



PEER POWER

2016

ADOLESCENTOLOGY SURVEY RESULTS

THEME: CORE VALUES

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METHOD:

- Responses were collected across 29 schools (8 State schools and 21 Private schools) from a sample of the Peer Power seminars in 2016.
- A total of 4034 students completed at least one of the questions below, with 2910 completing all 8 questions. Year 12s were under-represented in the sample, and girls were over-represented, especially in Years 9 and 11. The students who completed all items were distributed as follows:

	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Female	233	566	388	529	27	1743
Male	234	205	388	185	93	1105

- Students were asked to respond to the following questions:

1. Which of the following statements is most like you: I can clearly explain what my core values are; I have some core values and could partially explain them; I have some core values but couldn't really explain them; I haven't worked out what my core values are yet; I don't think there is such a thing as core values.
2. My grades at school will significantly affect my ability to be successful in life: strongly disagree, disagree, neutral, agree, strongly agree
3. How much \$ per year do you expect to earn when you start working full time: \$30K, \$40K, \$50K, \$60K, \$70K, \$80K, \$90K, \$100K, 110K or higher (K = \$1,000 - therefore \$50K = \$50,000)
4. I want to start my own business within a few years of leaving school or TAFE/University further study: strongly disagree, disagree, neutral, agree, strongly agree
5. I actively take an interest in how our country is governed: strongly disagree, disagree, neutral, agree, strongly agree
6. A democracy really does give the common person power to make significant decisions in how our country is run: strongly disagree, disagree, neutral, agree, strongly agree
7. It is important to regulate the amount of time I spend on my computer/ph: strongly disagree, disagree, neutral, agree, strongly agree
8. Downloading music/movies/software that I should pay for, but don't, is wrong: strongly disagree, disagree, neutral, agree, strongly agree

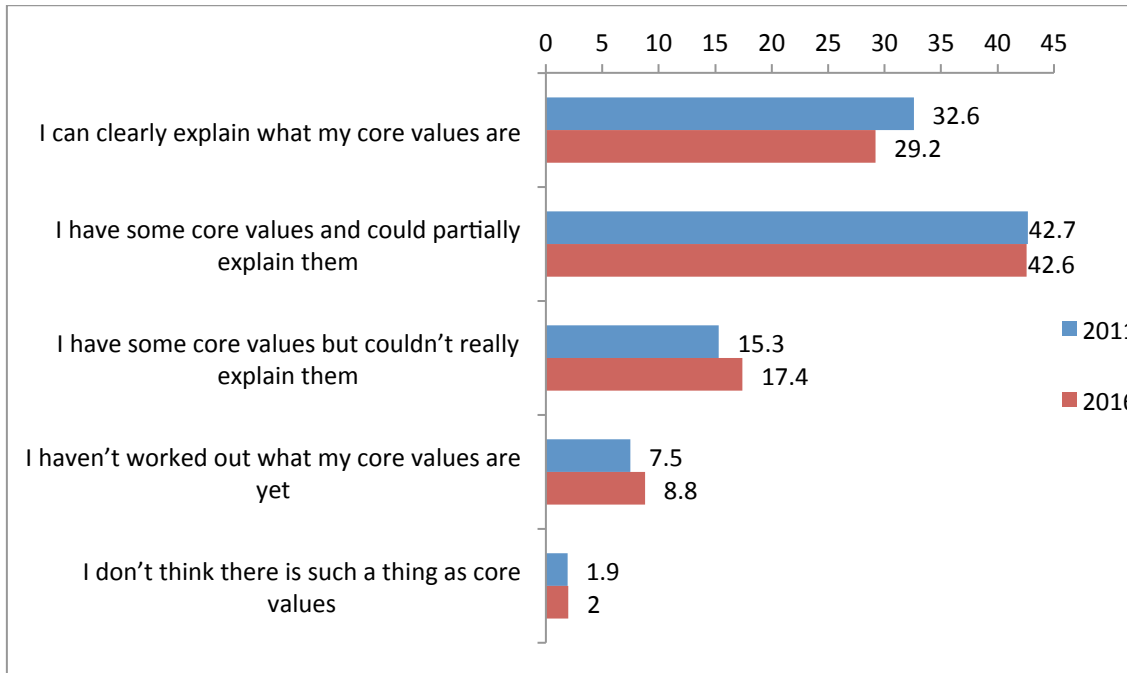
- Students' responses to these questions are reported below, together with analyses by year level and gender.
- Wherever possible, 2016 responses are compared with responses to the same questions provided by 3458 students in 2011. Differences between these samples can not necessarily be attributed to changes over time, as the samples were different. Where differences between 2011 and 2016 are detected in the full sample, they are further tested in an attempt to eliminate the influence of demographic differences between the samples.
- In 2011, the responses to items 2, 5, 6, 7 and 8 had been ordered with agree appearing first; in 2016 they were ordered with disagree first. This caused an overall decline of 1.4% in the percentage of agree responses from 2011 to 2016 (calculated over all of the agree/disagree items on the Reacts card that had appeared in both years). The 2011 figures have been adjusted to account for this.

