
1993 Drogheda School Leavers Survey

REPORT

by

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September, 1998

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Summary and Highlights

This is the first report from the first survey of Drogheda School Leavers, teenagers taking the Leaving Certificate examination in Drogheda-area schools in 1993. This report describes the main characteristics based on interviews returned by the 50% of the entire group of 652 who were in the cohort. The Boyne Research Institute plans to interview these young people at regular five-yearly intervals and to produce a report on each one. Some highlights from the first study follow:

- In 1993, girls did better than boys on the Leaving Certificate examination, scoring 278 points on average compared to 260 for boys.
- In 1993, 36.6% of school leavers' mothers had not gone beyond primary school, and 41.5% of fathers had not gone beyond primary school.
- The largest proportion of fathers, 35% were in manual occupations and 31.4% were in managerial or professional occupations; the largest proportion of mothers fell into the "Other" category, which mainly included housewives.
- At the time they did the Leaving Certificate, 88% of students were living with both parents and 12% were not living with both parents.
- At interview in 1996, women had higher rates of smoking than men. 36% of women said that they smoked compared to 26% of men at the time of interview.
- Only a small percentage, 5%, were non-drinkers, about the same for both men and women. Women consumed less alcohol when measured by both frequency and amount.
- About one-third said that they had used drugs; the proportion was similar for both sexes. Cannabis was most popular, followed by LSD and ecstasy. No-one reported using heroin, only one reported use of crack.
- Although slightly more women than men entered third level education, 89% vs 83%, at the time of the survey, more men than women were still in third level education, 66% vs 57%.
- Unemployment. Only 8% of the total group said that they were on unemployment assistance.
- Most (85%) reported participating in sports in the previous year. The most popular sports for men were soccer, weights, Gaelic and swimming, while for women the most popular sports were aerobics, swimming and cycling.
- Schools seemed to be doing a good job, since a large proportion of both men and women expressed satisfaction with the preparation in reading and writing skills and socialising.

Acknowledgements

The Boyne Research Institute is a private research facility, founded in 1992 and based in Drogheda. The School Leavers Survey was suggested in part by the participants in the Summer Student Programme in 1993, who actually helped design the study methods and interview. Successive participants in this annual training programme worked on this study and share in the credit for this report. A small grant from the Department of Social Welfare in 1996 enabled us to put the study into the field. Support in the form of grants from the Drogheda plants of Becton Dickinson and Coca-Cola Atlantic was crucial in helping complete the data analysis.

As a charity, the Boyne Research Institute depends on the generosity of donors, the many Friends of the Boyne Research Institute, not only in Ireland but also in the United States, Canada and further afield. We are sincerely grateful to them for continuing support.

Ultimately, the 1993 Drogheda School Leavers who participated in this survey are the ones to whom we owe most. We hope to keep all of you in this cohort as you grow into adulthood.

*Table of Contents***SECTION 1. INTRODUCTION****SECTION 2. METHODS****SECTION 3. RESULTS**

1. EDUCATION
 - 1.1 Leaving Certificate results
 - 1.2 Repeat Leaving Certificate
2. PARENTS
 - 2.1 Parents' occupation
 - 2.2 Parents' education
3. SCHOOL LEAVERS' LIVING SITUATION
 - 3.1. Living with both parents
 - 3.2. Religious practice
4. HEALTH
 - 4.1 Self rating of health
 - 4.2 Any birth defects
5. HEALTH BEHAVIOURS
 - 5.1. Smoking habits
 - 5.2. Drinking habits
 - 5.3. Drug use
6. FURTHER EDUCATION & EMPLOYMENT
7. EXERCISE
8. SATISFACTION WITH EDUCATION

SECTION 1. INTRODUCTION

This is the first report from the Drogheda School Leavers Survey, 1993. These surveys are designed as 5-year events to provide information on the development of young Irish people, the influences on their lives and their successes.

The present report gives an overview of the results of the first interview. Further in-depth reports are planned for specific aspects of the questionnaire.

