Young People Omnibus 2009 (Wave 15)

A research study among 11-16 year olds on behalf of the Sutton Trust

January-April 2009

Legal notice

Contents

Introduction

This report presents findings from the 2009 Young People Omnibus Survey of secondary school pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Sutton Trust. The computer tabulations may be found in a separate volume along with further technical details of the study.

Objectives

The overall aim of this study was to gather information regarding school pupils' perceptions of higher education. Specifically, the survey set out to cover the following key issues:

- The likelihood that young people will go into higher education when they are old enough (a tracking question);
- Young people's reasons for not going into higher education;
- The frequency with which young people receive private tuition and the subjects studied (a topic originally explored with young people in 2005); and
- Young people's reasons for having private tuition.

Methodology

The sample of schools drawn to take part in the Young People Omnibus comprised 366 middle and secondary state schools in England and Wales. The sampling universe included LEA, voluntary aided/controlled and foundation schools, but excluded special schools and sixth form colleges. This sampling frame was stratified by Government Office Regions (GORs) and, within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary and middle schools.

The age groups included in the survey were 11-16 year olds in curriculum years 7 to 11. Each school was randomly allocated one of these curriculum years, from which Ipsos MORI interviewers selected one class at random to be interviewed. Interviewing was carried out

through self-completion questionnaires with the whole class in one classroom period. An Ipsos MORI interviewer was present to explain the survey to pupils, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire, and to collect completed questionnaires. In classes where four or more children were absent during the self-completion session, up to two follow-up visits were arranged to interview absent pupils.

Fieldwork for the study was conducted between 9 January and 3 April 2009. Of the 366 schools approached, 106 schools participated, giving an unadjusted response rate of 29%. Overall, fully completed questionnaires were obtained from 2,447 pupils, an average of 23 pupils per class.

Data are weighted by gender, age and region. The weights were derived from data supplied by the Department for Children, Schools and Families and the Welsh Office. The effect of weighting is shown in the sample profile in the Appendices and in the computer tables.

Since 2003, the Sutton Trust has asked questions on the Young People Omnibus. Where relevant, results from previous surveys are provided for comparison.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our gratitude to the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

Ipsos MORI would also like to thank James Turner at the Sutton Trust for his help and involvement in the project.

Presentation and interpretation of data

When interpreting the findings it is important to remember that the results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are therefore statistically significant. A guide to statistical significance is included in this document.

In tables where percentages do not add up to 100%, this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

This year, a higher than usual proportion of 'not stated' responses were recorded, and the decision was taken to exclude these young people from the analyses, and to base the data only on those who gave a valid response to each question. In order to make direct comparisons with other years possible, data from 2008 and 2005 has also been rebased to include only those who answered the questions. In some cases, this will explain any minor percentage point differences to the figures in previous reports.

Publication of data

As with all our studies, these results are subject to our Standard Terms and Conditions of Contract. Any publication of results requires the prior approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

Checked & Approved: *Fiona Johnson*

Sarah Knibbs

Lucy Clements

Summary

Summary

The proportion of young people who say they are likely to go into higher education is at its highest level since the survey began in 2003. Overall, the majority of young people (77%) say they are likely to go into higher education, which is an increase of five percentage points since 2008. The proportion of young people who say they are *not* likely to go into higher education remains low and unchanged since 2008 (10%). Although girls continue to be more likely than boys to say they are likely to go into higher education, there has been an increase since 2008 in the proportion of boys who say they are likely to go into higher education (75% compared with 67%) meaning the gap between boys and girls has narrowed and now stands at just four percentage points (compared with seven points last year).

The most common reasons for young people saying they are *unlikely* to go into higher education are the same as in 2008, the top reason being they want to do something more practical rather than studying from books (36%) followed by the desire to start earning money as soon as possible (34%). However, the proportion of young people who give these reasons has fallen considerably since last year (by 19 percentage points in both cases), perhaps reflecting the current economic climate.

