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**Influences, Media Exposure, Attitudes to  
Behaviours and Life Choices among  
Young People in Northern Ireland**

**BULLETIN 3**

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# Influences, Media Exposure, Attitudes to Behaviours and Life Choices among Young People in Northern Ireland

## Summary

This report provides data relating to young people and the categories of people they say influence them when making decisions about what is right and what is wrong. It also provides data on categories of people whose opinions are respected by the respondents. It provides analysis of the categories of people who influence the respondents, and whose opinions the students respect by key demographic characteristics, by self-esteem and by media exposure. It looks at the relationship between self-esteem, influences and attitudes to behaviours.

Data on the attitude of young respondents to the police is compared with similar data from England and Wales, and demographic analysis of the Northern Ireland data is also presented.

Data were collected in 2002 from a total of 2134 Year 12 pupils in 22 schools with a wide geographical distribution in Northern Ireland. They comprised 7 grammar, 14 secondary and 1 comprehensive. Nine of the schools are predominantly attended by members of the Protestant community, 12 are predominantly attended by Catholic pupils and 1 is integrated. Children in Year 12 were asked to complete a questionnaire booklet. Pupils of all academic ability completed the questionnaires anonymously, under exam conditions, in each school.

The questionnaires provide data on: demographic variables i.e. gender, locality, age, parental employment and marital status; attitudes to behaviours and influences; religiosity – denomination, practice, attitudes; media exposure – TV, reading, Internet and aspects of personality including self-esteem.

The demographic breakdown of the sample is approximately as follows: 57% male, 43% female; 53% urban, 47% rural; 82% of parents married, 18% of parents separated or divorced; 53% Catholic, 28% Protestant (which includes Baptist, Church of Ireland, Methodist and URC/Presbyterian) 4% 'Other' and 15% of no religious denomination.

Data on people whose opinions are respected show that more than three quarters of young people respect the opinions of friends, parents and grandparents, just over one quarter respect the opinions of celebrities and less than one fifth respect the opinions of other media figures. Parents, friends, peers and grandparents are the categories of people that the greatest numbers of students said influenced them when making decisions about what is right and what is wrong. When the data are analysed on the basis of gender, more girls than boys have respect for the opinions of ten of the twelve categories of people considered, and more girls than boys say that eight of these categories influence them when making decisions about what is right and wrong.

When data are analysed on the basis of school type, more secondary school pupils than grammar school pupils respect the opinions of and are influenced by all categories of people considered.

When data are analysed on the basis of location, only small differences occur between rural and urban pupils, with more rural pupils having respect for the opinions of church figures. More rural

pupils than urban pupils say they are influenced in deciding what is right and what is wrong by church leaders, grandparents, RE teachers and local clergy.

When data are analysed on the basis of parents' marital status, it is found that more pupils whose parents are married, than those whose parents are separated, respect the opinions of church figures. More pupils whose parents are separated, than those whose parents are married, respect the opinions of friends. More pupils whose parents are married also say they are influenced by church figures, teachers and parents whilst more pupils whose parents are separated say they are influenced by writers in teenage magazines.

When data are analysed on the basis of parental social class, significant differences occur only in relation to respect for the opinions of TV 'soap' characters and the local clergyman. Fewer pupils whose parents belong to social classes one, two and three non-manual have respect for the opinions of 'soap' characters than others. The opinions of the local clergyman are respected by fewer pupils from parental social class three manual than others. More young people from parental social classes one and two believe they are influenced by their peers than those from other parental social classes, while more pupils from parental social classes three manual, four and five believe they are influenced by writers in teenage magazines than others.

Pupils were asked if they belonged to a church or other religious group. They could define themselves as either belonging to no religious group ('None'); being Baptist, Church of Ireland, Methodist or URC/Presbyterian (grouped together as 'Protestant' for the purpose of analysis) or they could define themselves as being 'Catholic' or belonging to some other religious group ('Other'). When the data are analysed on the basis of religious denomination, it emerges that more pupils who define themselves as 'Other', respect the opinions of church leaders, the local clergyman and parents. More pupils of no religious denomination, than others, respect the opinions of celebrities, TV 'soap' characters and TV 'experts'. More Catholic pupils, than others, respect the opinions of RE teachers. More pupils from 'Other' denominations, compared to the other religious groupings say that, in making decisions about what is right and wrong, they are influenced by Church leaders and local clergymen. More Catholic respondents, than others, say they are influenced by parents, friends, teachers and their RE teacher, while more respondents of no religious denomination believe they are influenced by celebrities, writers in teenage magazines, TV 'experts', TV 'soap' characters and peers.

An overview of the relationships between the self-esteem of young people, their attitude to risk taking behaviours, whose opinion they respect and which categories of people they believe act as influencers in their decisions about what is right and wrong is presented. It emerges that fewer young people who have low self-esteem respect the opinions of, or believe they are influenced by 'authority' figures, than others, and fewer of them are opposed to the risk-taking behaviours considered. More pupils who have high self-esteem respect the opinions of, and believe they are influenced by 'authority' figures and more of them are opposed to the risk-taking behaviours considered.

Section D presents data on media exposure i.e. the number of hours which young people spend each week on viewing different types of TV programmes, reading different types of material and on various types of Internet use.

Section E presents data on the relationship between media exposure and self-esteem as presented in Bulletin 2. It is found that more young people with high self-esteem watch 8 hours or

more of sports programmes, whereas more young people with low self-esteem watch 8 hours or more of TV 'soaps'. No relationship is found between self-esteem and reading or Internet use.

Section F presents data on the attitude of young people in Northern Ireland to the police and a comparison with the attitude of young people in England and Wales, which is much more positive. The attitude of young people in Northern Ireland to the police is analysed by demographic variables and shows that girls are more positive than boys, grammar school pupils are more positive than secondary school pupils, rural pupils are more positive than urban pupils, children of divorced or separated parents are more positive than those of married parents, children of parents in social class three non-manual are the most positive of the social classes and pupils of Protestant and 'Other' denominations are more positive than Catholic pupils and those of no religious denomination.

# Influences, Media Exposure, Attitudes to Behaviours and Life Choices among Young People in Northern Ireland

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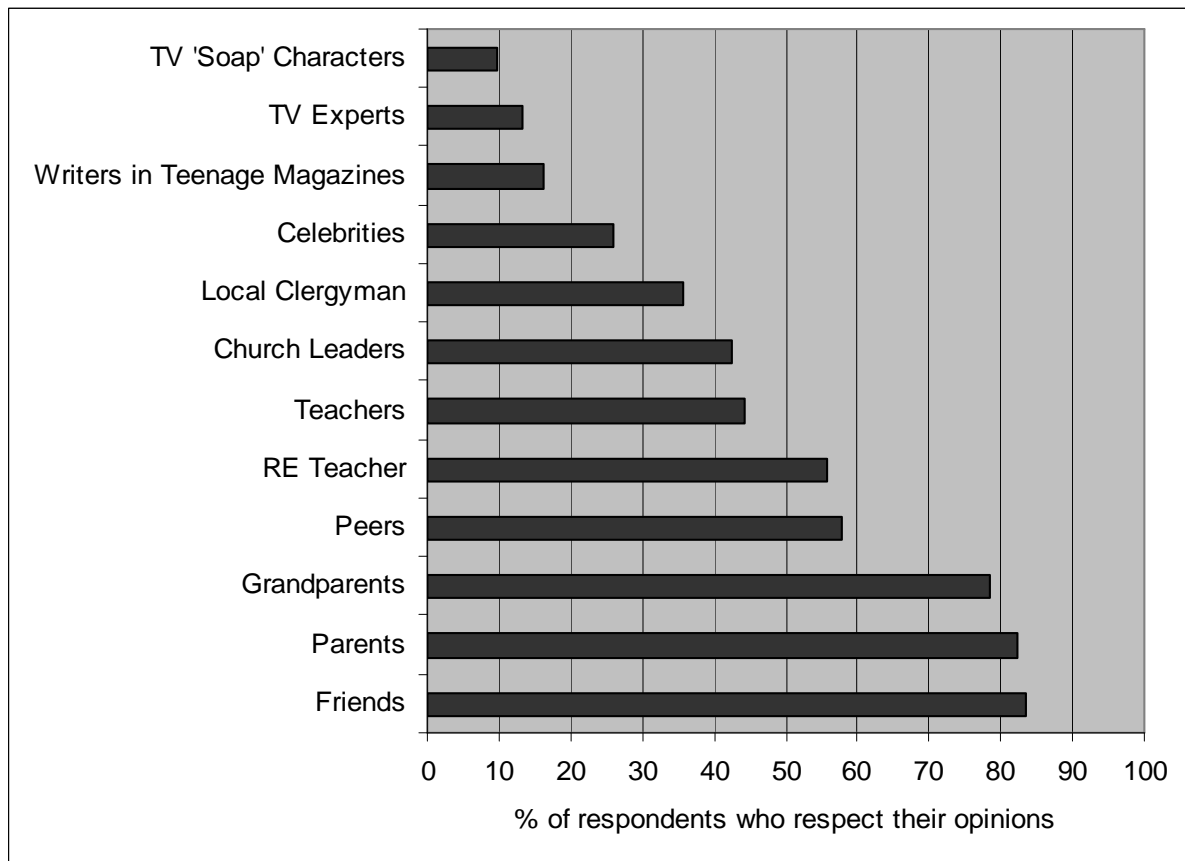
## Section A

### Influences on Young People

The questionnaire completed by the young people included new 'Moral Influence Questions' (Mullan, 2001). These questions were devised to assess the influence of various categories of people and institutions on young people in Northern Ireland. They were presented in the form of statements constructed in the same format as those of Francis and Kay, (1995) and embedded in randomly distributed items in the questionnaire.

One set of statements assesses the respect afforded to the opinions of 12 categories of people and institutions (e.g. 'I have great respect for the opinions of my parents'), on a five point scale, with the responses as 'Agree Strongly', 'Agree', 'Uncertain', 'Disagree' and 'Disagree Strongly'. The categories 'Agree Strongly' and 'Agree' have been merged and this data is presented in Figure 1.

