

Woodlands School

Preliminary Findings Report

Background

This report was prepared by the Research Centre for Children Schools and Families. Findings are reported from the Attitudes towards Money project which collected data from students attending the school in winter and spring term 2015-16. In total 375¹ year 8 and 9 students participated in the study from Woodlands School. Data were collected using online surveys. A full report comparing cross-cultural findings between schools that participated in the UK and New Zealand will be available in September 2016.

Demographic data (n=375)


Year group	Year 8	Year 9			
	178	197			
Gender	Female	Male	No response		
	167	184	24		
Ethnicity	White*	Black**	Asian***	Mixed****	No response
	310	14	9	23	19
Native language	English	Other			
	348	27			
Free School Meals	Yes	No			
	75	300			

*including English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveller or any other white background

** including Black British, African, Caribbean and any other Black/African/Caribbean background

***including Asian British, Indian, Pakistani, Bangladeshi, Chinese and any other Asian background

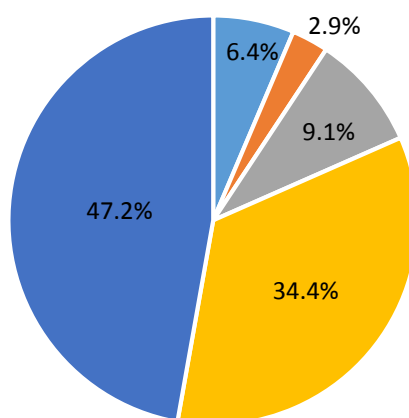
****including White and Black Caribbean, White and Black African, white and Asian, and any other mixed or multiple Ethnic groups)

 Data shows that a substantial amount of Woodland's school children lived in a property with three bedrooms (59.2%) or more (26.7%); the data also reveals that majority of pupils lived in households either owned (40.8%) or rented (35.2%) by their parents. 24% of pupils did not know if their parents owned or rented their property. There were no age or gender differences.

¹ In some cases response rate was less than 100% due to missing data from participants non-response or omission to answer some of the questions

Parent attitudes towards higher education

Did your parent(s)/guardian(s) go to university?



■ Mum did ■ Dad did ■ Both parents did ■ Neither parents did ■ Not sure

Family perceptions that I will attend university (Mean scores)	Year 8 (n=175) ²		Year 9 (n=192)	
	3.63		3.57	
	Male (n=87)	Female (n=78)	Male (n=92)	Female (n=86)
	3.64	3.59	3.54	3.59

➔ Just under half of children were unsure as to whether their parents attended university or not suggesting that they perhaps haven't yet had those conversations with their parents. A third of the children had parents who did not attend university, while under a fifth had at least one parent who attended higher education.

Data shows that reported family perceptions that they would attend university were similar for year 8 and year 9 students. There was a trend for females to report higher family perceptions that they would attend university compared to males in year 9 but the opposite trend was evident for year 8s. Trends were not significant in either age or gender groups overall.