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1. Ability to articulate core values

Students were asked to select one of 5 statements that was most like them.



Note. In 2011 an “other” option was offered. Students who selected this option have been eliminated from the above analysis.

Overall, the majority of students in 2016 (71.8%) reported that they had some core values and could at least partially explain them. This ranged from 69.3% of Year 8 students to 78.4% of Year 12 students. There were no gender differences on this question. Private school students were more likely than state school students to report that they had some core values and could at least partially explain them.

Since 2011, students appeared to have decreased in their confidence regarding their ability to articulate their core values. The biggest influence on these responses was whether students attended a state or private school (private school students were more able to articulate their values than state school students), and a larger proportion of the 2011 sample had attended private schools. There was also an influence of Year Level, with older students being more able to articulate their values than younger students, and there was a larger proportion of Year 11 and 12 students in the 2011 sample. When these factors were accounted for, there was no significant change from 2011 to 2016.

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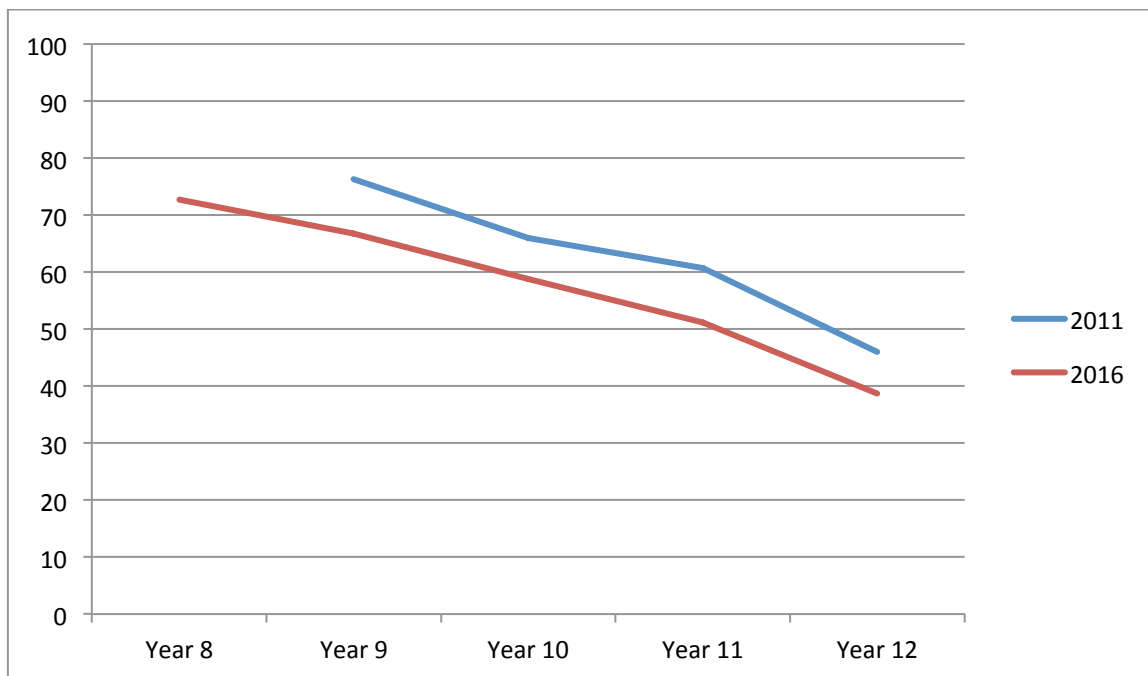
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2. My grades at school will significantly affect my ability to be successful in life.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. Overall, in 2016, 60.5% of students agreed or strongly agreed with the statement, decreasing from 72.5% in Year 8 to 38.7% in Year 12. A similar decrease from year 9 to Year 12 was found in 2011. There was no systematic difference between males and females. State school students were more likely to agree than private school students.