Around one in five (22%) pupils say they have received private or home tuition, an increase of four percentage points since 2005 (18%). However, the proportion of pupils who have *never* received private or home tuition has fallen slightly by four percentage points from 82% in 2005 to 78% in 2009. Pupils in London are significantly more likely than average to receive private or home tutoring (43% compared with 22% overall).

As in 2005, the subject that young people are most likely to receive tuition in is maths (77%), followed by English (55%) and science (30%). Since 2005, the proportion of pupils who have had science tuition has decreased by 10 percentage points, and the proportion of young people who have received Maths tuition had fallen by six percentage points.

As was the case in 2005, pupils most commonly receive tuition for help with a specific exam (49%), closely followed by receiving help with their school work in general (47%).

Key find

Key findings

Likelihood of going into higher education

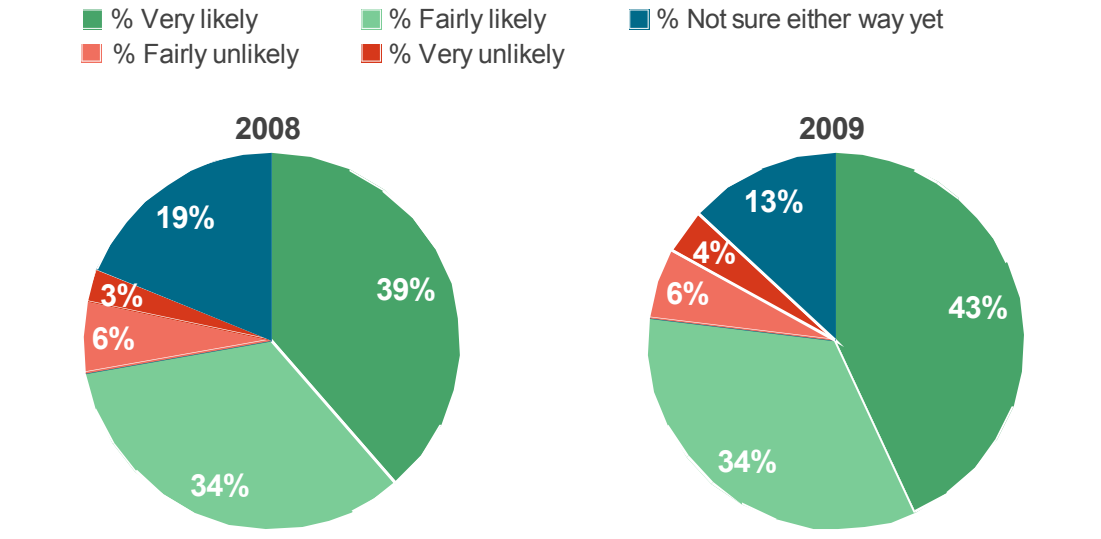
The proportion of young people who say they are likely to go into higher education is at its highest level since the survey started in 2003. As shown in the chart below, this year, over three quarters (77%) of young people say they are likely to go into higher education, a rise of five percentage points on 2008, of which around two in five (43%) say they are *very* likely to go into higher education.

The proportion of young people saying they are unlikely to go into higher education is very low and in line with last year (10%), of which only four percent say they are *very* unlikely to go into higher education.

This year a smaller proportion of young people are undecided with just 13% unsure about whether they will go into higher education, compared with 19% in 2008.

Likelihood of going into higher education

Q How likely or unlikely are you to go into higher education when you are old enough?



Base: All young people in England and Wales who gave an answer 2009 (2 ,329); 2005 (2,387)

Ipsos MORI

The following demographic factors affect the likelihood of young people going into higher education:

- **Gender:** As found in previous years, a larger proportion of girls than boys say they are likely to go into higher education (79% compared to 75% respectively). However, there has been an increase since 2008 in the proportion of boys who say they are likely to go into higher education (75% compared to 67%) meaning the gap between boys and girls has narrowed and now stands at just four percentage points (compared with seven percent last year). Reflecting this, the proportion of boys who say they are *very* likely to go into higher education has increased significantly since 2008 (40% compared to 34%), although remains lower than among girls (46%).