Figure 1 People Whose Opinions are Respected

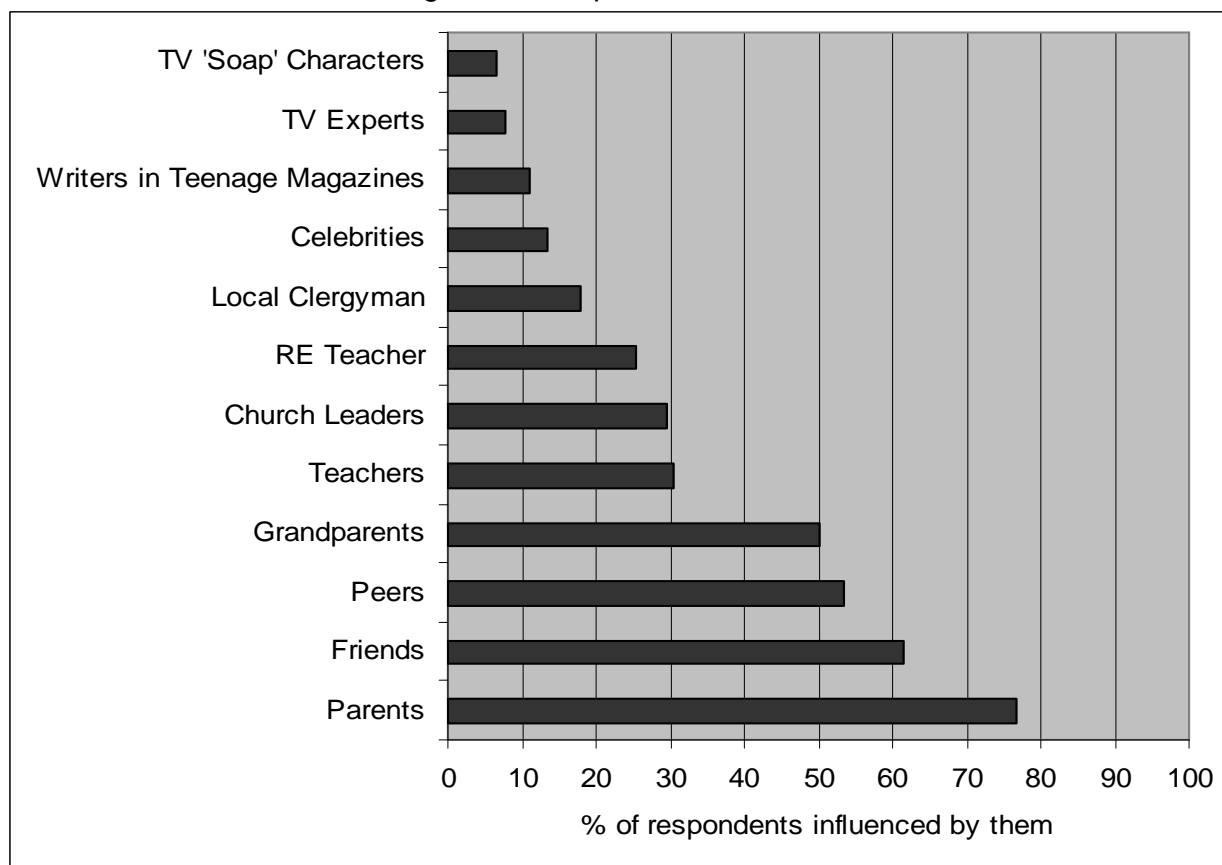


- Figure 1 shows that the opinions of friends, parents and grandparents are respected by more than three quarters of young people in the survey.
- More than half of the pupils respect the opinions of their peers and their RE teachers.

- 44% of the young people in the sample respect the opinions of teachers, 43% respect the opinions of their church leaders and just over one third respect the opinions of their local clergyman.
- 26% of the pupils respect the opinions of celebrities.
- 16% of the young people respect the opinions of writers in teenage magazines, 13% respect the opinions of TV 'experts' and 10% respect the opinions of characters in TV 'soaps'.

The second set of 'moral influence' statements focuses directly on who influences the respondent's decisions about what is right and what is wrong. These statements are in the format 'In making decisions about what is morally right and wrong I am strongly influenced by (e.g. my parents)'. They have the response categories, 'Agree Strongly', 'Agree', 'Uncertain', 'Disagree' and 'Disagree Strongly'. The categories 'Agree Strongly' and 'Agree' have been merged and this data is presented in Figure 2.

Figure 2 People of Influence

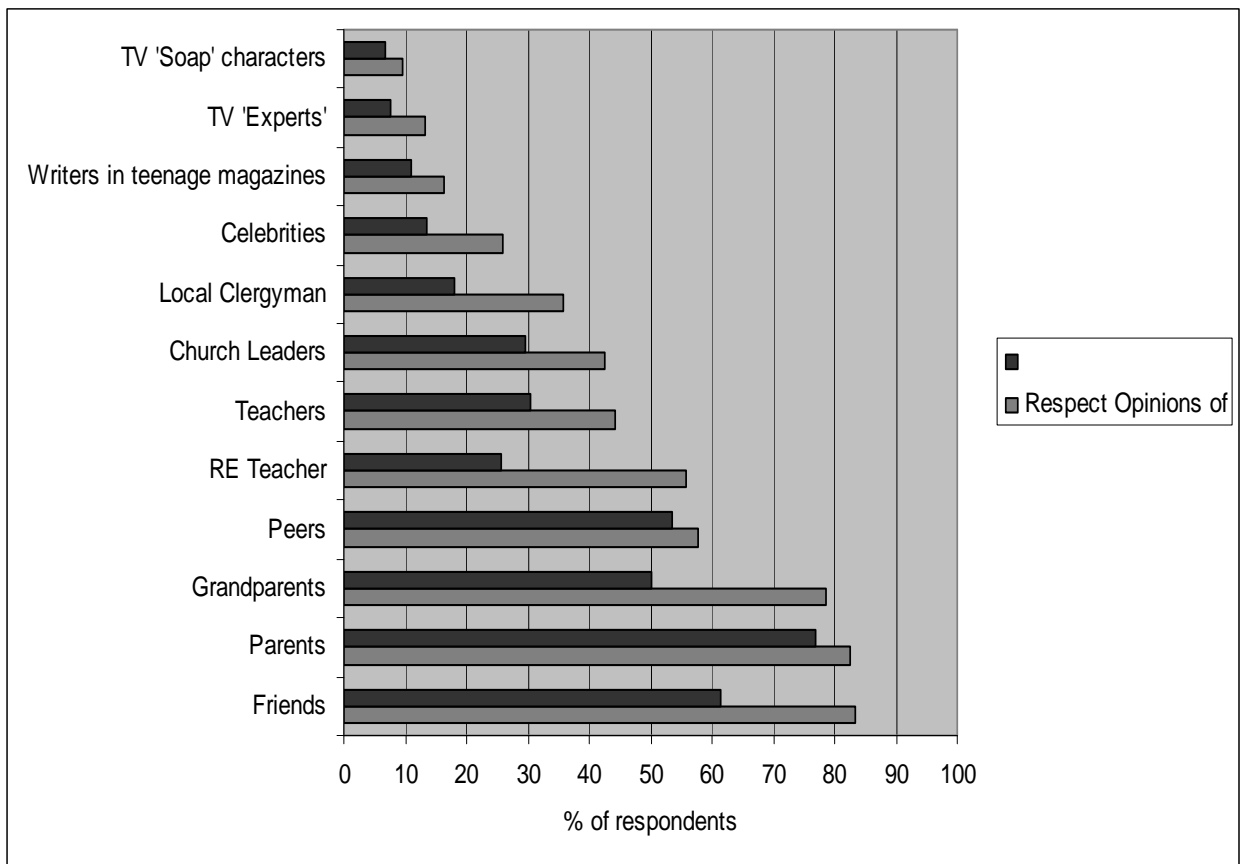


- Figure 2 shows that parents are those who the pupils say have most influence on them when deciding what is right and what is wrong. 77% of Year 12 pupils agree that in making decisions about what is right and wrong they are influenced by their parents.
- 62% of young people say they are influenced by their friends in deciding what is right and what is wrong.
- 54% of young people believe they are influenced by their peers and 50% believe they are influenced by their grandparents in making decisions about what is right and wrong.
- Less than a third of the pupils believe they are influenced by their teachers and 30% believe they are influenced by church leaders.
- Just over a quarter of Year 12 pupils believe they are influenced by their RE teacher (26%) while 18% agreed that they are influenced by their local

clergyman.

- 13% of the pupils say that they are influenced in what is right and wrong by celebrities, 11% say they are influenced by writers in teenage magazines and 8% say they are influenced by TV 'experts'.

Figure 3 Comparison of Figure 1 and Figure 2

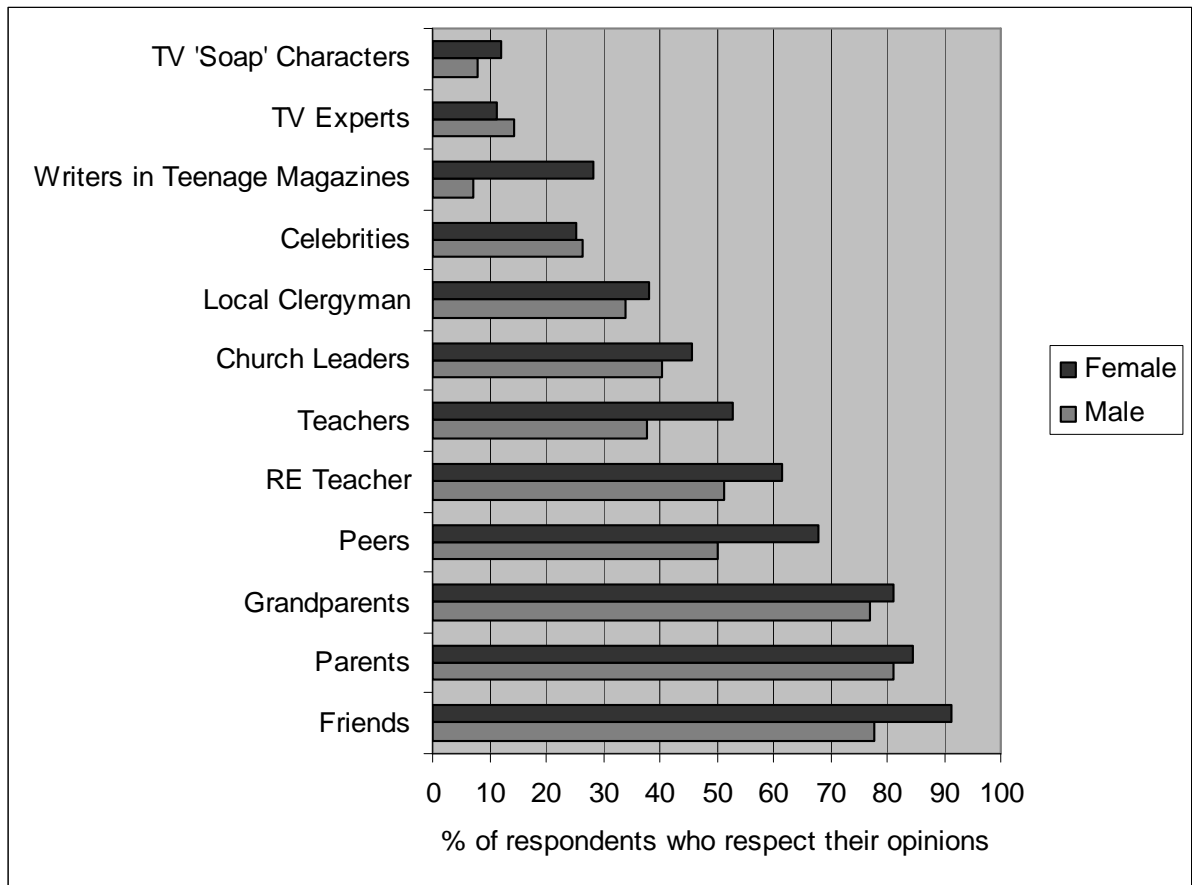


- Figure 3 compares responses to the two sets of questions, i.e. does the respondent respect the opinion of a certain category of people and does the respondent agree that these people influence them when deciding what is right and what is wrong.
- Figure 3 shows that in all cases, a higher percentage of young people respect the opinions of the various categories of people, as opposed to saying the people influence them when making decisions about what is right and wrong.
- The biggest differences between the two sets of responses are seen in relation to RE teachers, grandparents and friends. Although 56% of pupils say that they respect the opinions of their RE teacher, much fewer (26%) agree that their RE teacher influences them when making decisions about what is right and wrong.
- Parents have the highest positive responses when the results of the two measures are combined, followed by friends and grandparents.