Since 2011, students appeared to have decreased in their belief that their grades would affect their success in life, even after accounting for the changed format of the response options. The biggest influence on these responses was year level (younger students placed more importance on their grades than older students), and there was a larger proportion of older students in the 2011 sample. However, there was still a significant change from 2011 to 2016 when year level was accounted for.



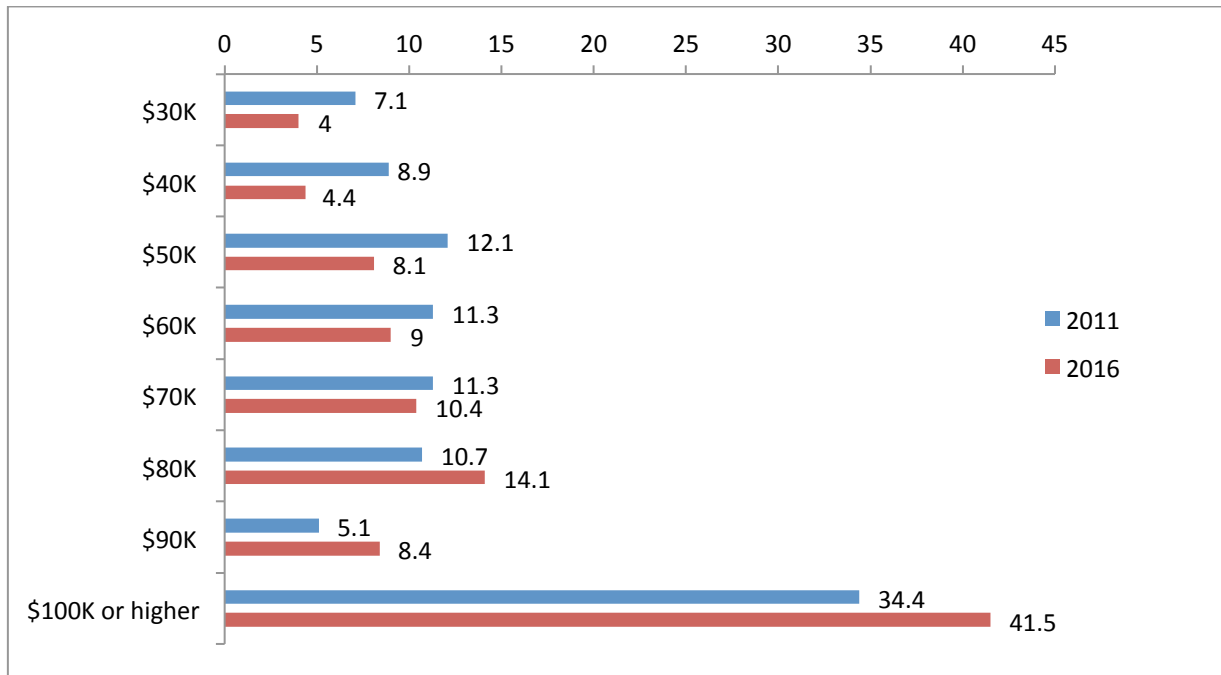
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3. How much \$ per year do you expect to earn when you start working full time.

Students were asked to select one of 9 options, ranging from \$30K per year to \$110K or higher. In both 2011 and 2016, \$100K was the most popular option.