- **Year group:** As in previous years, Year 11 pupils are more likely to say they are likely to go into higher education than other year groups (84% compared with 69% of Year 7 pupils). However, it is important to note that this is not because a higher proportion of younger pupils say they are unlikely to go into higher education; instead, it is because they are *not sure either way yet* (18% of Year 7 pupils compared with seven percent of Year 11 pupils).

- **Ethnic origin:** Pupils from black or ethnic minority backgrounds are more likely to say they will go into higher education than those from white backgrounds (83% compared with 76% respectively). This difference is due, in part, to the particularly high proportion of Asian students (88%) saying they are likely to go into higher education, as was found in 2008. Since 2008, the proportion of students from black or ethnic minority backgrounds who say they are *very likely* to go into higher education has increased significantly (58% compared with 46% in 2008), and remains higher than among white pupils (40%), a figure unchanged since 2008.

- **Household composition:** A higher proportion of young people from two-parent households say they are likely to go into higher education than pupils from one-parent families (79% compared to 71%).

- **Work status of household:** As has been found in previous years, parental work status appears to be a particularly influential factor on young people's likelihood to say they will go into higher education. In households where either one or two parents work, pupils are significantly more likely to say they will go into higher education than those where no parents work (77% and 79% compared to 66% respectively). A larger proportion of pupils from households where no parents work also say they are unsure

about whether they will go into higher education than those from families where one or two parents work (22% compared to 14% and 12% respectively).

- **IMD[1]:** Pupils from schools in low deprivation areas more frequently say they are *unlikely* to go into higher education (13%) than those from medium and high deprivation areas (eight percent each).

Reasons for not going into higher education

As in previous years, the most common reason for not going into higher education is *wanting to do something practical rather than studying from books* (36%), although the proportion of young people giving this reason has declined significantly since 2008 (55%) and is now at its lowest level since the survey began in 2003. Around a third of young people (34%) say they *want to start earning money as soon as possible* which also represents a significant decrease since 2008 (53%) and may reflect the current economic climate.

Other reasons that were mentioned by at least quarter of pupils include:

