hours	3	4	2	4	3	4	2	3	2	2
More than 3 hours	1	1	1	1	0	1	1	1	0	1
More than 4 hours	1	1	0	1	1	1	0	0	0	1

It may be argued that not all homework is supposed to be handed in on the day after it was set, but when considering the huge number of pupils in the sample it would be expected, on average, for the 'homework set' to match the 'homework done' if everyone was conscientious.

Almost certainly the answer lies somewhere between interpretations (1) and (2), but on balance, taking into account typical truancy rates as opposed to random absence through illness, it seems probable that a somewhat larger percentage of pupils actually did homework that was set for them than the figures in the table suggest. As would be expected, the older children tended to spend longer on homework than the younger ones.

For how long did you watch television programmes (live or recorded) after school yesterday? (Table 9)

At all ages, the boys' average viewing time is higher than the girls', although the question does not differentiate between concentrated and casual viewing.

It is interesting to find so little difference between the profile of viewing habits across this age range. As with the handwashing behaviour presented in Table 4, it cannot be assumed that an individual's viewing habits will remain similar as they grow older, since some could watch less and be compensated in the figures by others watching more. However, the assumption that individuals' viewing behaviour does not change much involves fewer assumptions and is therefore to be preferred.

Is the fact that over a third of all secondary-school pupils watch television for more than three hours every weekday surprising, worrying, or cause for relief that it is not more? How widespread is the feeling that 'there are better things to do than watch TV all the time'? Is it better for them to watch television than to roam the streets or visit pubs and discos?

The fact that viewing patterns do seem to follow those set at 11+ should at least make parents reflect upon the implications of these figures.

How long did you spend reading a book for pleasure at home yesterday? (Table 10)

The decline in the number of children in the older age groups reading a book for pleasure will support the views of those who deplore the apparent demise of the written word. Is this a cause of the apparent decline in verbal competence of young people whose general education is nevertheless at a high level? Most university lecturers are aware of the declining standard of spelling in undergraduate essays, unless they themselves belong to the generation of poor spellers. The irony that this coincides with the most abundant supply of printed matter ever generated in the history of the world has been noticed by other people than Prince Charles!

Bearing in mind the fact that fewer boys than girls are reading for pleasure, an investigation into the relative spelling competence of the two sexes might be enlightening for the theory outlined above. Of course, the question does not investigate the quality of what is being read for pleasure.

Table 11 What was the time when you went to bed last night? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
By 9 p.m.	21	26	12	15	8	7	4	4	2	4
By 9.30 p.m.	24	28	18	22	12	13	7	8	4	6
By 10 p.m.	26	24	27	25	25	27	19	19	13	15
By 10.30 p.m.	14	12	19	19	24	24	24	26	23	24
By 11 p.m.	9	6	11	10	15	16	20	20	22	23
By 11.30 p.m.	3	3	6	5	8	7	12	12	15	14
By 12 midnight	2	1	3	2	4	3	7	6	10	7
By 1 a.m.	1	1	2	1	3	2	6	4	7	5
By 2 a.m.	0	0	0	0	1	0	1	1	2	1
After 2 a.m.	0	0	0	0	0	0	1	0	1	0

Table 12 What was the time when you got up this morning? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
By 6 a.m.	3	2	4	2	9	3	7	3	7	2
By 6.30 a.m.	6	5	6	5	7	5	7	6	6	4
By 7 a.m.	21	24	20	25	18	24	17	22	15	22
By 7.30 a.m.	41	43	38	43	33	41	30	40	30	40
By 8 a.m.	24	22	26	22	24	22	27	24	28	25
After 8 a.m.	5	4	6	4	9	5	12	6	14	6

If they read less, what do they do instead? Watching extra television is not supported by the figures in Table 9, which show little change in this behaviour across the year groups, although we have evidence that some go out more, and some do more homework. Perhaps it would be more illuminating to study the lifestyles of those who *do* continue reading for pleasure. Looking at the figures more positively, it is perhaps comforting that even a third of 5th-year boys and almost a half of 5th-year girls did at least some reading for pleasure on the previous day.