Note. In 2011, the “\$110K or higher” option was written as “other”. There may have been some confusion as to the meaning of this option in 2011. In particular, students intending to select the highest option would have selected \$100K in 2011 and \$110K or higher in 2016. Thus in the table above, the \$100K and \$110K options have been combined. It is possible that some students in 2011 may have selected the “other” option as a way of registering indecision. It can be concluded, however, that expectations have increased during the last 5 years.

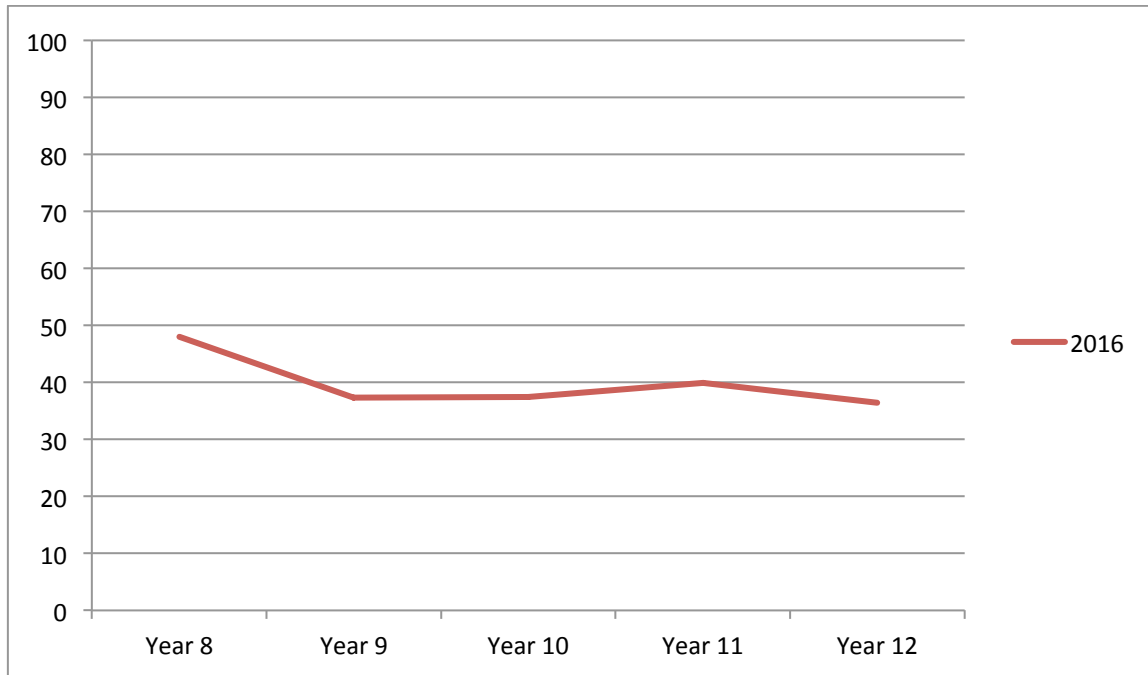
In both 2011 and 2016, expectations were higher for younger students (Years 8-10) than older students; and were higher for boys than for girls. There was no systematic difference between State school and private school students.

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4. I want to start my own business within a few years of leaving school or TAFE/University further study.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. Overall, 39.7% of students agreed or strongly agreed with the statement, decreasing from 48.0% in Year 8 to 36.4% in Year 12. There were no systematic differences between males and females, or between private and state school students. This question was not asked in 2011.