This report dwells in some detail on the results from the 1993 Leaving Certificate examination. Although all members of the 1993 class were contacted by post, the response rate of 50% over represented girls and underrepresented boys. Therefore, the validity of the results may be called into question. However, most of the findings are in the direction that would be expected if all members of the 1993 class participated in the survey. Therefore, we feel confident enough in the results to publish them in this form.

One of the basic purposes of the longitudinal aspect of this survey is to evaluate the barriers to equality in the workplace that face women. The Drogheda School Leavers Survey confirms what national surveys by the Economic and Social Research Institute (ESRI) show, that is, that girls get consistently higher marks on the Leaving Certificate examination. By following this cohort into their adult years, we expect to obtain a sense of the factors that become barriers to equality in the workforce for women.

The intent of the survey is to be the first in a series of longitudinal studies, on the one hand following up the cohorts every five years, and on the other hand, establishing a new cohort every five years. Thus, in 1998, we expect to re-contact the 1993 cohort a second time and to establish a new cohort with the 1998 School Leavers.

SECTION 2. METHODS

In 1993, all seven Drogheda-area schools provided the Boyne Research Institute with a list of the names, addresses and phone numbers of all 653 members of the Leaving Certificate class of that year. A database of the contact information was made in EPI-INFO, an epidemiological data management and analysis programme. In December, 1995 a small grant from the Department of Social Welfare made it possible to recruit an assistant to conduct the study. The Ethics Board of the Boyne Research Institute approved the study methods which included strict measures to secure the confidentiality and anonymity of the individuals participating in the study.

From March to June, 1996, a mailing was sent out to each school leaver's home with a stamped return envelope. A reminder phone call was made within 4 weeks, then re-contacts by phone and postcard.

The data was entered into a data entry programme in EPI-INFO. For data analysis a number of computer packages were used, among them EPI-INFO, EXCEL and SAS, a programme for statistical analysis of data.

Of the 653 original school leavers, 328 returned completed questionnaires and we had no contact from a further 295; of the remaining 25, only one explicitly refused to participate in the survey. The response rate was 50.23%. More of the women responded, 54.9% of women versus only 45.1% of men responded. Thus, there is some bias in the data with respect to gender of respondent.

We calculated the points obtained on the Leaving Certificate following the Department of Education's procedures.

SECTION 3. RESULTS

1. EDUCATION

1.1 Leaving Certificate Results

Overall, girls did better than boys, since girls got on average 278 marks compared to 260 for boys, not a statistically significant difference. In general, the number of subjects taken was the same for both groups, 6.89 for girls and 6.82 for boys. Girls scored higher marks than boys on 10 subjects while boys scored higher marks than girls on 11 subjects. The marks on each subject are given below. The subjects are listed in order of popularity, from Mathematics taken by 311 students, to Applied Mathematics, taken by only 5 students, one girl and four boys.

A chart for the grades obtained by boys and girls is given for the most popular subjects – Mathematics, Irish, English, Geography, History, French, Biology and Business Organisation. This allows the eye to evaluate the proportion of boys and girls and their grades on each subject. For less popular subjects, only the data is given in the form of tables.

For each subject F stands for Females and M stands for Males.

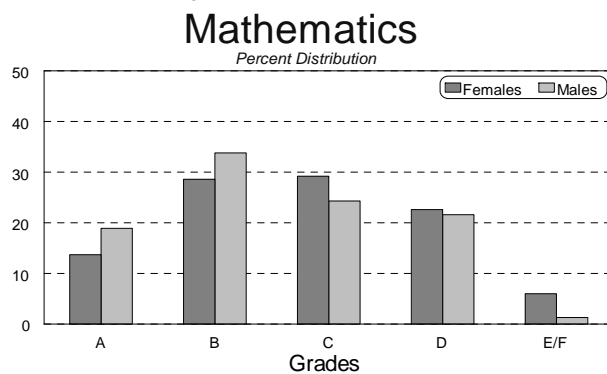
1.1.1 Mathematics

For mathematics, only 10% of students did the honours course, while 2.5% did the foundation level. Slightly more boys than girls got an A grade (13.7% vs 18.9%), but the differences overall are not striking and not statistically significant.