## Section B

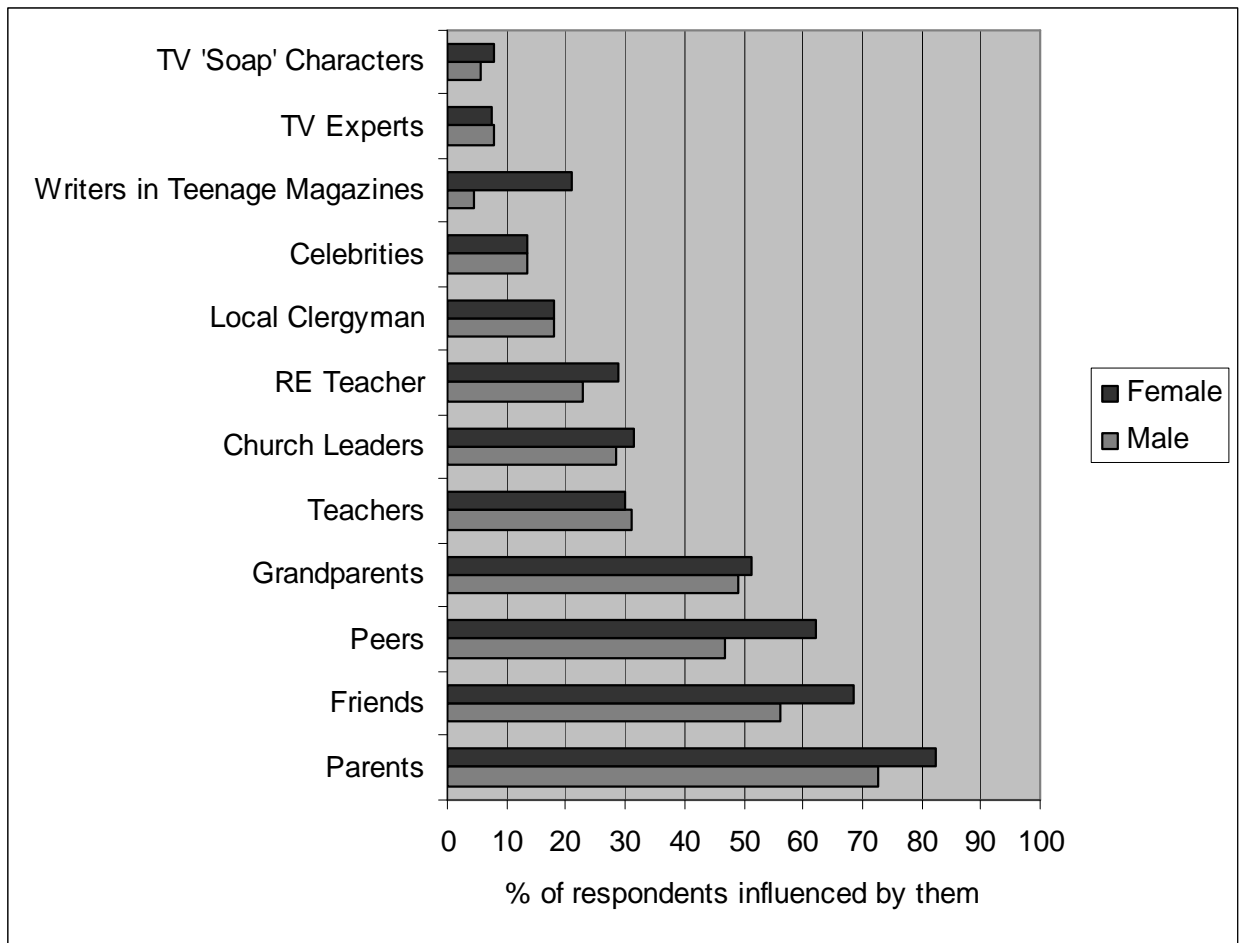
# Analysis of Influences on by Demographic Characteristics

Figure 4 By Gender: People Whose Opinions are Respected



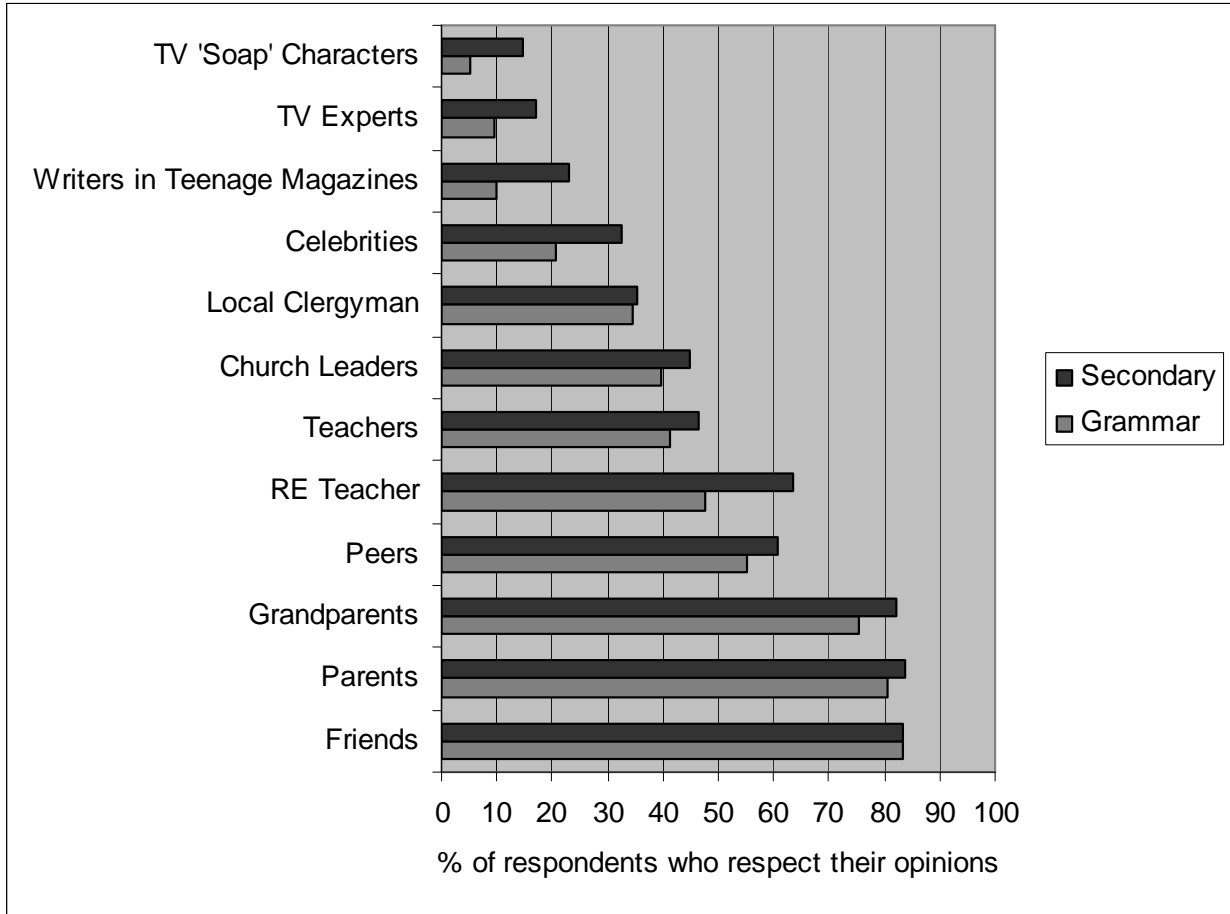
- Figure 4 shows that in ten out of the twelve categories, more girls than boys say they respect the opinions of the various categories of people.
- The differences between girls and boys are greatest in relation to writers in teenage magazines, peers, friends and teachers, with more girls respecting the opinions of these categories of people.
- The differences are not significant with regard to respect for the opinions of parents and grandparents.

Figure 5 By Gender: People of Influence



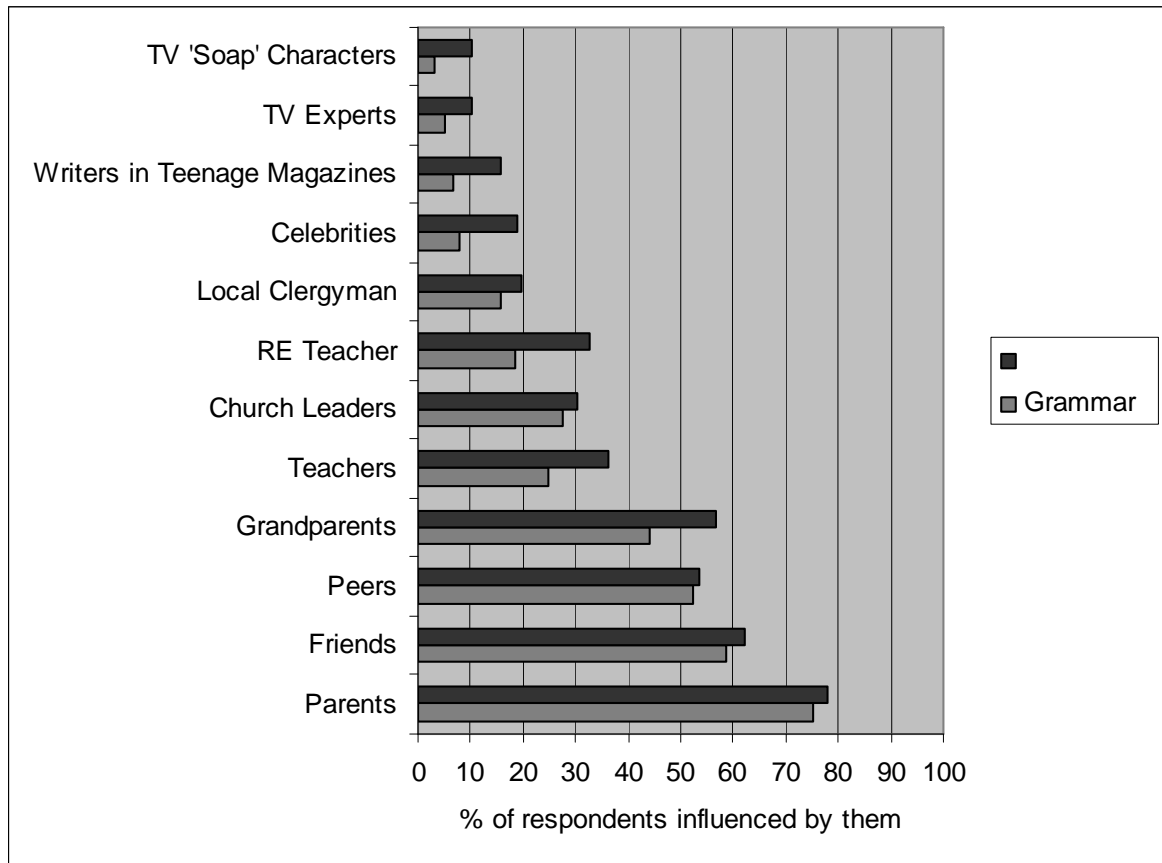
- Figure 5 shows that in eight categories a higher percentage of girls than boys attribute influence to the various categories of people.
- The greatest differences between the views of girls and boys relate to the influence of peers (by 15 percentage points), friends (by 13 percentage points) and parents (by ten percentage points), with more girls saying that they are influenced by these groups of people in deciding what is right and wrong.