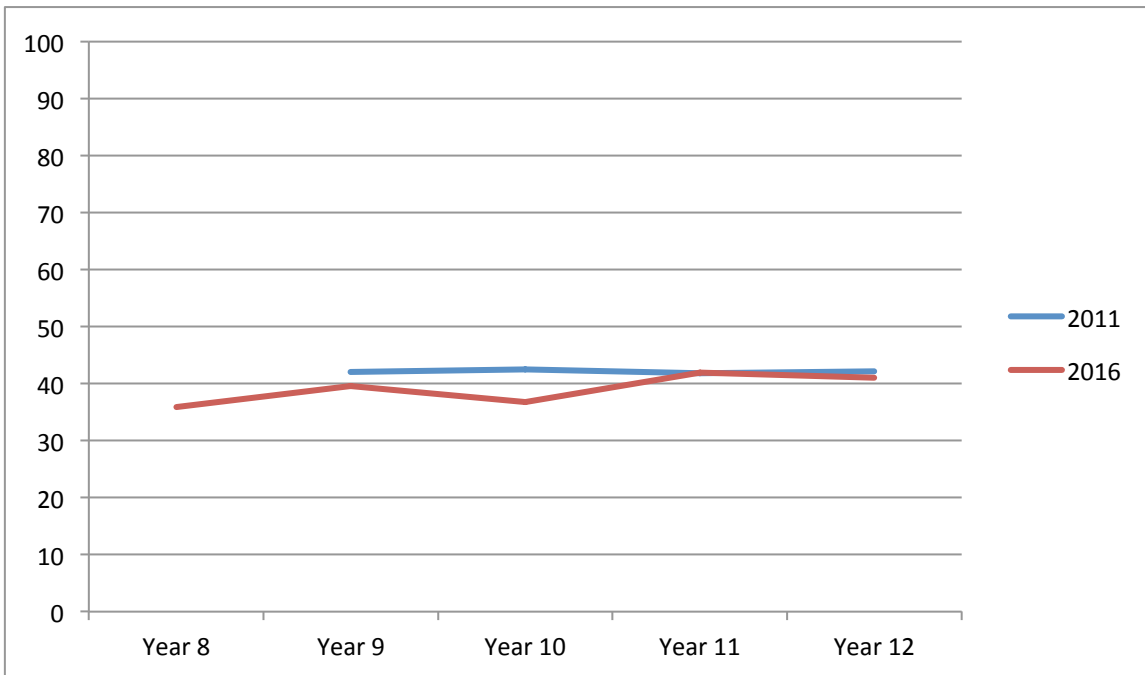
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5. I actively take an interest in how our country is governed.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. In 2016, 38.8% of students agreed or strongly agreed with the statement. Agreement with this statement had decreased slightly from 2011 to 2016, even after adjustment of the formatting of the response options (adjusted percentage agreeing in 2011 was 42%). There were no systematic differences between Year levels, males and females, or state and private schools.



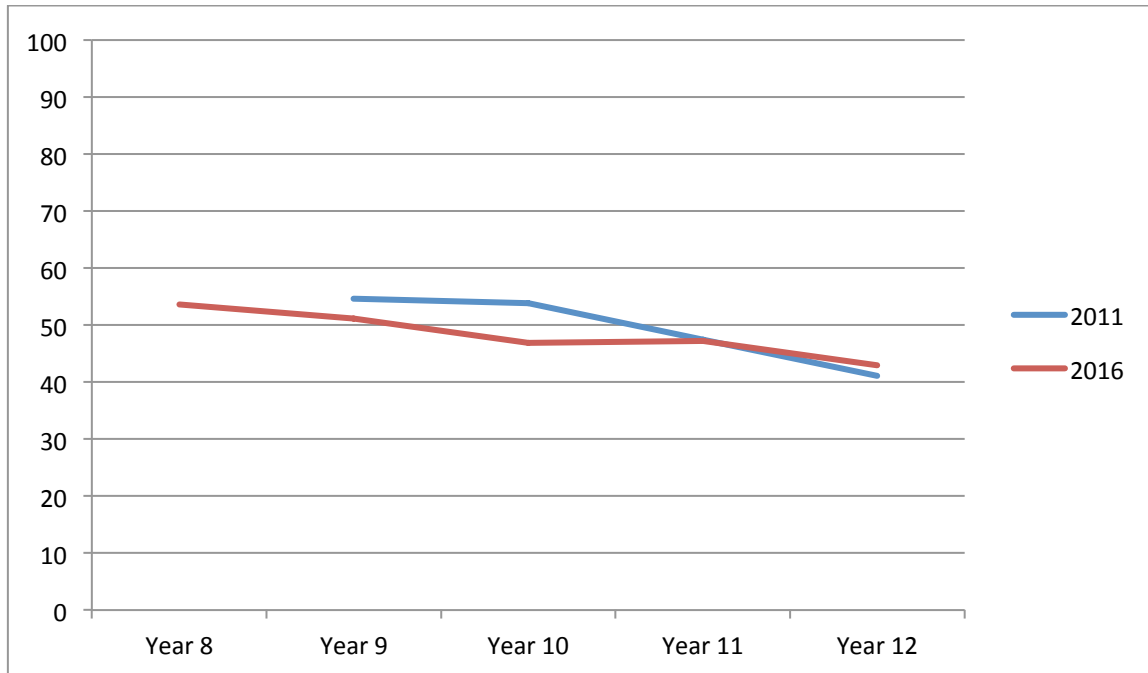
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6. A democracy really does give the common person power to make significant decisions in how our country is run.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. In 2016, 49.0% of students agreed or strongly agreed with the statement. There were no systematic differences between Year levels, males and females, or state and private schools, and no change from 2011 to 2016.