1.1.1 MATHEMATICS

Grade	F	M	Total
A1	9	12	21
A2	14	16	30
B1	20	26	46
B2	15	14	29
B3	13	10	23
C1	22	17	39
C2	12	9	21
C3	15	10	25
D1	19	13	32
D2	12	10	22
D3	7	9	16
E	9	0	9
F	1	2	3
Total	166	148	316

Leaving Certificate Results, 1993



Level	F		M		Total
		%		%	
Found	1	0.1	7	4.9	8
Honours	13	7.8	18	12.5	31
Ordin	153	91.6	119	82.6	272
Total	167		144		311

1.1.2 English

Grade	F	M	Total
A1	8	2	10
A2	3	5	8
B1	9	4	13
B2	18	10	28
B3	21	14	35
C1	20	22	42
C2	27	20	47
C3	25	24	49
D1	19	25	44
D2	9	8	17
D3	6	9	15
E	1	2	3
Total	166	145	311

Slightly more girls than boys studied English for the Leaving Certificate, 54.5% vs 49.3%. A total of 5.8% of students overall achieved an A mark in English.

1.1.3. Irish

Grade	F	M	Total
A2	4	1	5
B1	5	5	10
B2	23	2	25
B3	11	9	20
C1	24	16	40
C2	24	18	42
C3	21	19	40
D1	28	15	43
D2	10	13	23
D3	9	16	25
E	2	14	16
F	1	2	3
Total	162	130	292

Level	F	M	Total
	%	%	
Honours	39 23.8	25 19.2	64
Ordinary	125 76.2	105 80.8	230
Total	164	130	294

Girls did significantly better than boys on Irish in the Leaving Certificate examination; girls were more likely than boys to take the Honours Irish course (23.7% vs 19.2%)

1.1.4. French

Grade	F	M	Total
A1	1	1	2
A2	2	2	4
B1	9	4	13
B2	16	5	21
B3	16	7	23
C1	17	11	28
C2	15	12	27
C3	9	10	19
D1	16	13	29
D2	9	3	12
D3	3	3	6
E	0	2	2
Total	113	73	186

Level	F		M		Total
	%		%		
H	48	41.7	31	41.9	79
O	67	58.3	43	58.1	110
Total	15		74		189

Although more girls than boys took French for their Leaving Certificate, approximately the same proportions chose the Honours course. Overall, 3.2% of students achieved an A in French.

1.1.5. Geography

Grade	F	M	Total
A2	1	1	2
B1	2	2	4
B2	4	3	7
B3	4	4	8
C1	12	14	26
C2	11	14	25
C3	10	14	24
D1	12	7	19
D2	4	9	13
D3	5	9	14
E	1	6	7
F	1	0	1
Total	67	83	150

Level	F		M		Total
	%		%		
Honours	36	54.5	58	71.6	94
Ordinary	30	45.5	23	28.4	53
Total	66		81		147

More boys than girls chose Geography for their Leaving Certificate, 83 vs 67, and more boys than girls also took Honours Geography, 71.6% vs 54.5%. Overall, 1.3% achieved an A grade.

1.1.6. Biology

Grade	F	M	Total
A1	2	1	3
A2	2	0	2
B1	2	3	5
B2	5	3	8
B3	14	0	14
C1	10	3	13
C2	7	5	12
C3	7	8	15
D1	6	2	8
D2	8	5	13
D3	6	6	12
E	7	5	12
F	2	0	2
Total	78	41	119

Level	F		M		Total
	%		%		
Honours	44	55.7	16	41.0	60
Ordinary	35	44.3	23	59.0	58
Total	79		39		118

Biology was a more popular subject among girls than among boys, ranking sixth for girls and eighth for boys; more girls than boys took the Honours curriculum in Biology, 55.7% vs 41%.