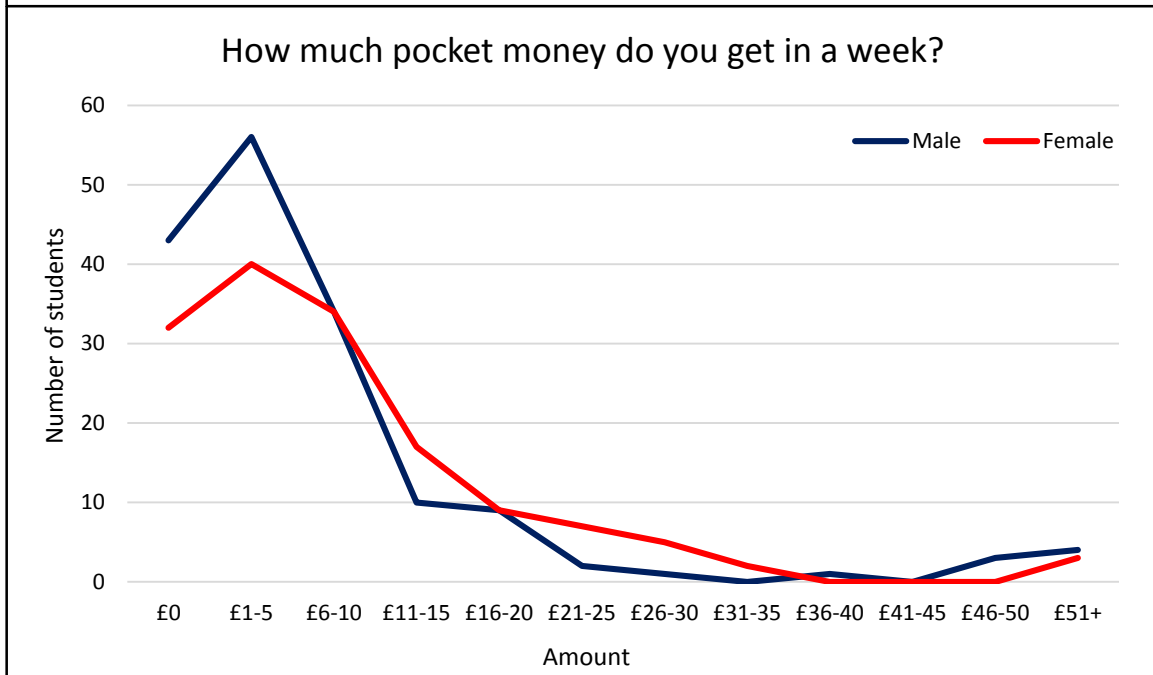
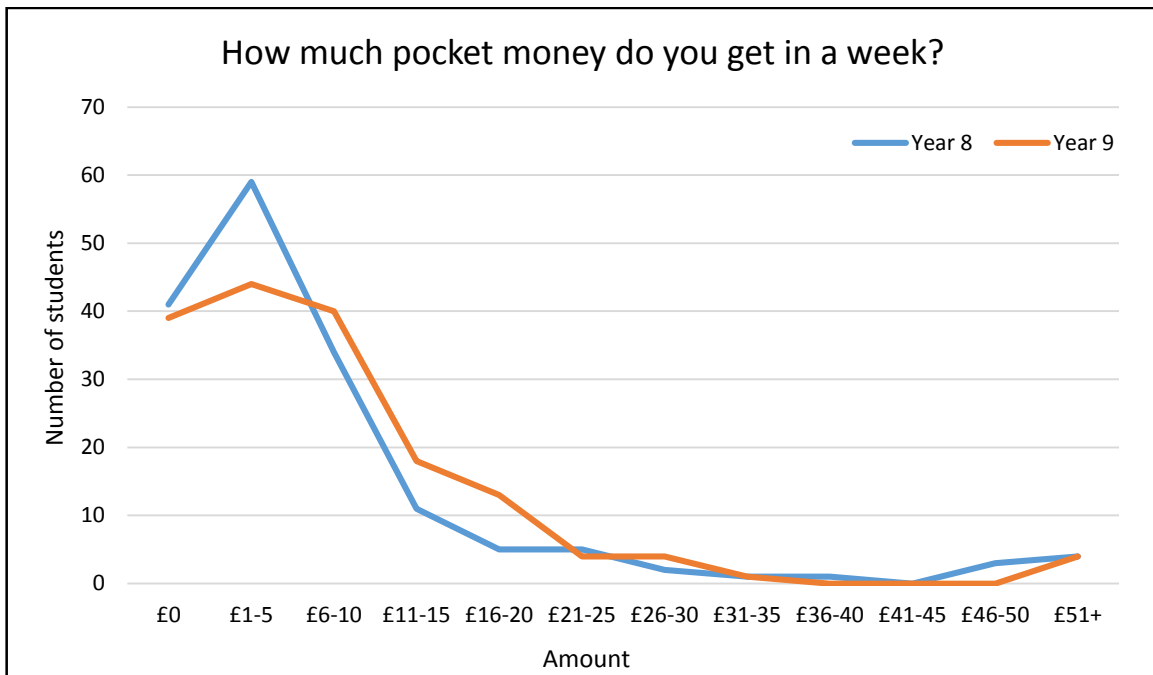
Financial behaviour at home

Do you get given pocket money by your parent(s)/guardian(s)?

	Year 8 (n=178)	Year 9 (n=197)	Male (n=184)	Female (n=167) ³
Yes	127	135	127	118
No	41	39	43	32
Don't Know	10	23	14	17

² Some missing data from year 8 participants

³ Not all participants reported their gender



The average modal amount of pocket money per week was £5.00. Findings suggested that slightly more children received pocket money in year 9 compared with year 8 and also that the amount they received increased with age. The median amount was £7.00 per week in year 8, compared with £10.00 per week in year 9. The median amount was £10.00 per week for females, compared with £7.00 per week for males.

Discussing money at home

➤ Analysis revealed that 83% of parents spoke to their children about how they should spend their pocket money and 45% of parents spoke to their children about money. There were no significant gender or age differences. However, there was a slight trend for males to report that they speak to their parents more regularly about money matters than females.