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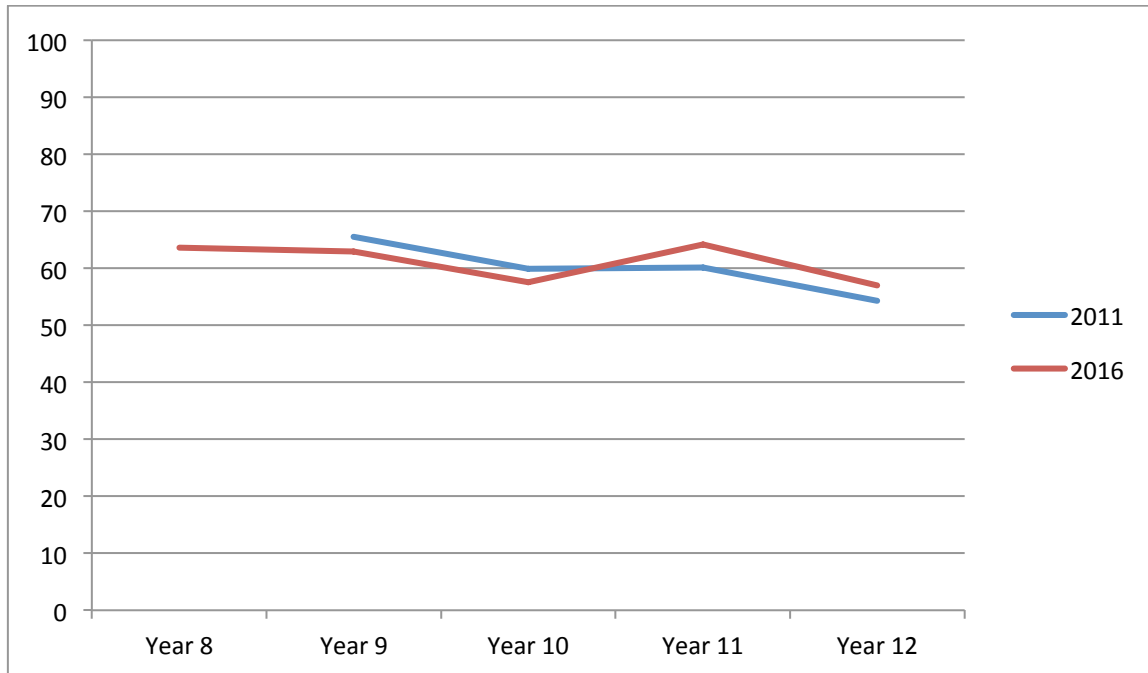
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7. It is important to regulate the amount of time I spend on my computer/ph.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. In 2016, 61.6% of students agreed or strongly agreed with the statement. In both 2011 and 2016, agreement was higher for females than for males.

Agreement with this statement appears to have increased slightly from 2011 to 2016, especially among year 11 and 12 students, but this was mostly due to a larger proportion of girls in the 2016 sample.