1.1.7. Business Organisation

Grade	F	M	Total
A1	2	2	4
A2	7	3	10
B1	8	5	13
B2	7	11	18
B3	10	8	18
C1	9	2	11
C2	8	7	15
C3	7	3	10
D1	3	4	7
D2	3	3	6
D3	3	3	6
Total	67	51	118

Business Organisation	F		M		Total
	%		%		
H	31	47.7	22	47.8	53
O	34	52.3	24	52.2	58
Total	65		46		111

Business Organisation was a popular subject, ranking seventh for girls and sixth for boys. Equal proportions of both boys and girls took the Honours course and overall 4.2% of students achieved an A grade on Business Organisation.

1.1.8. History

Grade	F	M	Total
A1	10	2	12
A2	9	1	10
B1	8	3	11
B2	6	2	8
B3	6	5	11
C1	5	5	10
C2	6	1	7
C3	5	5	10
D1	6	5	11
D2	1	5	6
D3	1	3	4
E	1	2	3
NG	0	1	1
Total	64	40	104

Level	F	M	Total
	%	%	
H	30 45.5	20 54.1	50
O	36 54.5	17 45.9	53
Total	66	37	103

More boys than girls decided to do the Leaving Certificate History examination, 54.1% of boys compared to 45.5% of girls; 2.9% of students achieved an A grade on this examination.

1.1.9. Home Economics Science

Grade	F	M	Total
A1	2	0	2
A2	5	0	5
B1	6	0	6
B2	4	0	4
B3	9	0	9
C1	14	0	14
C2	14	0	14
C3	8	0	8
D1	7	2	9
D2	2	1	3
D3	1	0	1
E	2	1	3
Total	74	4	78

Level	F	M	Total
	%	%	
H	50 65.8	2 50.0	52
O	26 34.2	2 50.0	28
Total	76	4	80

A traditionally female subject, Home Economics Science continues to be chosen by few boys; only four boys took Home Economics Science in 1993. Overall, 6.4% of students achieved an A grade.

1.1.10. Physics

Grade	F	M	Total
A1	0	1	1
A2	0	2	2
B1	2	3	5
B2	3	1	4
B3	2	2	4
C1	2	8	10
C2	3	3	6
C3	2	4	6
D1	5	7	12
D2	3	3	6
D3	2	4	6
E	5	1	6
F	1	0	1
Total	30	39	69

Level	F		M		Total
	%		%		
H	21	67.7	22	55.0	43
O	10	32.3	18	45.0	28
Total	31		40		71

1.1.11. Accounting

Grade	F	M	Total
A1	3	0	3
A2	0	1	1
B1	5	2	7
B2	6	0	6
B3	6	2	8
C1	5	3	8
C2	3	3	6
C3	1	2	3
D1	5	3	8
D2	0	2	2
D3	4	2	6
E	2	3	5
F	0	1	1
Total	40	24	64

Level	F		M		Total
	%		%		
H	13	33.3	14	60.9	27
O	26	66.7	9	39.1	35
Total	39		23		62

1.1.12. Art

Grade	F	M	Total
A1	0	1	1
A2	1	1	2
B1	1	2	3
B2	3	2	5
B3	2	2	4
C1	13	2	15
C2	6	2	8
C3	4	4	8
D1	8	1	9
D2	5	0	5
D3	0	1	1
Total	43	18	61

Level	F		M		Total
	%		%		
Honours	32	76.2	16	88.9	48
Ordinary	10	23.8	2	11.1	12
Total	42		18		60

1.1.13. Chemistry

Grade	F	M	Total
A1	0	1	1
A2	0	1	1
B1	4	4	8
B2	2	3	5
B3	0	2	2
C1	3	5	8
C2	6	2	8
C3	1	0	1
D1	4	5	9
D2	1	0	1
D3	3	0	3
E	1	3	4
F	0	1	1
NG	0	1	1
Total	25	28	53