Figure 6 By School Type: People Whose Opinions are Respected



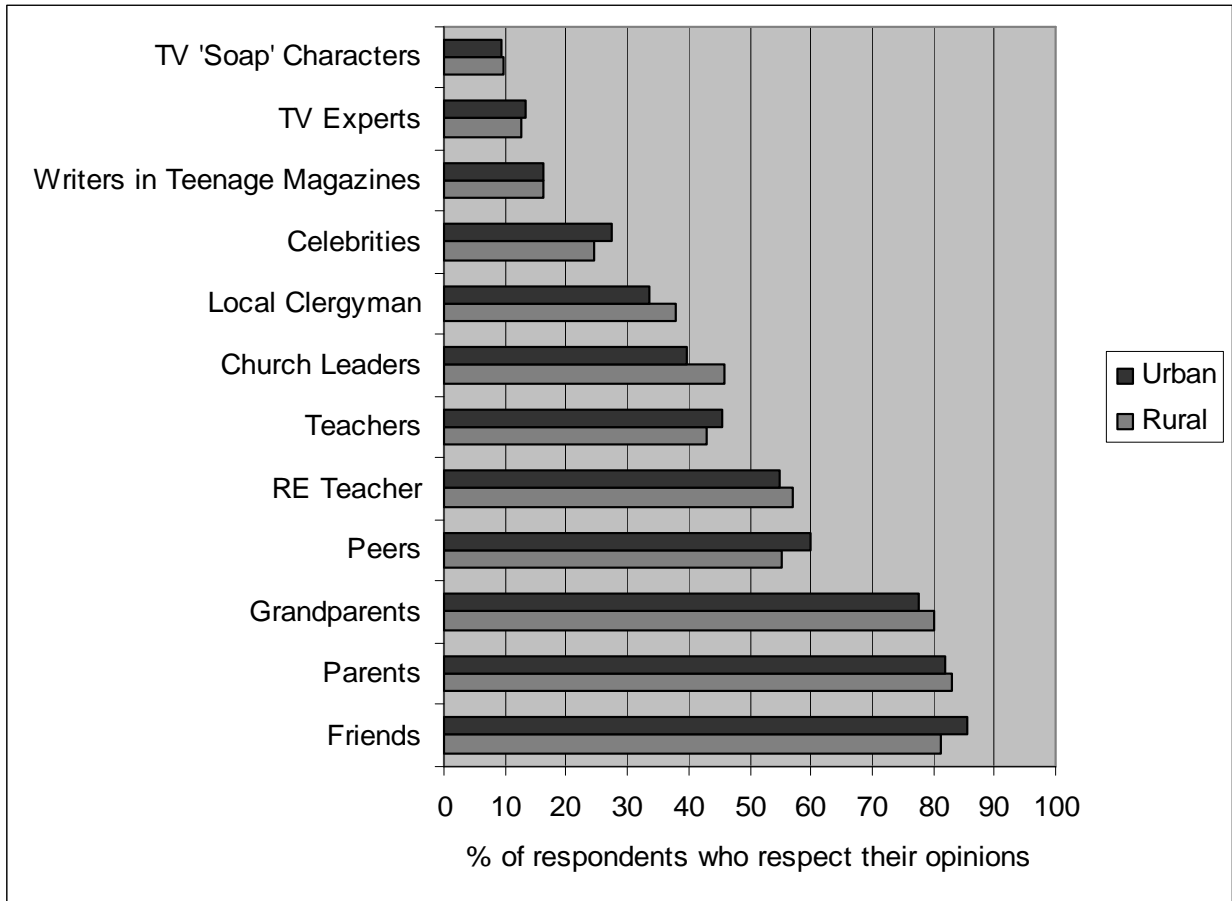
- Figure 6 shows that, for all categories, a higher percentage of secondary school pupils than grammar school pupils indicate that they respect the opinions of the various categories of people.
- The biggest difference between the pupils from the two types of school is with regard to the opinions of RE teachers, with 63% of secondary school pupils, and 48% of grammar school pupils, having respect for them.
- The differences between the views of the two groups of pupils are notable with regard to media figures, with more secondary pupils than grammar pupils respecting the opinions of writers in teenage magazines (by 13 percentage points), celebrities (by 12 percentage points), TV 'soap' characters (by 10 percentage points) and TV experts (by 8 percentage points).
- Smaller but significant differences occur with regard to grandparents, peers, church leaders and parents.

Figure 7 By School Type: People of Influence



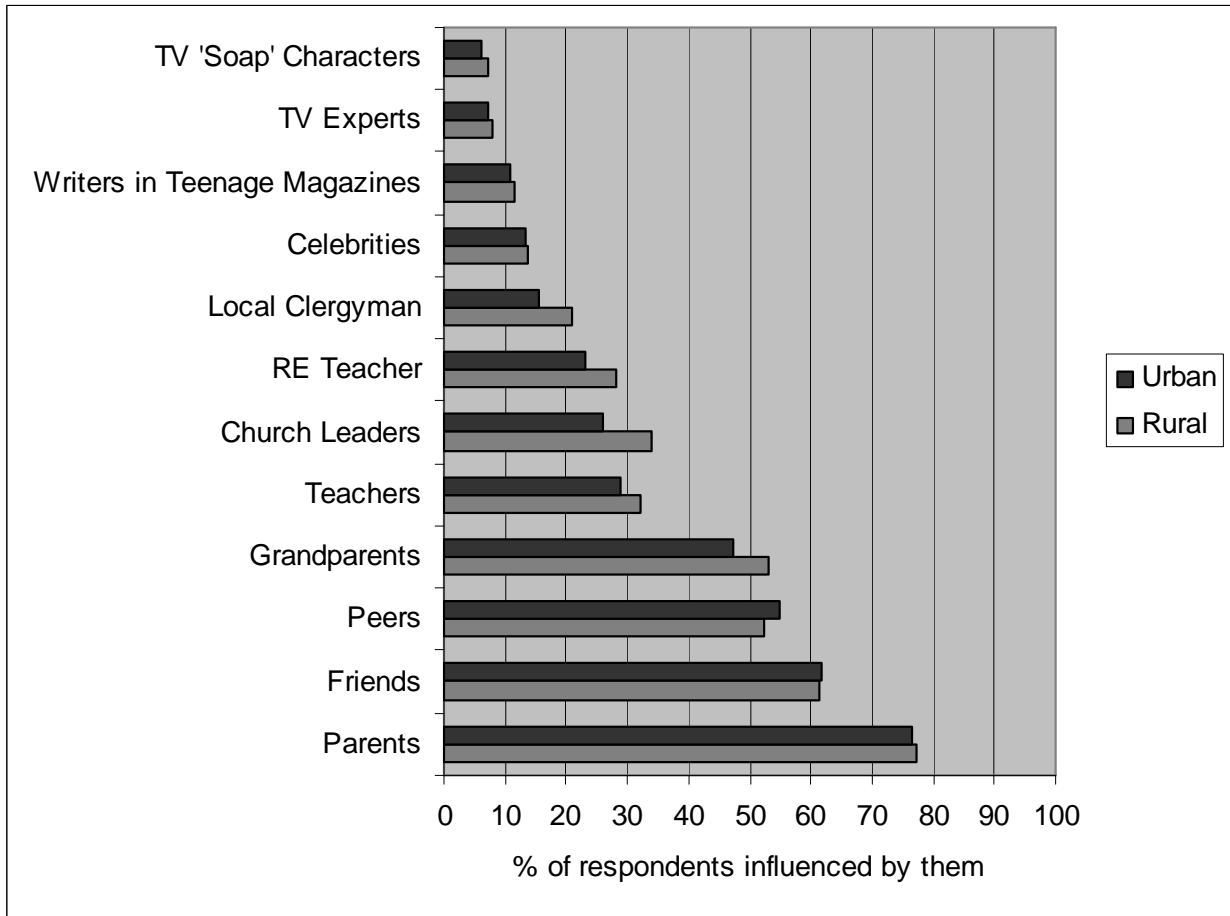
- Figure 7 shows that greater percentages of secondary school pupils, in comparison to grammar school pupils believe that they are influenced in deciding what is right and wrong, by all the categories of people under consideration.
- More secondary school pupils, compared to grammar school pupils, believe that they are influenced by their RE teachers (by 14 percentage points), grandparents (by 13 percentage points), teachers (by 11 percentage points) and celebrities (by 11 percentage points).
- More secondary school pupils than grammar school pupils believe they are influenced by writers in teenage magazines, TV 'soap' characters, and TV experts.

Figure 8 By Location: People Whose Opinions are Respected



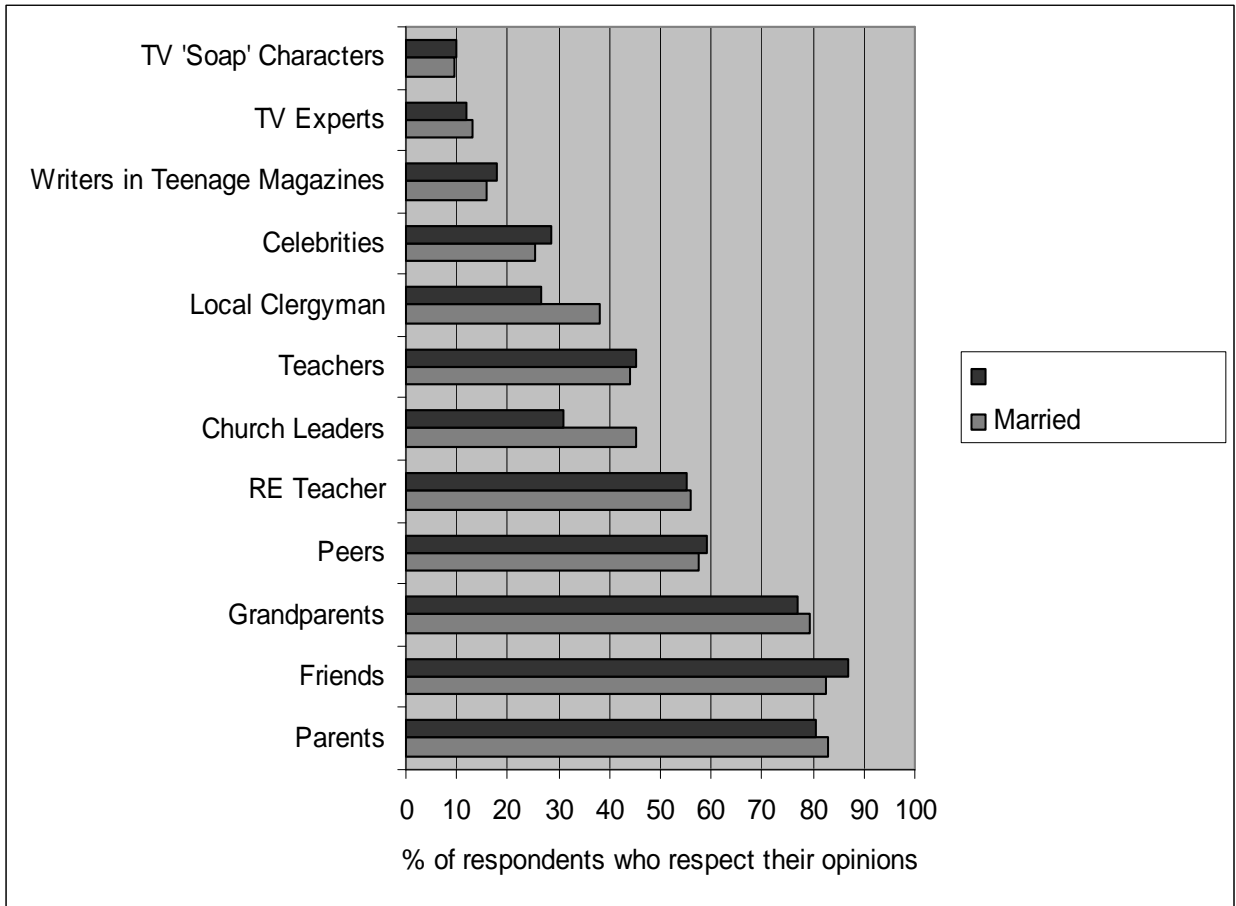
- Figure 8 shows that there are only minor differences between the attitudes of urban and rural pupils regarding the respect they have for the opinions of the people in the twelve categories.
- More rural than urban pupils respect the opinions of Church leaders and clergymen.
- The only other significant, though barely perceptible, difference is with regard to TV 'soap' characters, with rural pupils more respectful of their opinions than urban pupils by one percentage point.

