

Part 6: Youth culture

This section explores elements of youth culture, such as participants' sport and extra-curricular activities, music preferences, and use of media and technology. This report gives an overview of key findings, and these topics have been analysed in greater detail (i.e., by ethnicity, SES, and smoking status).

Interest and/or participation in sports and extra-curricular activities

Students were asked to select all the activities they were interested and/or participated in from a list of over twenty options. 'Interest' was defined as *including watching on television, and reading about in newspapers or magazines*.

The top five activities that female students were interested in were netball, photography, graphics/design/painting/drawing/sculpture, other dance (including ballet, salsa and modern dance), and volleyball (Table 6.1). Male students were most interested in basketball, rugby union, extreme sports, rugby league, and touch rugby. Very few students reported no interest in any of the sports and extra-curricular activities listed (1.7%).

Table 6.1 Top five sports and extra-curricular activities: Interest and/or participation – all students by gender

Prevalence %					
All students (n=3036)		Female students (n=1494)		Male students (n=1543)	
Basketball	44.1%	Netball	55.6%	Basketball	47.4%
Soccer	37.0%	Photography	48.4%	Rugby union	46.8%
Graphics and design, painting, drawing, sculpture	36.7%	Graphics and design, painting, drawing, sculpture	43.9%	Extreme sports	42.5%
Touch rugby	35.6%	Other dance (ballet, salsa, modern)	42.9%	Rugby league	41.9%
Volleyball	35.5%	Volleyball	42.4%	Touch rugby	39.5%
<i>Not interested in any of these</i>	1.7%		1.5%		1.9%

Multiple response question; totals do not sum to 100%

Music preferences

Students were asked to select the types of music they listen to from a list of ten options. The five types of music that students most reported listening to were pop/rock, hip hop/urban Pasifika/rap, electronic, rhythm and blues (R&B), and reggae/ska /dub (Table 6.2).

Table 6.2 Top five types of music – all students

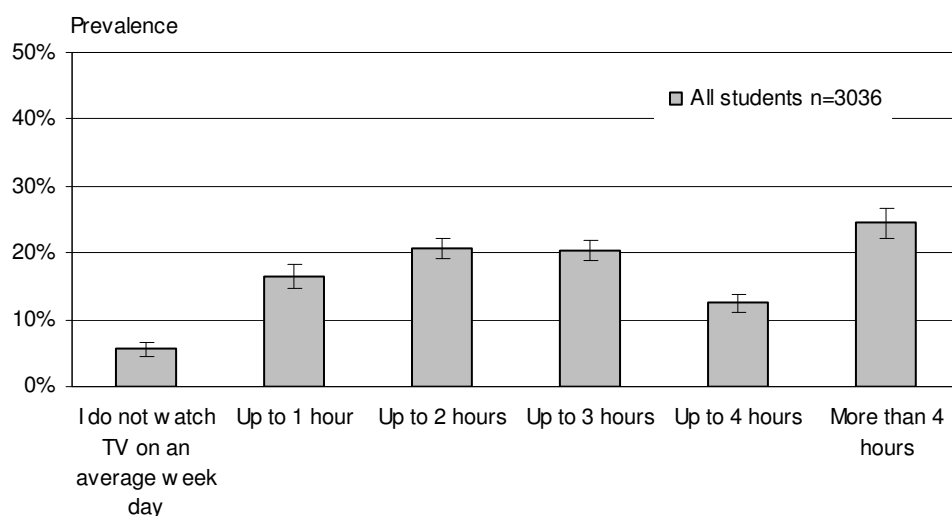
	Prevalence %
All students (n=3036)	
Pop / rock	71.7%
Hip hop/urban Pasifika /rap	64.8%
Electronic (e.g. New Age, Techno, Dance, Electronica, House, Trance)	46.0%
Rhythm and blues / RnB	36.1%
Reggae/ska /dub	33.6%
<i>Not interested in any of these</i>	1.5%

Multiple response question; totals do not sum to 100%

Television watching

Students were asked to indicate how many hours they spent watching television on an average weekday, using a scale from I do not watch TV on an average weekday to *more than four hours*. Students most commonly watched *more than 4 hours* of television (24.5%) on an average weekday. A similar proportion of students reported watching *up to three hours* (20.4%) or *up to two hours* (20.6%) of television on an average weekday (See Figure 6.3). Very few students (5.6%) said they *do not watch television on an average weekday*.

Figure 6.3 Hours of television watching on an average weekday – all students

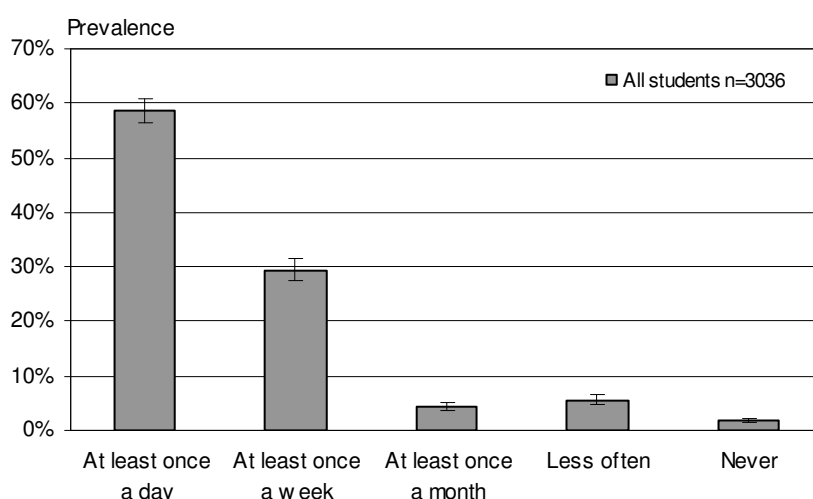


Students were also asked which types of programme they had watched during the week prior to the survey. Students could select as many options as applied to them. Music (72.2%), comedy shows (59.2%), sports (58.6%), soap operas (57.0%), cartoons (56.6%) and current affairs (53.9%) were the most commonly selected programme types.