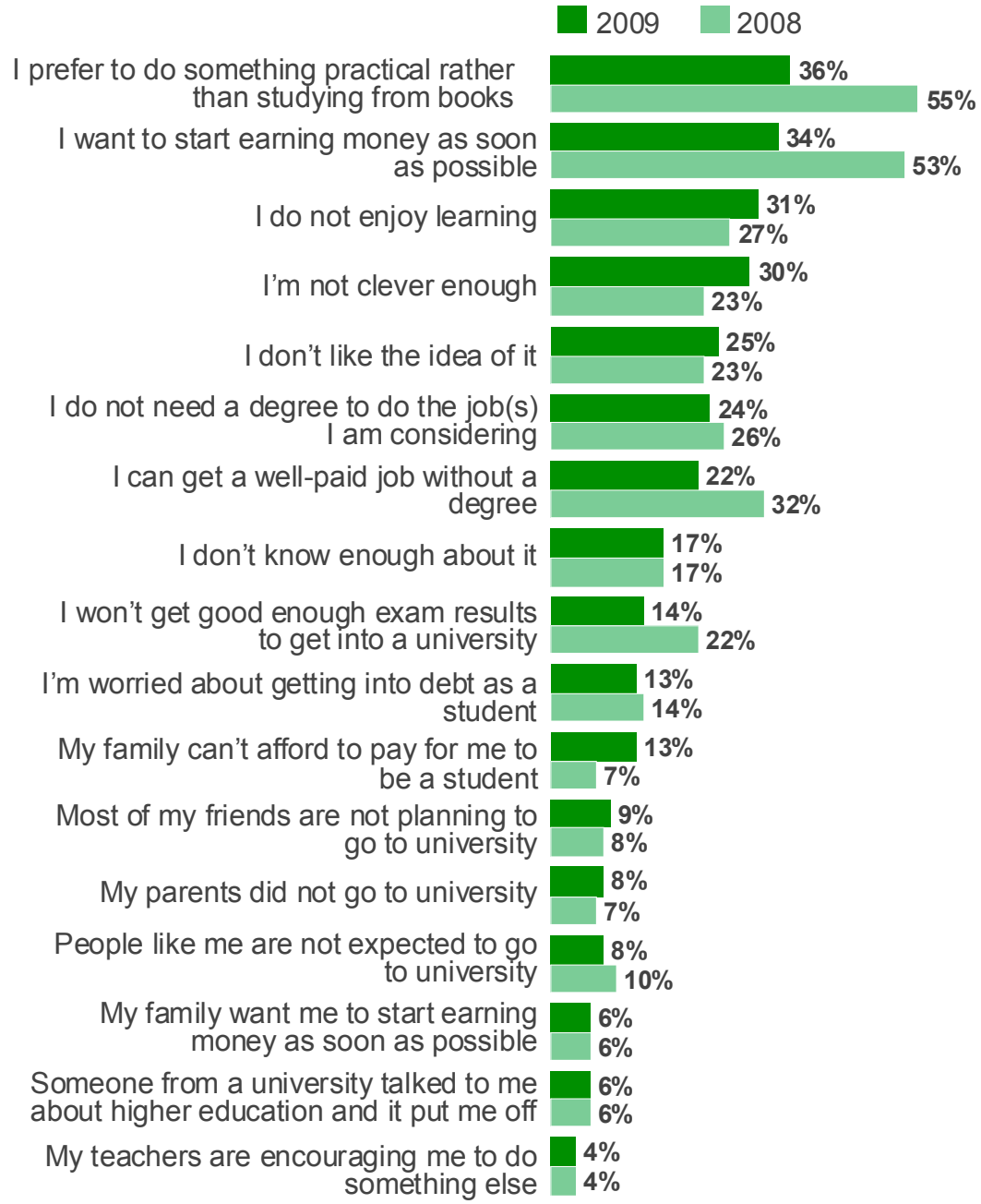
- *I do not enjoy learning*, mentioned by 31% of pupils;
- *I'm not clever enough*, mentioned by 30% of pupils; and
- *I don't like the idea of it*, mentioned by 25% of pupils.

The proportion of pupils who say they can get a well-paid job without going into higher education has declined since 2008 (22% compared with 32%), as has the proportion who say they won't get good enough exam results to get into university (14% compared with 22%). Young people are also more likely to say their family cannot afford to send them to university than in 2008 (13% compared to seven percent), which may also be symptomatic of the current recession.

[1] IMD is the Index of Multiple Deprivation, which combines indicators across seven 'domains' – income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, living environment deprivation, and crime – into a single deprivation score and rank at small area level. Each area is given a percentage score, with those closest to 0 the least deprived and those closest to 100 the most deprived.

Reasons for not going into higher education

Q Why are you unlikely to go into higher education?