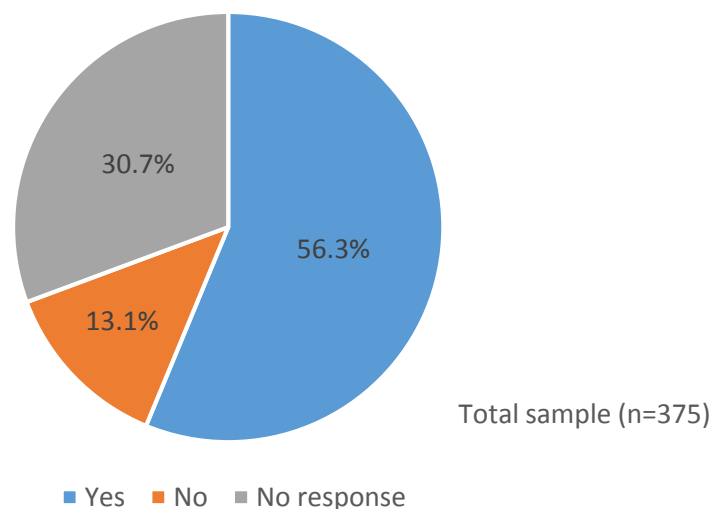
Both females and males reported speaking to their mothers about money matters in general and also about spending money more frequently than with their fathers. There were no differences between the year groups.

Financial discussion with peers and school

➤ Around half of students discuss money with friends. There were no age or gender differences. In response to the question “*Have you done a class about money at school?*” approximately a quarter of students reported taking part in a class at primary school (male= 29.3%. female = 25.1%), with a higher trend for males than females and a somewhat higher number reported at secondary school (male= 34.2%, female= 26.3%). Fewer than 50% of students reported that they had not had any classes on the topic (male= 35.9%, female = 47.9%).

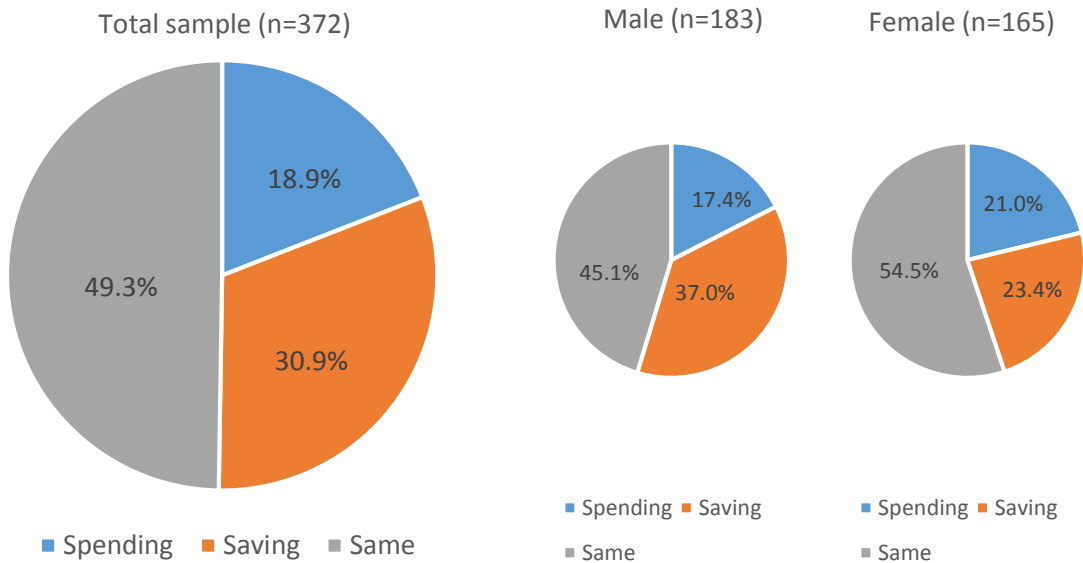
Spending vs. saving

Do you usually save some of your pocket money so you will still have some left when your parent(s)/guardian(s) give you your next allowance?