Figure 9 By Location: People of Influence



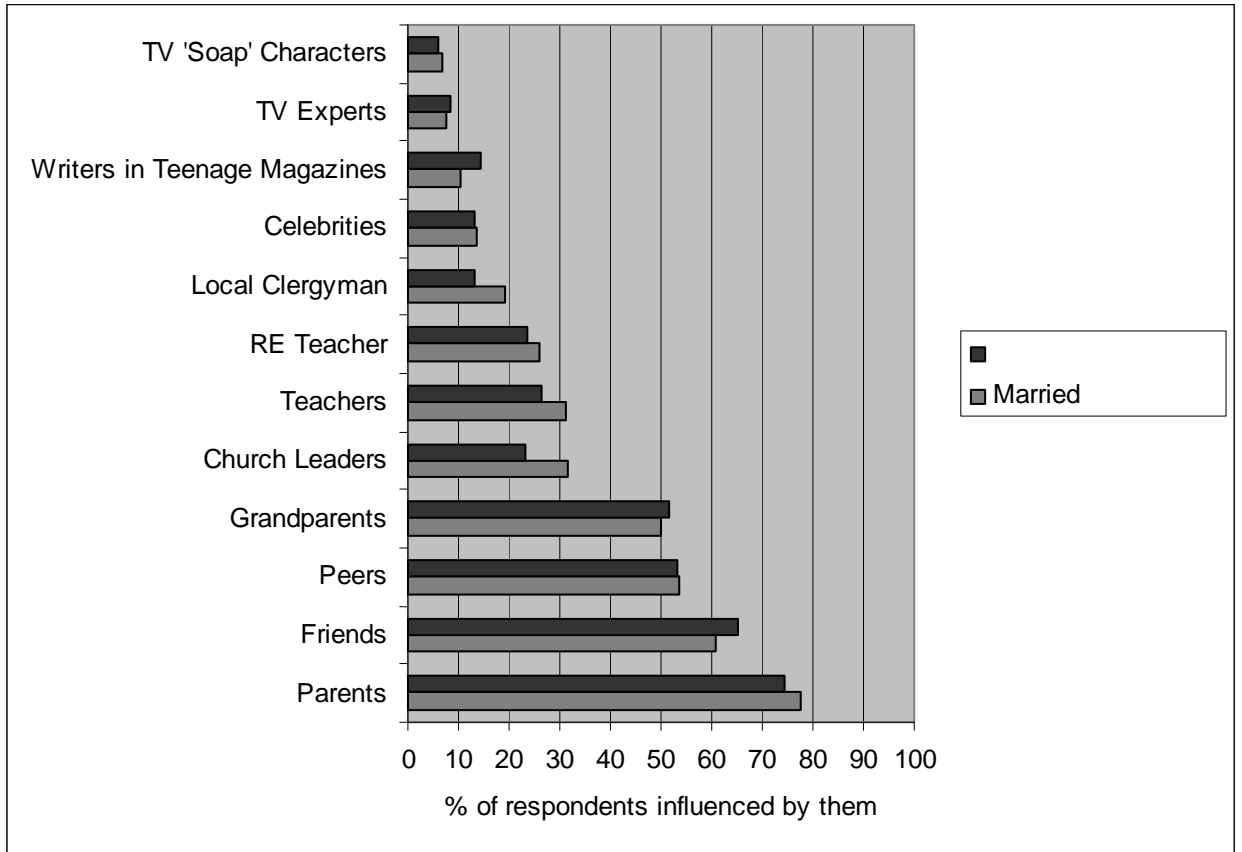
- Figure 9 shows that only slight differences exist between urban and rural pupils with regard to those who the pupils believe influence them in deciding what is right and wrong. In all instances where differences are significant, more rural pupils attribute influence to the group of people than urban pupils do.
- Approximately one third of rural pupils (34%), compared to approximately one quarter of urban pupils (26%), believe they are influenced by church leaders.
- Slightly more rural than urban pupils say they are influenced by grandparents, RE teachers and local clergy.
- Minimal but significant differences exist between rural and urban pupils with regard to teachers, TV experts and TV 'soap' characters, with more rural pupils believing they are influenced by them than urban pupils.

Figure 10 By Parental Marital Status: People Whose Opinions are Respected



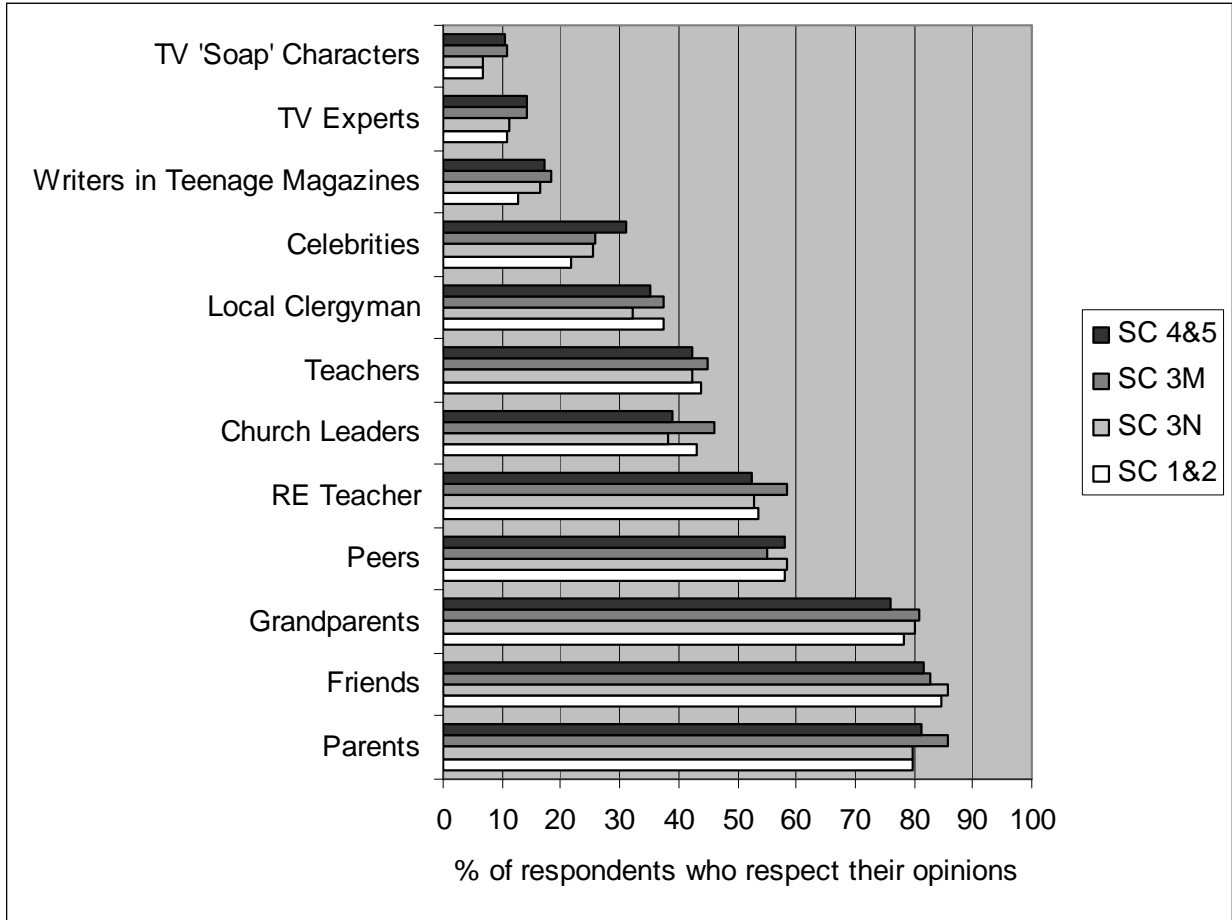
- Figure 10 shows that, for most of the categories of people listed, only slight differences in attitude exist between pupils whose parents are separated or divorced and pupils whose parents are married.
- Differences are significant for only three categories: respect for the opinions of church leaders, local clergyman and friends.
- More pupils whose parents are married, than those whose parents are separated or divorced, respect the opinions of church leaders, and their local clergyman, the differences being 14 percentage points and 11 respectively.
- Slightly more pupils whose parents are separated or divorced, than those whose parents are married, respect the opinions of their friends.

Figure 11 By Parental Marital Status: People of Influence



- Figure 11 shows that when considering people who influence their decisions about what is right and wrong, significant differences between pupils whose parents are separated or divorced, and those whose parents are married, occur in only five categories: church leaders, local clergyman, teachers, parents and writers in teenage magazines.
- More pupils whose parents are married say their decisions about what is right and wrong are influenced by church leaders, local clergymen, teachers and parents.
- More pupils whose parents are separated or divorced say they are influenced with regard to what is right and wrong, by writers in teenage magazines.