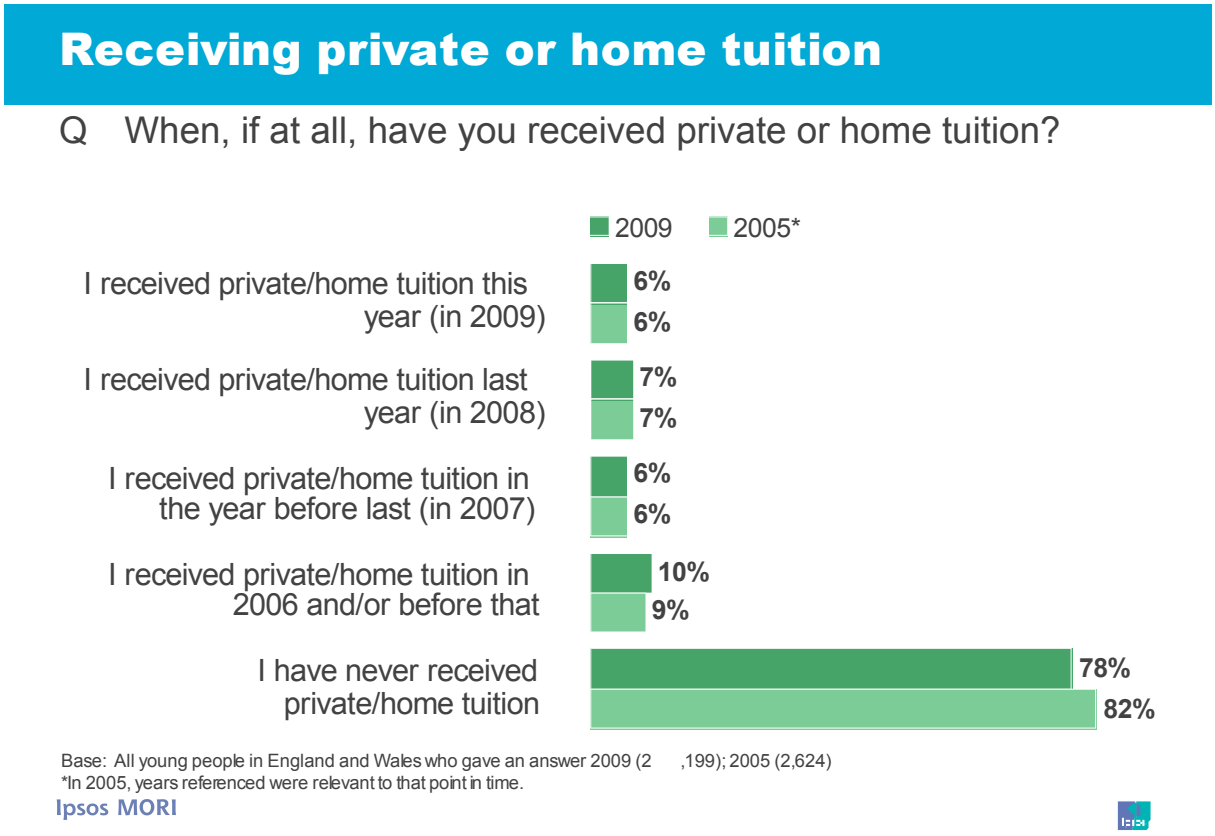


Base: All who are fairly or very unlikely to go into higher education and gave an answer 2009 (204); 2008 (212)

Ipsos MORI

Private/home tuition

The proportion of students having private/home tuition has increased by four percentage points since this question was asked in 2005 (22% compared with 18%). In line with this, the proportion of pupils who have never received private or home tuition has fallen slightly, by four percentage points from 82% in 2005 to 78% in 2009.



The following demographics appear to have an impact on the likelihood of young people receiving private or home tuition:

- **Year group:** As was the case in 2005, pupils in Year 11, when GCSE exams take place, are more likely to have received private/home tuition than pupils in any other year group (30% compared with 17% of Year 7 pupils, for example).

- **Ethnic origin**: As in 2005, a significantly larger proportion of pupils from black and minority backgrounds have received private/home tuition than those from white backgrounds (38% compared with 18% respectively). Home tuition is particularly common among Asian pupils (47%).

- **Household work status:** Pupils with two working parents are more likely to have private/home tuition than those whose parents are not working (22% compared with 15%).

- **Region:** A significantly larger proportion of pupils receive private/home tuition in London than any other region of the country (43% compared with 22% overall). This was also the case in 2005, but since then, the proportion of pupils in London receiving private tuition has increased further (up seven percentage points from 36%). The lowest incidence of private tuition is in Yorkshire and Humber (11%).