Internet use

Students were asked a series of questions about Internet use, including the frequency, setting and purpose of their Internet use. Close to six in ten students reported that they use the Internet *at least once a day* (58.7%, Figure 6.4), and three in ten students (29.4%) *at least once a week*. Very few students (1.8%) reported that they *never* used the Internet.

Figure 6.4 Frequency of Internet use – all students



When asked from a list of options, what they had used the Internet for in the month (30 days) prior to the survey the most common reasons for were for *social networking sites* (64.7%), *downloading music* (61.4%), *email* (59.4%), and *looking for information for school* (54.7%, Figure 6.5).

Most students (88.4%) used the Internet *at home* or *at school* (65.1%, Figure 6.6). Close to two in five students (41.0%) reported that they used the Internet *at a friend's house*. Public settings for Internet use were also reported, such as *at a library* (22.0%) or *cyber/Internet café* (10.3%).

Figure 6.5 Reasons for Internet use – all students

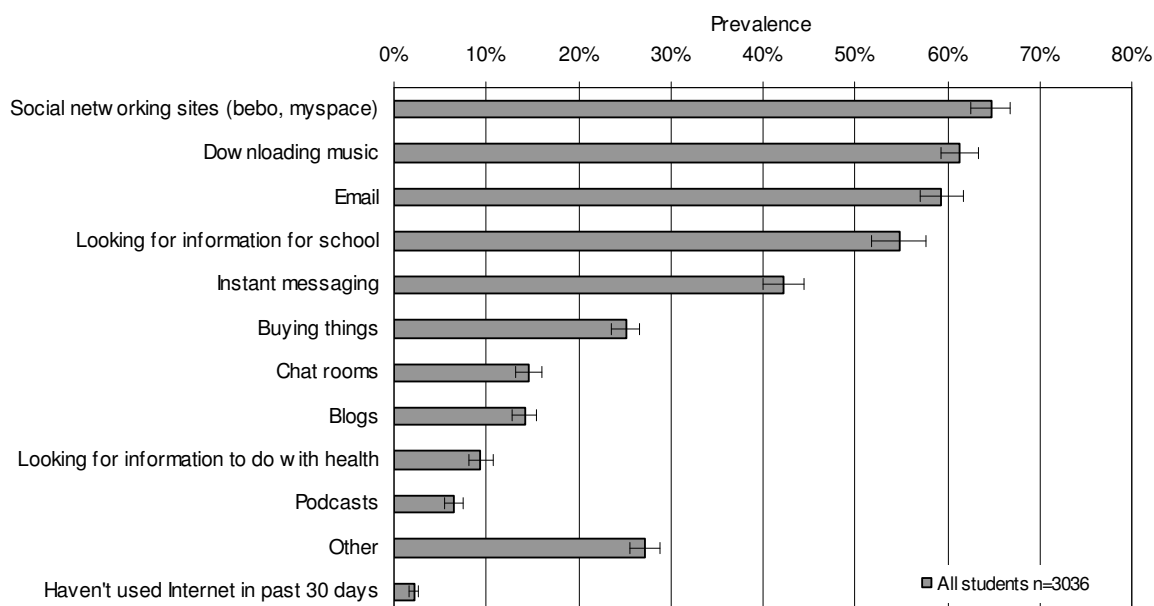
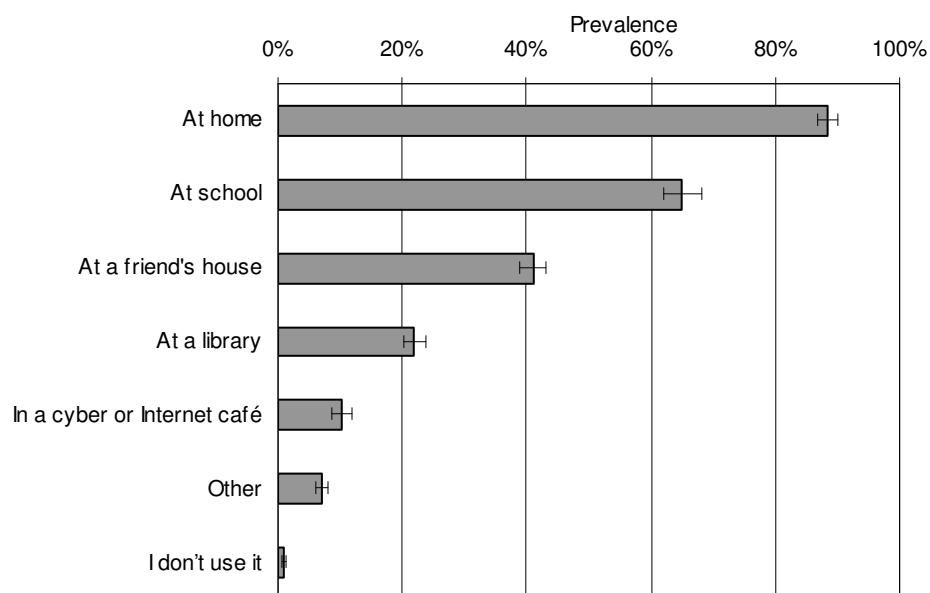


Figure 6.6 Settings for Internet use – all students



Multiple response question; totals do not sum to 100%

Cell-phone use

Almost all students (91.2%) reported owning a cell-phone and over three in five of all students (38.7%) reported sending *100 or more* text messages on an average weekday.