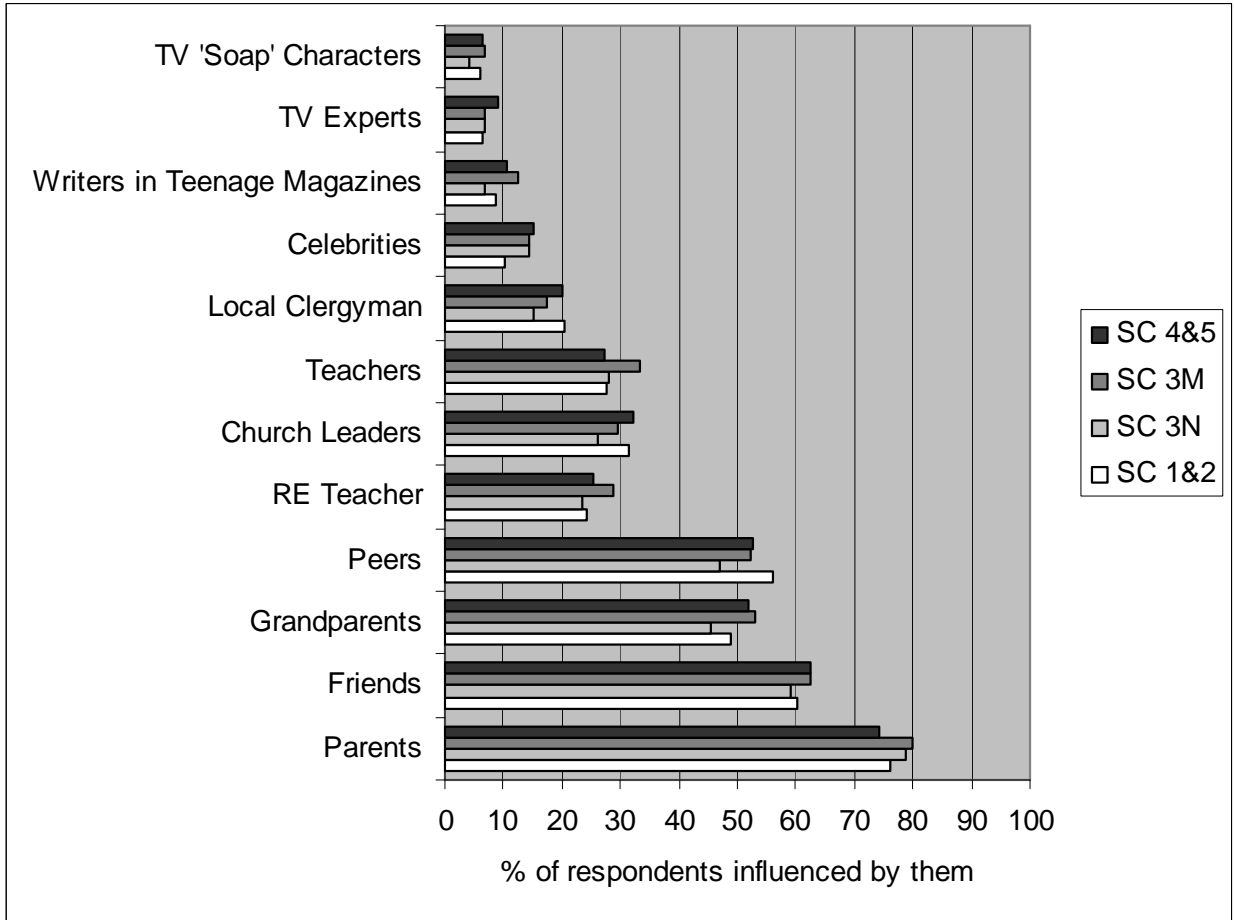
Figure 12 By Parental Social Status: People Whose Opinions are Respected



Note SC1 & 2 = Social Classes 1 and 2 (Professional occupations and Managerial and Technical occupations); SC3N = Social Class 3 Non-manual (Skilled occupations – non-manual); SC3M = Social Class 3 Manual (Skilled occupations – manual); SC4 & 5 = Social Class 4 and 5 (Partly skilled occupations and Unskilled occupations).

- Figure 12 shows that the social status of parents has little bearing on the respect pupils have for the opinions of the various categories of people.
- The only significant differences are in relation to TV 'soap' characters and the local clergyman. The opinions of characters in TV 'soaps' are respected by slightly more pupils from parental social classes three manual, four and five, than pupils from social classes one, two and three non-manual.
- The opinions of the local clergyman are respected by slightly fewer pupils from parental social class three non-manual, than pupils from other parental social classes.

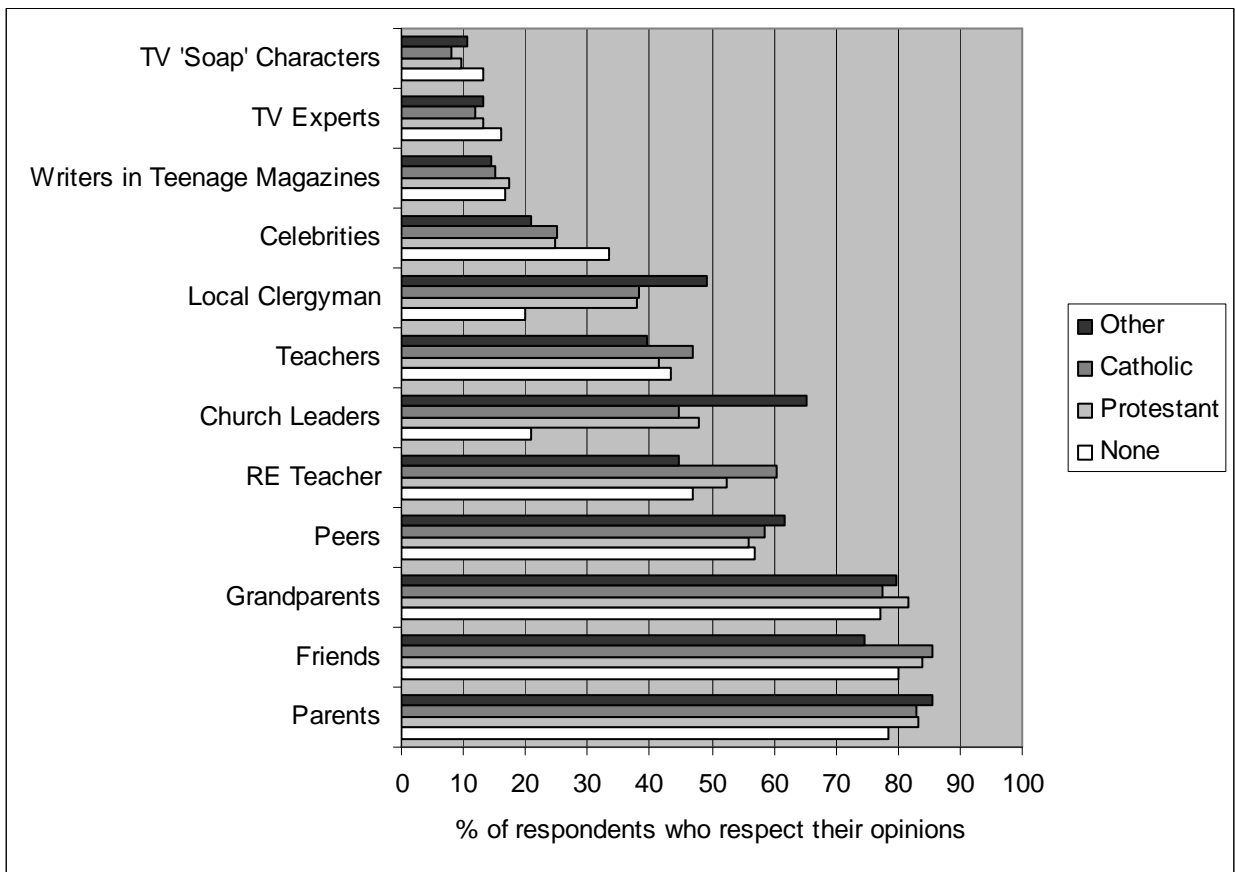
Figure 13 By Parental Social Status: People of Influence



Note SC1 & 2 = Social Classes 1 and 2 (Professional occupations and Managerial and Technical occupations); SC3N = Social Class 3 Non-manual (Skilled occupations – non-manual); SC3M = Social Class 3 Manual (Skilled occupations – manual); SC4 & 5 = Social Class 4 and 5 (Partly skilled occupations and Unskilled occupations).

- Figure 13 shows that parental social class has only a very slight bearing on the views of pupils regarding the categories of people they believe influence them with regard to what is right and what is wrong.
- Differences by parental social class are significant for only three categories: peers as influencers, writers in teenage magazines as influencers and celebrities as influencers.
- More pupils from parental social classes one and two, than the other parental social classes, say they are influenced by their peers.
- More young people from parental social classes three manual, four and five, than the other parental social classes, say they are influenced by writers in teenage magazines.
- Fewer young people from parental social classes one and two believe they are influenced by celebrities than young people from other social classes.

Figure 14 By Religious Denomination: People Whose Opinions are Respected

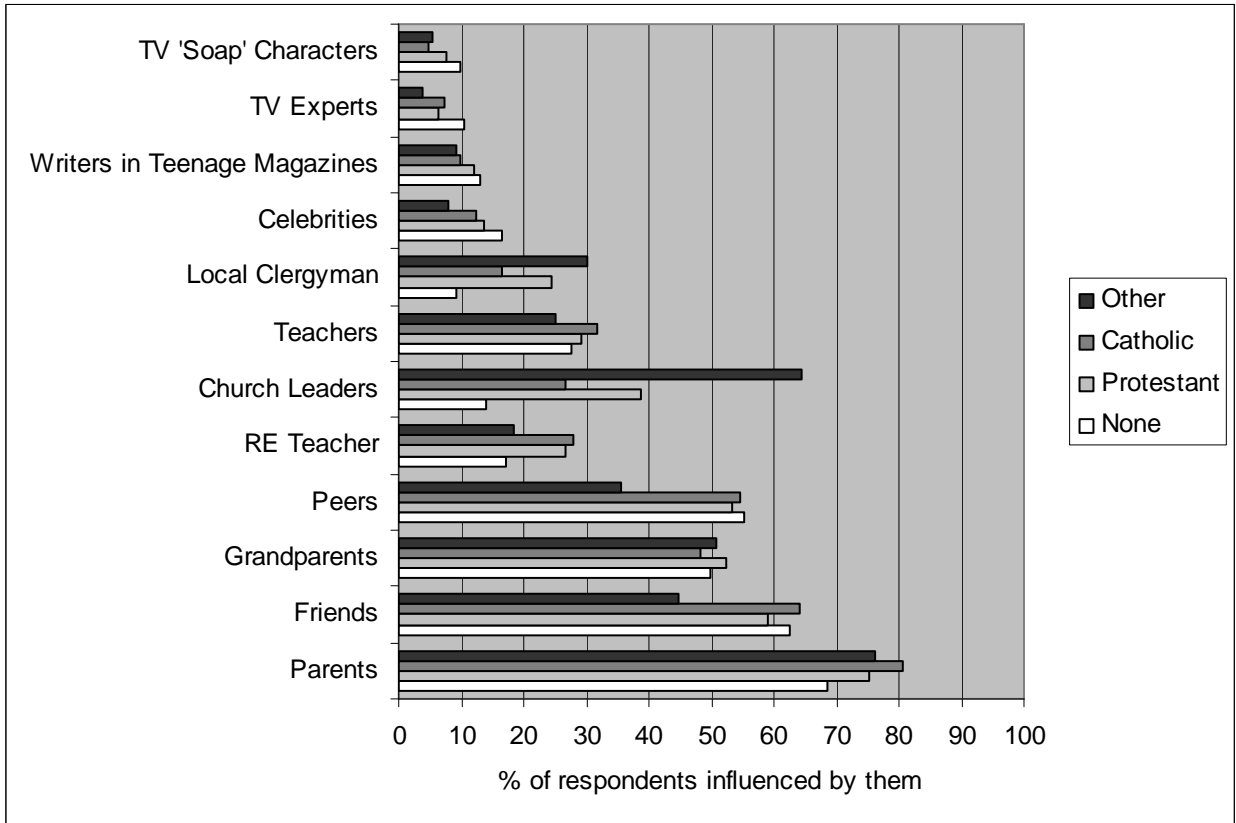


Note: Pupils were asked if they belonged to a church or other religious group. They could define themselves as either belonging to no religious group ('None'); being Baptist, Church of Ireland, Methodist or URC/Presbyterian (grouped together as 'Protestant' for the purpose of analysis) or they could define themselves as being 'Catholic' or belonging to some other religious group ('Other'). 'None' – Approximately 15% of the Sample; 'Other' – Approximately 4% of the Sample; 'Catholic' – Approximately 53% of the Sample; 'Protestant' – Approximately 28% of the Sample.