- **IMD:** A larger proportion of pupils from schools in low deprivation areas say they have received private/home tutoring (25% compared with 21% overall).

- **Rurality:** Double the proportion of pupils from urban compared with rural areas say they have received private/home tuition in the past three years (24% compared with 12%). This difference has increased slightly since 2005, when almost one in five young people from urban areas (19%) compared with 12% from rural areas received tuition.

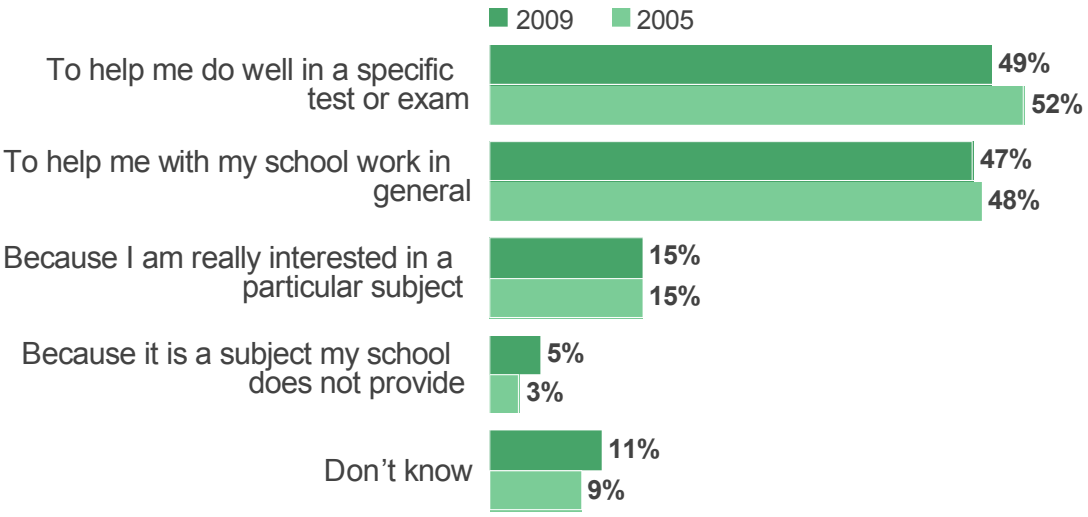
Private/home tuition subjects

As in 2005, the most common subject in which young people receive private/home tuition is maths (77%), followed by English (55%) and science (30%). Sixteen percent say they have had tuition in additional subjects such as history, geography and music, and 12% say they have had modern languages tuition.

There has been an increase in the proportion of pupils who have received maths tuition since 2005 (from 71% to 77%), and science tuition (from 20% to 30%). Levels of private and home tuition for English, modern languages and other subjects remain unchanged.

Reasons for receiving private/home tuition

Q And why have you received private/home tuition?



Base: All who have received private/home tuition and gave an answer 20 09 (427); 2005 (468)

Ipsos MORI

There are various differences between young people according to the subject in which they receive tuition:

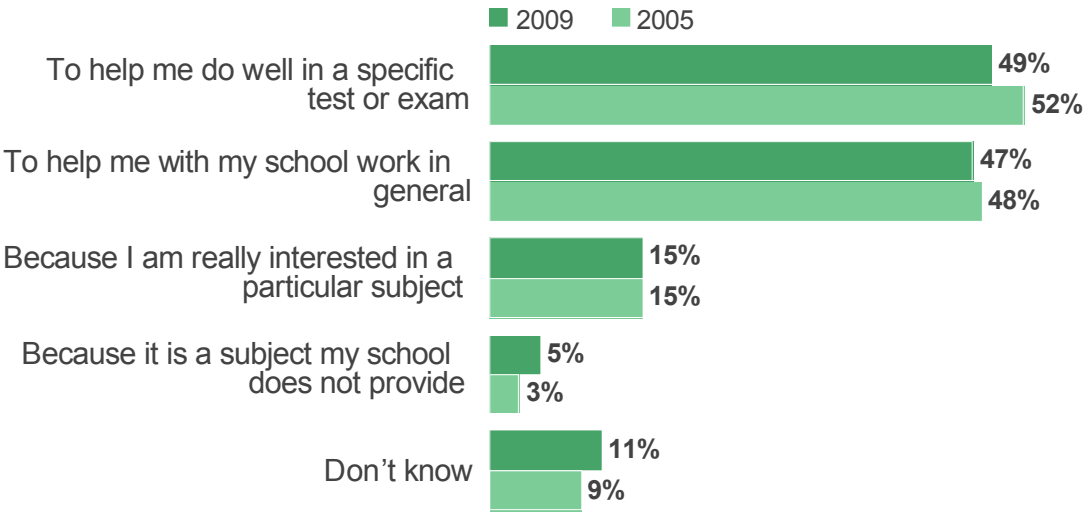
- **Gender:** Girls are more likely to have received tuition in maths than boys (83% compared with 71%).
- **Year group:** A larger proportion of pupils in Year 11 receive science tuition than average (41% compared to 30% overall).
- **Ethnic origin:** Pupils from black and ethnic minority backgrounds are more likely than those from white backgrounds to have tuition in science (43% compared to 24%), whereas pupils from white backgrounds are more likely to have tuition in 'other' subjects such as Latin, history or music (19% compared to nine percent respectively).

Reasons for private and home tuition

There has been little change in pupils' reasons for receiving private/home tuition since 2005. Pupils most commonly receive tuition *for help with a specific exam* (49%), closely followed by receiving *help with their school work in general* (47%). A much smaller proportion of young people receive tuition because they are really interested in a particular subject (15%), and only five percent have private/home tuition for a subject their school does not provide.

Reasons for receiving private/home tuition

Q And why have you received private/home tuition?



Base: All who have received private/home tuition and gave an answer 20 09 (427); 2005 (468)

Ipsos MORI

There are some differences between sub-groups in the reasons why pupils receive private/home tuition:

- **Gender:** A significantly larger proportion of girls than boys say they have private/home tuition to help them with their school work in general (52% compared to 41%).
- **Year group:** As was found in 2005, pupils in Years 10 and 11 are significantly more likely to receive tuition to help them do well in a specific test than those in the lower years (68% and 67% respectively compared to 39% in Year 9, for example). Furthermore, pupils in Year 9 are more likely to say they have tuition because they are really interested in a particular subject compared to those in the years above and below them (25% compared to seven percent of Year 10 and nine percent of Year 10).

Appen

Appendices

Sample profile

	Number	Unweighted %	Weighted %
Total	2447		
Gender of Pupils			
Male	1163	48	50
Female	1263	52	49
Age of Pupils			
11	252	10	19
12	541	22	19
13	558	23	18
14	426	17	19
15	418	17	15
16	216	9	9
Year of Pupils			
7	524	21	28
8	576	24	18
9	524	21	22
10	375	15	13
11	448	18	18
Ethnic Origin			
White	2004	82	82
BME	419	17	17
Household Composition			
Two parents in household	1859	76	76
Single parent in household	508	21	21
Sibling in household	1982	81	81
Work Status of Household			
Two parents work	1512	62	61
One parent works	679	28	28
No parent works	256	10	10
Region			
London	122	5	6
South East	384	16	20
South West	114	5	9
North East	159	6	5
North West	316	13	14
Eastern	327	13	10
East Midlands	245	10	9
West Midlands	321	13	11
Yorkshire & Humberside	296	12	10
Wales	163	7	6

Source: Ipsos MORI

List of Local Education Authorities by Government Office Region

Eastern: Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock.

East Midlands: Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland.

London: Barking, Barnet, Bexley, Brent, Bromley, Camden, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington and Chelsea, Kingston on Thames, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond upon Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster.