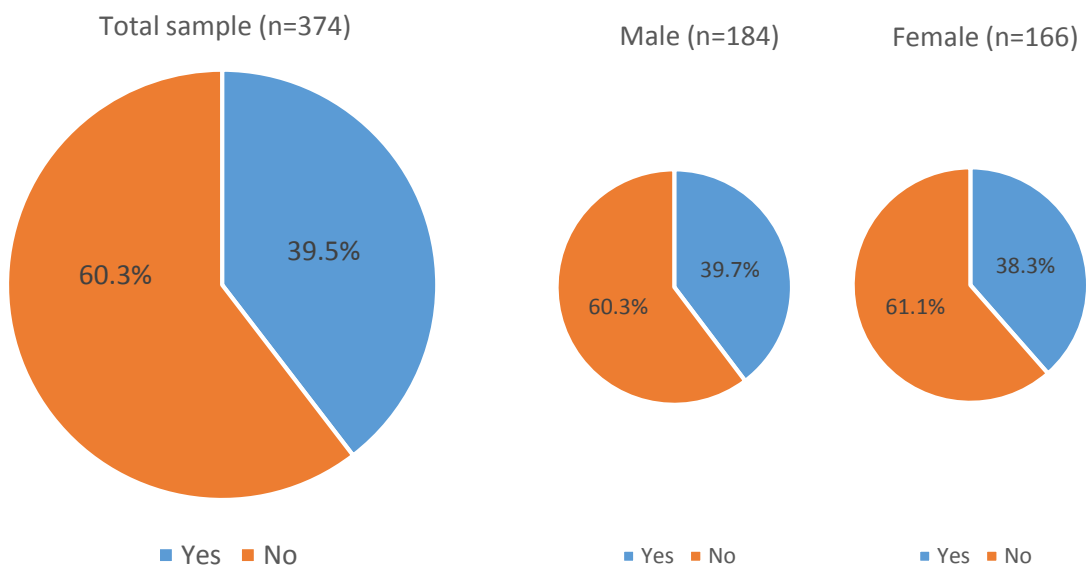


➤ Over half of pupils reported holding a savings account (58.7% males and 52.1% females). Generally, pupils reported more happiness in saving money over spending it, and this was particularly true for females.

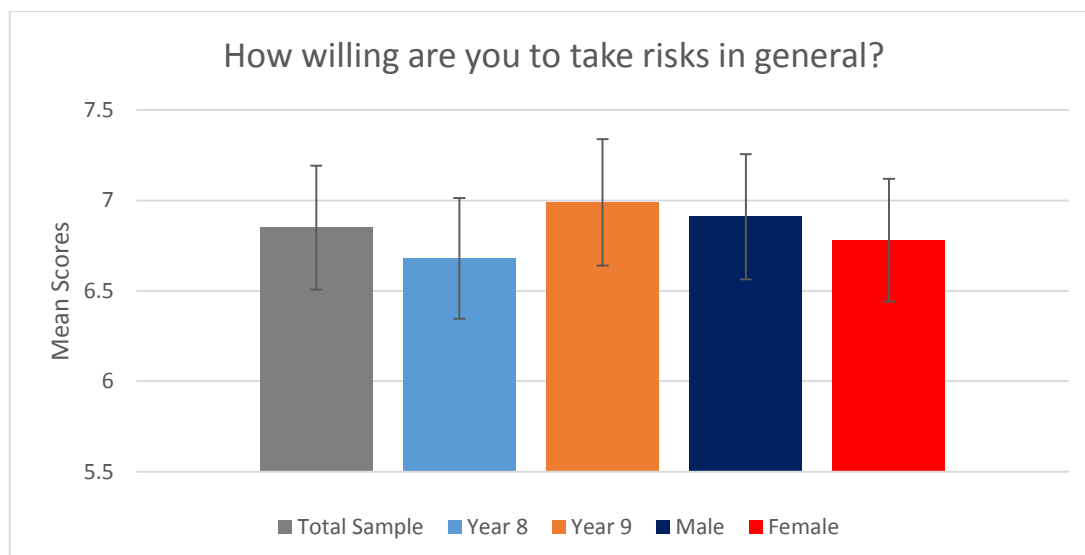
What makes you happier: spending or saving money?



In the past 3 months have you bought something that you wish you hadn't?



Generally, all pupils reported more happiness in saving money over spending it, and this was particularly true for males. Interestingly, males reported slightly higher risk taking behaviours compared to females. Year 9 reported slightly higher risk taking behaviour compared to year 8 but these differences were not statistically significant.