Level	F	M	Total
	%	%	
H	19 76.0	19 67.9	38
0	6 24.0	9 32.1	15
Total	25	28	53

1.1.14. Technical Drawing

Grade	F	M	Total
A1	0	2	2
A2	0	1	1
B1	0	3	3
B2	0	3	3
B3	0	4	4
C1	0	9	9
C2	0	4	4
C3	0	4	4
D1	2	4	6
D2	0	3	3
D3	0	2	2
E	0	4	4
F	0	1	1
Total	2	44	46

Level	F	M	Total
	%	%	
H	0 0.0	17 40.5	17
0	2 100.0	25 59.5	27
Total	2	42	44

1.1.15. German

Grade	F	M	Total
A2	1	0	1
B1	0	1	1
B2	1	3	4
B3	3	3	6
C1	3	4	7
C2	3	2	5
C3	1	2	3
D1	3	1	4
D2	1	0	1
D3	1	1	2
Total	17	17	34

Level	F	M	Total
	%	%	
H	13 68.4	7 41.2	20
0	6 31.6	10 58.8	16
Total	19	17	36

1.1.16. Economics

Grade	F	M	Total
B1	0	1	1
B2	1	0	1
C1	0	3	3
C2	2	2	4
C3	1	1	2
D1	1	4	5
D2	2	3	5
D3	0	7	7
E	1	1	2
Total	8	22	30

Level	F	M	Total
	% %		
H	2	8	10
0	6	14	20
	% %		
Total	8	22	30

1.1.17. Construction Drawing

Grade	M	Total
A2	1	1
B1	3	3
B2	5	5
B3	2	2
C1	4	4
C2	4	4
C3	6	6
D1	1	1
D2	2	2
Total	28	28

Level	M	Total
	% %	
H	7	7
0	18	18
	% %	
Total	25	25

1.1.18. Physics & Chemistry

Grade	F	M	Total
A2	0	1	1
B2	0	1	1
C2	0	5	5
C3	0	2	2
D1	1	1	2
D2	0	1	1
D3	1	6	7
E	0	6	6
Total	2	23	25

Level	F	M	Total
	% %		
H	0	20	20
0	1	5	6
	% %		
Total	1	25	26

1.1.19. Engineering

Grade	F	M	Total
B1	0	6	6
B2	0	5	5
B3	0	1	1
C1	1	2	3
C2	0	4	4
D2	0	3	3
D3	0	1	1
Total	1	22	23

Level	F	M	Total
	%		
H	0	9	9
O	1	14	15
Total	1	23	24

1.1.20. Classical Studies

Grade	M	Total
A1	1	1
A2	1	1
B1	1	1
B2	1	1
C1	4	4
C2	4	4
C3	4	4
D1	1	1
D3	4	4
Total	21	21

Level	M	Total
	%	
H	16	16
O	4	4
Total	20	20

1.1.21. Music

Grade	F	M	Total
A1	1	0	1
B1	1	0	1
B2	2	1	3
B3	2	0	2
C1	3	0	3
C2	2	0	2
D1	2	0	2
Total	13	1	14

Level	F	M	Total
	%		
H	11	1	12
O	2	0	2
Total	13	1	14

1.1.22. Home Economics, General

Grade	F	Total
B1	1	1
B3	3	3
C3	4	4
D1	1	1
Total	9	9

Level	F	Total
	%	
H	6 66.7	6
O	3 33.3	3
Total	9	9

1.1.23. Spanish

Grade	F	M	Total
C1	1	1	2
C3	1	0	1
D1	3	1	4
D3	2	0	2
Total	7	2	9

Level	F	M	Total
	%	%	
H	1 14.3	0 0.0	1
O	6 85.7	2 100.0	8
Total	7	2	9

1.1.24. Applied Mathematics

Grade	F	M	Total
A1	0	1	1
A2	1	2	3
B1	0	1	1
Total	1	4	5

Level	F	M	Total
	%	%	
H	1 100.0	1 25.0	2
O	0 0.0	3 75.0	3
Total	1	4	5

1.1.25. AGE OF STUDENT

The ages of the students at the time of the Leaving Certificate examination ranged from 16 to 19. The most common age for doing the Leaving Certificate examination was 17. Approximately equal proportions of girls and boys took the exam at each age.