- On the basis of the religious denomination of the pupils, Figure 14 shows significant differences in respect for the opinions of eight categories of people: church leaders, local clergyman, RE teacher, celebrities, parents, TV 'soap' characters, TV 'experts' and writers in teenage magazines.
- The most notable differences between the views in terms of the religious groupings of the pupils are with regard to respect for the opinions of church leaders and the local clergyman. A higher percentage of the young people who belong to 'Other' denominations respect church leaders and clergymen's opinions.
- The lowest percentage of young people who respect the opinions of church leaders and the local clergyman is found among those of no religious affiliation.
- More young Catholics, than the other groups of young people, respect the opinions of RE teachers.

- More pupils of no religious affiliation, than any of the other religious denominations, respect the opinions of celebrities.
- The percentage of pupils who say they respect the opinions of their parents is greatest among those of 'Other' denominations and lowest among those of no religious affiliation.
- The highest percentage of young people who respect the opinions of TV 'soap' characters and TV experts are found among those of no religious denomination, while the lowest percentages respecting the opinions of TV personalities are found among young Catholics.

Figure 15 By Religious Denomination: People of Influence



*Note:* Pupils were asked if they belonged to a church or other religious group. They could define themselves as either belonging to no religious group ('None'); being Baptist, Church of Ireland, Methodist or URC/Presbyterian (grouped together as 'Protestant' for the purpose of analysis) or they could define themselves as being 'Catholic' or belonging to some other religious group ('Other'). 'None' – Approximately 15% of the Sample; 'Other' – Approximately 4% of the Sample; 'Catholic' – Approximately 53% of the Sample; 'Protestant' – Approximately 28% of the Sample.

- With regard to the categories of people that pupils believe influence them in deciding what is right and wrong, Figure 15 shows significant differences in the attitudes of pupils from different religious groups to the people in 11 of the 12 categories listed.
- The most notable difference in views relates to the influence of church leaders. A much higher percentage of pupils from 'Other' denominations acknowledge their influence.
- Almost 40% of Protestant pupils believe that Church leaders influence them, compared to just over a quarter of Catholic pupils and 14% of pupils of no religious affiliation.
- More 'Other' denominations and Protestant young people, than other religious denominations, say they are influenced by the local clergyman.
- Fewer pupils from 'Other' denominations say they are influenced by their peers or friends.

- More Catholic young people, than others, say they are influenced by their parents, friends, teachers and RE teacher.
- A greater percentage of pupils of no religious denomination, than others, say they are influenced by celebrities, writers in teenage magazines, TV experts, TV 'soap' characters and peers.

## **Section C**

# **Self-esteem, Influences and Risk-taking Behaviours**

Attitudes to risk-taking behaviours were considered in detail in Bulletin 1. The self-esteem of the students and its relationship to risk-taking behaviours was examined in detail in Sections D and Section E of Bulletin 2. An analysis of whose opinions the young respondents respect and the categories of people the young respondents say influence them in deciding what is right and wrong was examined in the previous section of this bulletin. An overview of the relationships between the self-esteem of young people, their attitude to risk taking behaviours, whose opinion they respect and which categories of people they believe act as influencers in their decisions about what is right and wrong is presented below.

### **Pupils with high self-esteem.**

- Higher percentages of boys have high self-esteem. (Figure 2, Bulletin 2)
- Higher percentages of grammar school pupils have high self-esteem. (Figure 3, Bulletin 2)
- Higher percentages of pupils whose parents are married have high self-esteem. (Figure 4, Bulletin 2)
- Higher percentages of Catholic pupils have high self-esteem. (Figure 5, Bulletin 2)
- Greater percentages of the pupils with high self-esteem respect the opinion of 'authority figures' such as parents, grandparents, their RE teacher, teachers, church leaders and local clergymen, than those with moderate or low self-esteem. (Figure 12, Bulletin 2)
- Greater percentages of the pupils with high self-esteem say that they see 'authority' figures such as parents, grandparents, church leaders, teachers, their RE teacher and the local clergymen as influencers when they are deciding what is right and wrong. (Figure 14, Bulletin 2)
- When considering issues such as suicide, abortion, drunkenness, stealing and divorce, higher percentages of pupils with high self-esteem (compared to pupils with low or moderate self-esteem) consider them to be wrong. (Figure 7, Bulletin 2)
- When considering sexual behaviours, homosexuality, divorce, contraception and abortion, higher percentages of pupils who have high self-esteem, compared to those with low self-esteem, consider these issues to be wrong. (Figure 8, Bulletin 2)
- When considering law breaking behaviours such as buying alcohol and cigarettes under the legal age, writing graffiti, playing truant and shoplifting, more pupils with high self-esteem, than those with moderate or low self-esteem, consider the behaviours to be wrong. (Figure 9, Bulletin 2).

- Higher percentages of pupils with high self-esteem consider smoking, drinking, the use of drugs such as marijuana and heroin, sniffing butane gas and glue to be wrong. (Figure 10, Bulletin 2)
- Greater percentages of pupils with high self-esteem watch 8 hours or more of sports programmes, whilst greater percentages of pupils with low self-esteem watch 8 hours or more of TV 'soaps'.

### **Pupils with low self-esteem.**

- Higher percentages of girls have low self-esteem. (Figure 2, Bulletin 2)
- Greater percentages of pupils whose parents are separated/divorced have low self-esteem. (Figure 4, Bulletin 2)
- Low self-esteem is more prevalent among those who define themselves as belonging to no religious group (13% with low self-esteem) and those who define themselves as belonging to 'other' religious group (11% with low self-esteem). Five percent of Catholics and 5% of Protestants have low self-esteem. (Figure 5, Bulletin 2)
- Greater percentages of the pupils with low self-esteem respect the opinion of celebrities, writers in teenage magazines and TV 'soap' characters, than those with moderated or high self-esteem. (Figure 12, Bulletin 2)
- Greater percentages of the pupils with low self-esteem say that they see writers in teenage magazines, celebrities, TV 'experts' and TV 'soap' characters as influencers when they are deciding what is right and wrong. (Figure 14, Bulletin 2)
- When considering issues such as suicide, abortion, drunkenness, stealing and divorce, smaller percentages of pupils with low self-esteem (compared to pupils with high or moderate self-esteem) say they believe these behaviours are wrong. (Figure 7, Bulletin 2)
- When considering sexual behaviours, homosexuality, divorce, contraception and abortion, smaller percentages of pupils with low self-esteem, compared to those with high self-esteem, consider these issues to be wrong. (Figure 8, Bulletin 2)
- When considering law breaking behaviours such as buying alcohol and cigarettes under the legal age, writing graffiti, playing truant and shoplifting, smaller percentages of pupils with low self-esteem, than those with moderate or high self-esteem, consider the behaviours to be wrong. (Figure 9, Bulletin 2).
- Smaller percentages of pupils with low self-esteem, than those with high self-esteem, think that smoking, drinking, the use of drugs such as marijuana and heroin, sniffing butane gas and glue are wrong. (Figure 10, Bulletin 2)
- Greater percentages of pupils with low self-esteem watch 8 hours or more of TV 'soaps', whilst greater percentages of pupils with high self-esteem watch 8 hours or more of sports programmes.

## **Section D**

### **Media Exposure and Influences**

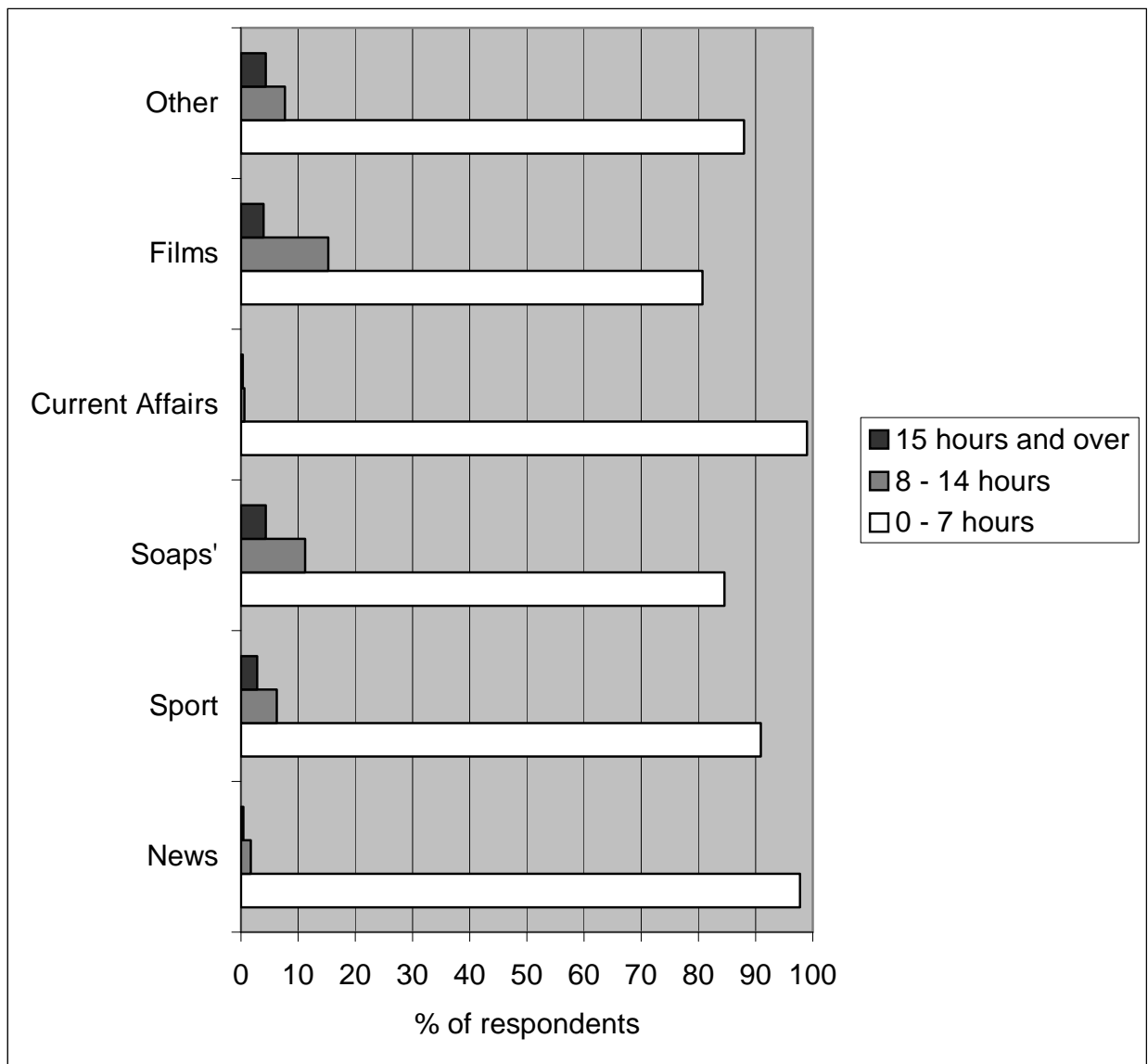
In the questionnaire administered to young people in Northern Ireland, the respondents were asked about their exposure to the media. They were asked to indicate the number of hours spent each week on viewing different types of TV programmes, reading different types of material and on various types of Internet use.