North East: Darlington, Durham, Gateshead, Hartlepool, Middlesborough, Newcastle upon Tyne, North Tyneside, Northumberland, Redcar & Cleveland, South Tyneside, Stockton-on-Tees, Sunderland.

North West (incl. Merseyside): Blackburn, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, St Helens, Salford, Sefton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral.

South East: Bracknell Forest, Brighton and Hove, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Medway, Milton Keynes, Newbury, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor and Maidenhead, Wokingham.

South West: Bath and North-East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, , North Somerset, Plymouth, Poole, Somerset, South Gloucestershire, Swindon, Torbay, Wiltshire.

Wales: Anglesey, Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Ceredigon, Conwyn, Denbighshire, Flintshire, Gwynedd, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Newport, Pembrokeshire, Powys, Rhondda Cynon Taff, Swansea, Torfaen, Wrexham, Vale of Glamorgan.

West Midlands: Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.

Yorkshire and Humberside: Barnsley, Bradford, Calderdale, Doncaster, East Riding of Yorkshire, Kingston-upon-Hull, Kirklees, Leeds, North East Lincolnshire, North Lincolnshire, North Yorkshire, Rotherham, Sheffield, Wakefield, York.

Statistical reliability

The respondents to the questionnaire are only samples of the total "population", so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the "true" values). We can, however, predict the variation between the sample results and the "true" values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the "true" value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the "95% confidence interval".

Size of sample on which survey results is based	**Approximate sampling tolerances applicable to percentages at or near these levels**		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,447 interviews *(Young People Omnibus)*	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,447 where 30% give a particular answer, the chances are 19 in 20 that the "true" value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is "statistically significant", we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume "95% confidence

interval", the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
	±	±	±
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

Letter to schools

Ipsos MORI National Young People Omnibus 2009

PSHE Co-ordinator
ADDRESS
ADDRESS
ADDRESS,
ADDRESS,
ADDRESS,
POSTCODE

December 2008
ID: ID NUMBER

Dear Sir or Madam,

Ipsos MORI has been commissioned by a range of public and voluntary sector organisations to undertake a large-scale survey of pupils in compulsory secondary education (aged 11-16) throughout England and Wales. The survey aims to discover what pupils think about a range of social issues including crime, careers and entry into higher education.

We would like your school to take part in this important survey, which will take place **between January 2009 and March 2009**. We are very conscious of the heavy demands placed on pupils and teachers and aim to keep disruption to the school routine to an absolute minimum by **randomly selecting two classes to participate in the survey**. An Ipsos MORI interviewer will attend each class, explain the survey process and hand out a self-completion questionnaire. She/he will be on hand to answer any queries and will then collect the completed questionnaires at the end of the session. Each pupil will be given an Ipsos MORI pen to complete the survey and as a thank you for taking part.

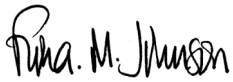
Participation in the survey is completely confidential: school and pupil names will not be revealed to any of the sponsors, or identified in any analysis. **As a thank you for taking part, participating schools will receive a resource pack to assist with the planning and teaching of modules relating to citizenship issues.** In addition, a summary of the findings will be available on the Ipsos MORI website after the survey has been completed: www.ipsos-mori.com/youngpeopleomnibus

An Ipsos MORI representative will contact you soon to explain the process in more detail. Before then, you can let us know whether the school is able to take part in the study by visiting the website below, and logging in using your personal ID number (see above).

http://www.ipsos-mori.com/youngpeopleomnibus/schools

We very much hope that your school will want to take part in this research – I should stress that Ipsos MORI will endeavour not to contact your school again in the current school year. If you have any queries or would like further information, please do not hesitate to contact Ali Ziff or Rachel Joseph at Ipsos MORI on 020 7347 3000.

Yours faithfully,



Fiona Johnson
Ipsos MORI Research Director
Head of Education Research