What was the time when you went to bed last night? (Table 11)

The times of going to bed change noticeably between the 1st and 4th years, and less noticeably so between the 4th and 5th years. In all age groups the girls tend to go to bed slightly earlier: about 10% of 5th-year boys go to bed after midnight, with school on the following day. The following table summerises the drift towards bed (figures in percentages):

Boys

Age	*By 10*	*By 11*	*By 12*
11+	70.7	93.5	98.3
12+	57.7	88.2	97.5
13+	44.3	83.1	95.7
14+	29.5	73.6	92.6
15+	19.6	64.9	89.4

Girls

Age	*By 10*	*By 11*	*By 12*
11+	78.2	95.6	99.4
12+	61.3	90.6	98.1
13+	47.4	87.4	97.8
14+	32.2	77.6	95.1
15+	24.1	71.3	93.2

An alternative way is to say that:

In the 1st year, about 50% are in bed by 9.30, about 75% are in bed by 10.
In the 2nd year, about 60% are in bed by 10, about 80% are in bed by 10.30.
In the 3rd year, about 70% are in bed by 10.30, about 85% are in bed by 11.
In the 4th year, and in the 5th year, about 75% are in bed by 11, about 85% are in bed by 11.30.

Table 13 Have you ever been offered any of these drugs? (The percentage answering 'yes'.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Amphetamines	0.1	0.1	0.4	0.4	0.9	0.6	1.9	1.5	3.6	3.4
Barbiturates	0.0	0.0	0.2	0.1	0.4	0.1	0.6	0.5	1.4	0.8
Cannabis (leaf form)	0.2	0.0	1.1	0.9	2.4	1.8	5.3	4.2	10.8	8.2
Cannabis (oil or resin)	0.1	0.2	0.5	0.4	1.2	0.4	2.8	2.1	5.5	4.0
Cocaine	0.6	0.3	0.8	0.9	1.4	0.8	2.2	1.5	3.9	2.2
Hallucinogens: natural	0.1	0.0	0.6	0.3	1.3	1.4	3.1	2.5	3.7	3.4
Hallucinogens: synthetic	0.0	0.1	0.3	0.1	0.7	0.3	1.2	1.1	2.2	1.4
Heroin	0.7	0.5	1.5	0.7	2.1	1.3	2.4	2.0	3.5	2.5
Solvents	0.5	0.5	1.6	1.2	2.4	2.7	3.8	4.8	5.0	4.2
Tranquillisers	0.3	0.1	0.5	0.3	0.7	0.3	0.7	0.7	1.1	0.7

What was the time when you got up this morning? (Table 12)

Variations in the time of getting up do not show anything like the range exhibited in the 'bedtime' figures seen in Table 11. Perhaps the most noticeable difference is the increased number of older boys getting up after 8 – rising from 5% at 11+ to 14% at 15+. The girls' figures for the same time band stay steady at about 5%.

The maximum amount of 'getting up' occurs between 7 and 7.30, although for the older boys the 7.30-8 period is also quite active!

In view of the much more extended 'going to bed' period, the time spent in bed (though not necessarily asleep) varies considerably for children within the same age group.

Have you ever been offered any of these drugs? (Table 13)

The 'illegal drugs' section of the questionnaire is one of the most recent additions to the bank of questions. We cannot have such high confidence in the responses to these questions as we have in the rest of the document, for the following reasons:

1. To understand how a question works, you need to become familiar with the responses it generates. Pilot work can do so much, but routine use over months, or preferably over years, is what really counts.

2. This is one of the most delicate behaviour areas, and a high level of confidentiality must be established if the responses are to match the quality found elsewhere. Pupils may be worried that the staff, or even the 'forces of law and order', may lay claim to the information. In our experience such a thing has never happened, but certainly some schools have been worried that questions about the use of drugs could lead to experimentation, and they have been excluded from their own questionnaire survey.

There are two questions relating to personal use of drugs – the other, referring to the same list, asks if any of the drugs have actually been used. It was felt that asking about being *offered* drugs would make the pupils feel more secure, while at the same time giving useful information about levels of access to drugs. The percentages of pupils who had been offered drugs were in all cases higher than those who had used them.

Are these figures surprisingly low? A comparative study of six neighbourhood schools in the Unit's publication *Schoolchildren and drugs in 1987* suggests high levels of exposure to drugs in a few schools and very little in most, giving the overall low levels.