Under 'Viewing Habits' the respondents were asked to indicate how many hours per week they spend watching the following types of TV programme: news, sport, 'soaps' (e.g. 'Neighbours'), current affairs (e.g. 'Panorama'), films and other.

Under 'Reading Habits' pupils were asked to indicate how many hours per week they spend reading the following types of material: novels, sports reports, 'teenage' magazines, news special interest and other.

Under 'Internet Use' the young people were asked to indicate the hours spent on the following types of use: surfing for leisure, school related research, communicating by email, visiting chat rooms and other.

Figure 16 Time Spent on Different Types of TV Viewing per Week



- Figure 16 shows that films and 'soaps' are the types of TV which have the highest proportion of young people who watch 8 hours or more (i.e. those who watch for 8-14 hours plus those who watch for 15 hours and over) – 19% watch films and 16% watch 'soaps' for more than 8 hours per week.
- Only 1% of the respondents watch current affairs programmes for 8 hours or more per week.
- News programmes are watched for 8 hours or more per week by only 2% of the pupils who took part in the study.

#### Time Spent on Different Types of Reading per Week (Graph not shown)

- Analysis of time spent on different types of reading showed that there is very little difference in the time spent by the respondents on different types of reading.
- Reading novels is the only category where a perceptible difference occurs and only 3% of respondents spend 8 hours or more per week on this activity. (i.e. the 3% include those who watch for 8-14 hours plus those who watch for 15 hours and over)

#### Time Spent on Different Types of Internet Use per Week (Graph not shown)

- Analysis of time spent on different types of Internet use per week showed that there is little difference in the time spent on various uses of the Internet.
- Surfing the web for leisure is the use of the Internet that has the highest proportion of respondents (6%) using it for more than 8 hours per week. (i.e. 6% include those who use it for 8-14 hours plus those who use it for 15 hours and over).

## Section E

### Self-esteem and Media Exposure

The relationship between time spent on watching various types of TV programmes and the self-esteem of the respondents was tested. Results of this analysis were presented in Section G of Bulletin 2 (Figures 15 and 16).

Although a significant relationship was not found between self-esteem and time spent watching news, films and other types of TV programmes, significant relationships were found between self-esteem and time spent watching sports programmes, 'soaps' and current affairs programmes. (An almost imperceptible difference (<1%) exists in current affairs viewing.)

Figure 15 (Bulletin 2) presents results that show that more of the young students with high self-esteem, watch 8 hours or more of sports programmes per week.

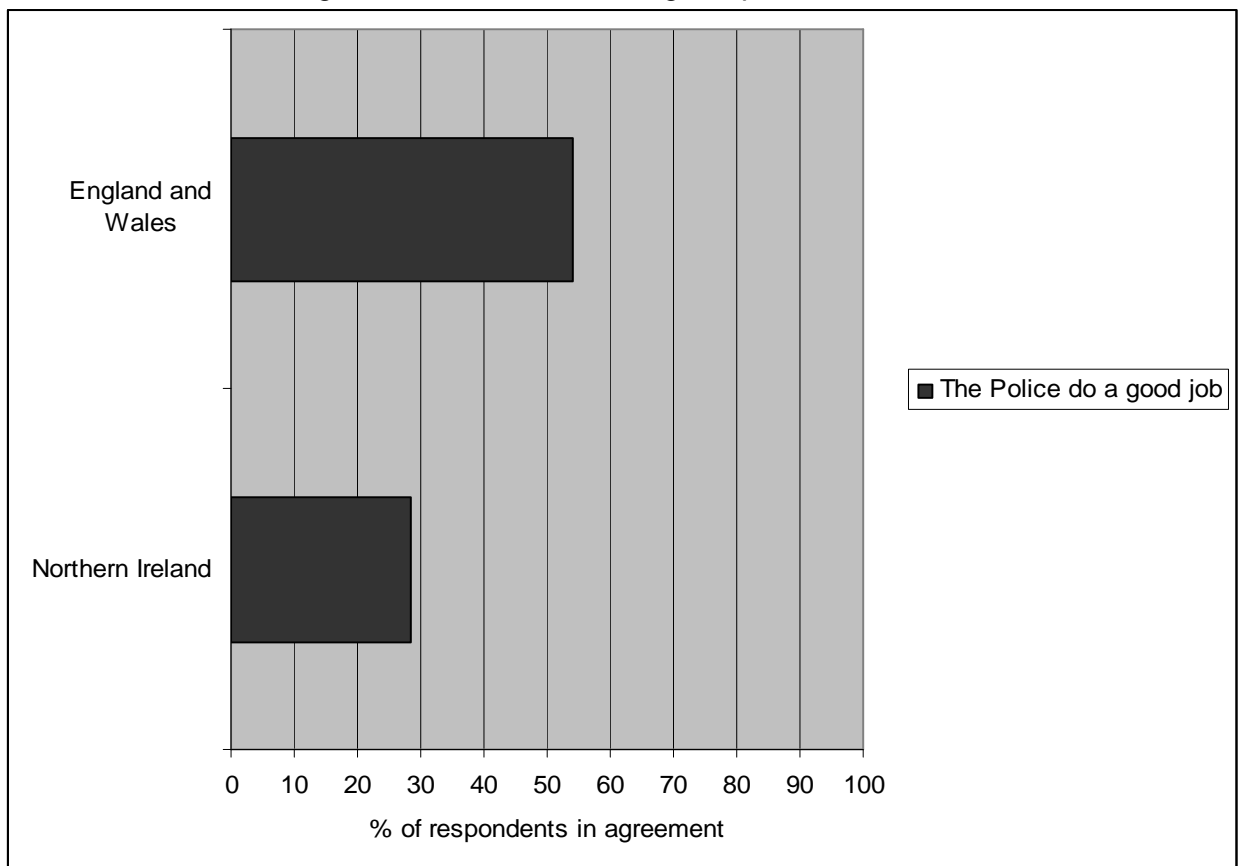
Figure 16 (Bulletin 2) presents results that show that more of the young students with low self-esteem, than those with moderate or high self-esteem watch 8 hours or more of TV 'soaps' per week.

## Section F

# Attitudes of Young People to the Police

In the questionnaire used in this study of young people in Northern Ireland the participants were presented with the statement: 'The police do a good job' to which they responded 'Agree Strongly', 'Agree', 'Not Certain', 'Disagree' or 'Disagree Strongly'. The percentages of respondents who indicated 'Agree strongly' and 'Agree' have been combined and are presented in Figure 29 together with similar data from England and Wales.

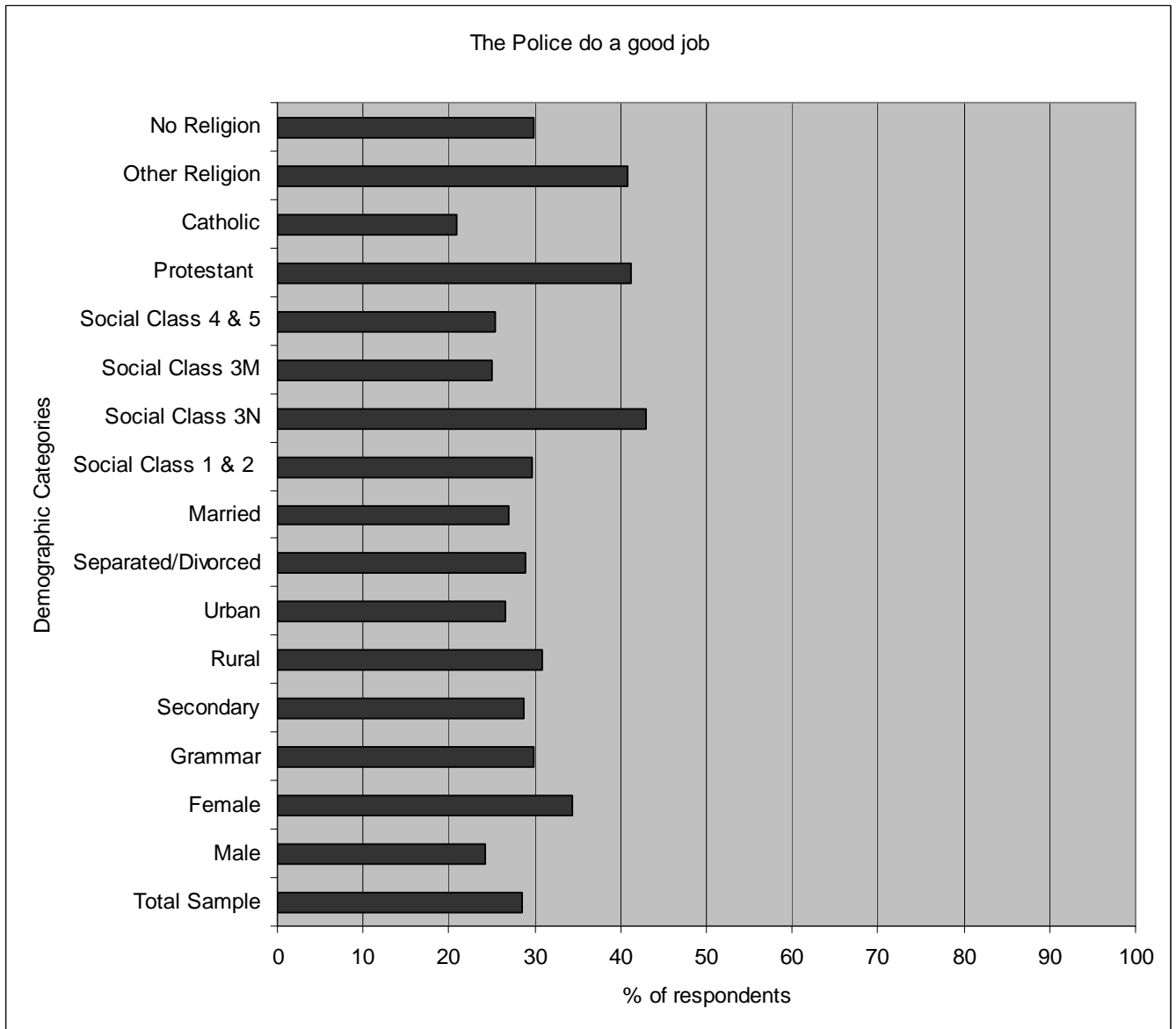
Figure 17: Attitudes of Young People to the Police



- An analysis of the data shows that in Northern Ireland less than 30% of young people believe that the police do a good job, whereas in England and Wales, 54% of young people believe that they do a good job.

Figure 18

By all Demographic Categories: Attitudes of Young People in Northern Ireland to the Police



- Figure 18 presents attitude to the police analysed with respect to the demographic categories: gender, school type, location, marital status of parents, social status of parents and religious denomination.
- One third of females, but only one quarter of males, have a positive attitude to the police.
- Slightly more grammar school pupils than secondary school pupils are positive in attitude to the police.
- Rural pupils have a more positive attitude to the police than urban pupils.

- More pupils whose parents are divorced or separated are positive in their appraisal of the police than pupils whose parents are married.
- Young people whose parents belong to social class 3N (Skilled occupations – non-manual) are more positive in attitude to the police than those whose parents belong to other social classes.
- Over 40% of young people who belong to the Protestant denomination and 'Other' denominations are positive in their appraisal, while just over a fifth, (21%), of Catholic young people believe that the police do a good job. 30% of those who belong to no religious denomination believe that the police do a good job.

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