Psychological Variables

	Year 8 (n=178)	Year 9 (n=196)	Males (n=183)	Females (n=167)
Identification with school	2.41	2.43	2.42	2.43
Identification with peers	3.60	3.61	3.62	3.60
Identification with family	3.65	3.67	3.70	3.65
Academic effort	3.84	3.74	3.81	3.80
Academic competence	3.68	3.59	3.53	3.76
Academic importance	4.35	4.30	4.33	4.38
General self-worth	4.03	3.94	4.15	3.83
Materialistic values	3.17	3.47	3.41	3.23

➔ As found in previous studies, perceived identification with school was slightly lower compared to perceived identification with peers and family⁴. Identification with school, peers and family was generally constant across year 8 and 9. However, there appeared to be a drop in terms of academic effort, academic importance, academic competence and general self-worth in the older group. This was consistent with previous data collected with year 9 and 10 students⁵. Reported materialistic values were significantly higher in year 9 compared to year 8⁶. Males

⁴ Maras, P., Moon, A., & Zhu, L. (2012). Chinese and British adolescents' academic self-concept, social identity and behaviour in schools. *BJEP Monograph Series II: Psychology and Antisocial Behaviour in Schools*, 9, 93-122. ISSN 1476-9808.

⁵ Maras, P., Carmichael, K., Patel, S., & Wills, J. "The trouble with Year 10". 13-16 year old school students' attitudes to higher education. *Social Psychology of Education*, 10(3), 375-397.

⁶ Maras, P., Moon, A., Gupta, T., & Gridley, N. (2014). The Role of Materialism on Social, Emotional and Behavioural Difficulties for British Adolescents. *Emotional & Behavioural Difficulties*, Online First. DOI: 10.1080/13632752.2014.989055.

reported significantly lower academic competence compared to females, but significantly higher general self-worth.

Attitudes towards money

	Year 8 (n=177)	Year 9 (n=196)		Males (n=184)	Females (n=165)
Entitlement	2.90	2.99		2.97	2.91
Conscientiousness	3.92	3.86		3.92	3.90
Future planning	3.77	3.66		3.79	3.67
Anxiety	3.08	3.31		3.16	3.22

➤ Analysing the attitudes towards money questions revealed that year 9s held somewhat stronger beliefs on entitlement compared to those of year 8. However, they year 9s were lower on conscientiousness and not as concerned for future planning. The year 8 pupils were somewhat higher on these perspectives; whereas year 9 were higher on financial anxiety compared with their younger peers.

One explanation of the findings above might be that students in the year 9 group were at an age where a number of biological factors are influencing their decisions and behaviour thus it is perhaps unsurprising that conscientiousness and future planning decrease. The increase in financial anxiety may be attributed to the fact that as year 9s start to make choices about what subjects they will take for GCSEs they become more aware for of university tuition fees for example and experience financial anxieties as a result. Further investigation of the data at the total sample level will allow us to know more about these differences.

There were also gender differences in attitudes towards money. Male students held stronger beliefs in regards to entitlement but also for conscientiousness and future planning. Female students were less concerned with future planning but were higher on financial anxiety.

Attitudes towards higher education

	Year 8 (n=175)	Year 9 (n=191)		Males (n=179)	Females (n=163)
Perceptions I will attend university	3.73	3.68		3.73	3.72
Perception peers will attend university	3.39	3.25		3.37	3.29
Family perceptions that I will attend university	3.25	3.07		3.20	3.12
Peer perceptions that I will attend university	3.59	3.55		3.57	3.59
I will achieve the necessary GCSE grades to attend HE	3.91	3.91		3.93	3.94

➤ In regards to attitudes towards higher education, the mean scores reported above suggested that perceived self, peer and family expectations that one would attend university were lower

in year 9s compared to year 8s. This finding coincides with lower perceived academic competence in year 9s compared to year 8s. Interestingly, the confidence in obtaining the necessary GCSE results remained the same across groups.

No statistical significances were found between gender comparisons.

Summary of key points:

- The majority of participants in this study received pocket money and were aware that they had a savings account.
- There was a trend for the participants to report that financial matters were discussed more frequently with mothers than with fathers, particularly more so for female pupils.
- Consistent with previous studies, perceived identification with school was slightly lower in year 8 and 9 compared to perceived identification with peers and family.
- The year 9 age group reported lower academic competence, higher financial anxiety and were less likely to report that they expected to attend university. This is consistent with previous research suggesting that negativity increases in mid-adolescence (year 9 and 10) globally (Maras, Moon & Zhu, 2012) due to the range of bio-psycho-social factors influencing young people at this time. These feelings coincide with a period when young people need to make important educational decisions about their future. An important next step for this research is, knowing what we do, we need to understand what can be done to ensure that increased negativity at this age doesn't impact future educational decisions.
- Further analysis of the data, comparing across schools and countries, will shed light on whether these findings are culturally specific.

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