How many hours did you spend on your regular paid job last week? (Table 14)

The percentage of working pupils shows a steady increase, reaching a half of both boys and girls in the 5th year. Adding up the totals, it is found that about a quarter of all 5th-year boys and about a third of all 5th-year girls are working more than

Table 14 How many hours did you spend on your regular paid job last week? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
No work done	83	89	74	84	60	72	58	65	50	50
Up to 1 hour	4	3	4	2	5	2	3	1	2	1
Up to 2 hours	3	3	5	3	6	4	5	3	3	1
Up to 3 hours	3	1	4	2	6	4	5	4	3	2
Up to 4 hours	2	1	2	2	4	3	5	4	6	5
Up to 5 hours	1	1	1	1	3	3	3	3	3	3
Up to 8 hours	2	1	4	2	7	5	7	7	8	9
Up to 10 hours	1	1	2	1	4	4	6	8	10	17
Up to 20 hours	1	0	2	1	4	3	6	5	12	11
21 hours or more	0	0	0	0	1	1	1	1	2	2

Table 15 How much money did you receive last week as pocket money or allowance? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Nothing	13	12	13	10	14	11	17	16	23	24
Up to 50p	5	5	2	3	1	1	0	0	0	0
Up to £1	24	24	15	16	10	9	7	7	4	4
Up to £1.50	15	17	12	13	8	8	6	6	3	3
Up to £2	15	16	18	18	18	18	16	14	13	12
Up to £3	12	12	17	17	18	20	16	17	14	13
Up to £4	5	4	7	7	8	8	8	8	7	7
Up to £5	5	4	8	8	12	12	15	14	18	19
Up to £10	4	5	7	6	8	10	11	12	14	15
More than £10	1	1	2	2	2	3	4	4	4	5

eight hours a week. Other questions have enabled further facts to be discovered. For example, the average weekly payment received by all 'workers' is:

Age	*Boys*	*Girls*
	£	£
11+	4.46	3.29
12+	5.82	5.00
13+	7.51	6.86
14+	9.54	9.15
15+	15.06	13.84

While the average hourly rate paid to the 'workers' is:

Age	*Boys*	*Girls*
	£	£
11+	1.03	1.02
12+	1.24	1.16
13+	1.50	1.29
14+	1.59	1.45
15+	2.03	1.77

In addition, the average number of hours worked per week, by the 'workers', are:

Age	*Boys*	*Girls*
11+	4.3	3.2
12+	4.7	4.3
13+	5.0	5.3
14+	6.0	6.3
15+	7.4	7.8

Note that the 3rd-year girls start working longer hours than the boys.

How much money did you receive last week as pocket money or allowance? (Table 15)

When we first published this table, the *Guardian* commented that 'it contains all that a teenager needs to know to negotiate an increase... Don't tell the kids.' The average amounts of pocket money received by children in the sample are as follows:

Age	*Boys*	*Girls*
	£	£
11+	2.37	2.29
12+	3.08	2.89
13+	3.53	3.73
14+	4.23	4.33
15+	5.12	5.07

Using information from other questions, it is found that the average amount of money *spent on themselves* during the previous week was as follows:

Age	*Boys*	*Girls*
	£	£
11+	3.46	2.47
12+	4.38	3.46
13+	7.07	5.03
14+	7.73	6.50
15+	11.87	10.06

It is clear that substantial reinforcement of pocket money is occurring, especially at the higher age levels, where the ratio of spending to pocket money is about 2:1. The explanation may lie in the fact that half this age group has regular paid work during term time, but since money is spent on other people too some 'topping up' from gifts, loans, and withdrawals from savings is indicated.

If you have a regular boyfriend or girlfriend, how long has this relationship lasted? (Table 16)

This table needs to be read while bearing in mind the fairly steady percentages of boys and girls claiming to have a regular friend of the opposite sex. Less than a third of any group has had a steady relationship lasting a year or more, and the percentage in this category does not change noticeably across the age groups.

Another question asks *Have you got a regular boyfriend or girlfriend?* The proportion saying 'Yes' is very steady at about one-third for all age groups, apart from a somewhat higher percentage of 5th-year girls.

Table 16 If you have a regular boyfriend or girlfriend, how long has this relationship lasted? (Percentages.)

	1 Yr (11+)		2 Yr (12+)		3 Yr (13+)		4 Yr (14+)		5 Yr (15+)	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Weeks	37	43	40	44	38	39	33	32	31	20
Months	37	34	37	36	41	45	45	49	46	50
A year	8	7	7	7	6	6	8	7	9	10
More than a year	18	16	16	13	15	10	15	13	13	20