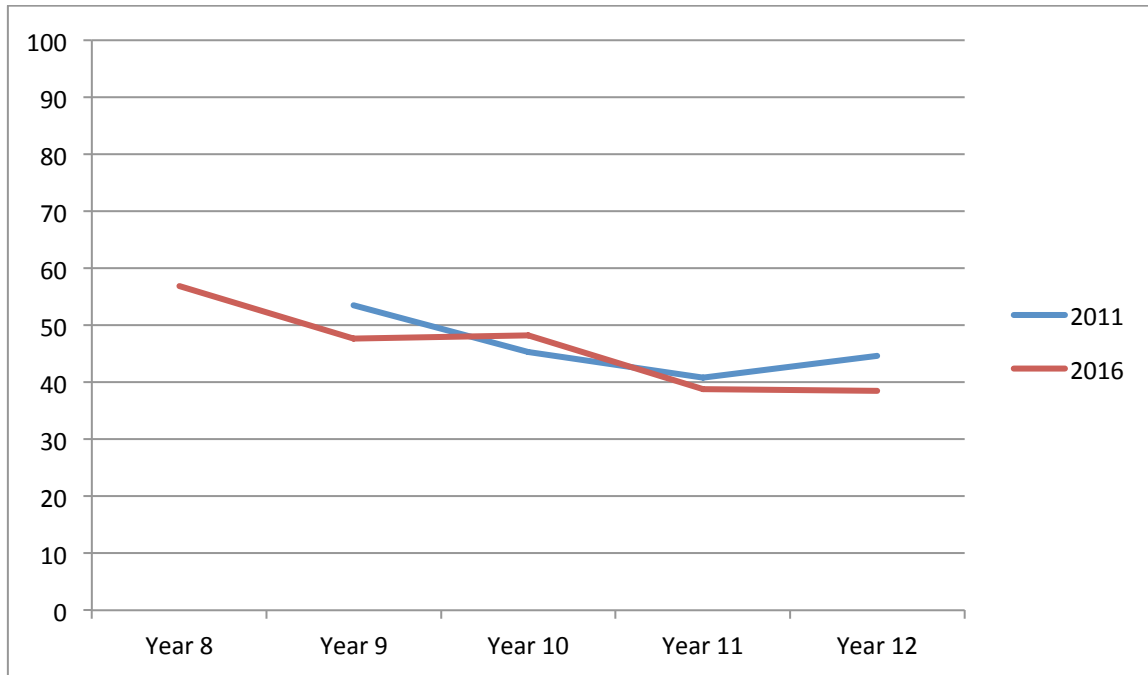
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8. Downloading music/movies/software that I should pay for, but don't, is wrong.

Students were asked to indicate their agreement with this statement on a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree. In 2016, 47.0% of students agreed or strongly agreed with the statement. In both 2011 and 2016, agreement was higher for younger students than older students; and was higher for females than for males. There was no systematic change from 2011 to 2016.



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SUMMARY OF RESPONSES

- Most students (over **70%**) reported that they had some core values and could at least partially explain them.
- Most students had reasonably high expectations regarding what they would earn when they started working full time (approximately **60%** expected to earn at least \$80,000), and expectations had increased since 2011.
- Approximately **60%** of students agreed that it is important to regulate the amount of time spent on their computer or phone. Agreement with this statement was higher among females than males, and had increased since 2011, especially among year 11 and 12 girls.
- Up to Year 11, most students (**50-70%**) agreed that their grades at school would significantly affect their ability to be successful in life; year 12's were more likely to be neutral or to disagree with this statement, and agreement with the statement had decreased from 2011 to 2016.
- Approximately **50%** of students agreed that a democracy gives the common person power to make significant decisions in how our country is run.
- Approximately **50%** of students agreed that it was wrong to download music/movies/software that they should pay for. Agreement decreased with age and was higher for females than for males.
- Approximately **40%** of students agreed that they wanted to start their own business within a few years of leaving school or TAFE/University further study.
- Approximately **40%** of students agreed that they actively took an interest in how our country is governed.