AGE	F		M		Total
		%		%	
16	14	8.0	11	7.1	25
17	113	64.9	88	57.1	201
18	39	22.4	50	32.5	89
19	8	4.6	5	3.2	13
Total	174		154		322

1.2. REPEATS

Approximately 11% of Drogheda-area school leavers were repeating the examination in 1993, slightly more girls than boys repeated (10.8 vs 9.5%).

REPEATING	F		M		Total
		%		%	
Yes	18	10.8	14	9.5	32
No	148	89.2	134	90.5	282
Total	166		148		314

2. PARENTS

2.1. Parents' Occupation

Fathers' Occupation	F		M		Total
		%		%	
Managerial	54	31.0	49	31.8	103
Non-Manual	20	11.5	20	13.0	40
Manual	66	37.9	47	30.5	113
Other	34	19.5	38	24.7	72
Total	174		154		328

Mothers' Occupation	F		M		Total
		%		%	
Managerial	26	14.9	20	13.0	46
Non-Manual	10	5.7	10	6.5	20
Manual	22	12.6	20	13.0	42
Other	116	66.7	104	67.5	220
Total	174		154		328

Approximately one-third (31%) of fathers were in professional/managerial occupations, such as managers, scientists, engineers, doctors and solicitors; only about 15% of mothers were in managerial occupations (14.9%). Another one-third of fathers was in manual occupations. Most mothers were classified as "other", reflecting the fact that the majority of women in this age group were housewives. There were no real differences in the distribution of parents' occupation according to the gender of the School Leavers, in contrast to parents' level of education, see below.

2.2. PARENTS' EDUCATION

Fathers' Education	F		M		Total
		%		%	
Primary	79	45.4	57	37.0	136
Inter	31	17.8	39	25.3	70
Post-Prim	14	8.0	14	9.1	28
Leav Cert	21	12.1	16	10.4	37
>Leav Cert	14	8.0	10	6.5	24
Diploma	3	1.7	1	0.6	4
Third L	6	3.4	11	7.1	17
Degree	6	3.4	4	2.6	10
Post Grad			2	1.3	2
Total	174		154		328

Mothers' Education	F		M		Total
		%		%	
Primary	67	38.5	53	34.4	120
Inter	37	21.3	33	21.4	70
Post-Prim	21	12.1	17	11.0	38
Leav Cert	21	12.1	23	14.9	44
>Leav Cert	19	10.9	16	10.4	35
Diploma	5	2.9	2	1.3	7
Third L	3	1.7	4	2.6	7
Degree	1	0.6	3	1.9	4
Post Grad			3	1.9	3
Total	174		154		328

The proportion of parents with only a primary school education was very high in this cohort. Overall, 41.5% (136/328) of fathers had not more than a primary school education. A further 28.7% of fathers had achieved a Leaving Certificate education or higher.

Overall, 36.6% of mothers had not more than a primary school education, and a further 30.5% had reached a Leaving Certificate standard of education or more. While more mothers than fathers had more than a primary school education, the same proportion of mothers and fathers had a second level or greater education.

Slightly more girls than boys in the Leaving Certificate class had fathers with only a primary school education (45.4% vs 37.0%), but this difference was not statistically significant, meaning that it is probably due to chance.

3. School Leavers' living situation

3.1. Living with both parents

Parents both

Resident	F		M		Total
	%		%		
Yes	149	86.1	138	90.8	287
No	24	13.9	14	9.2	38
Total	173		152		325

Overall, 38, or 11.7% of School Leavers were not living with both parents at the time they sat the Leaving Certificate Examination. Some were living with grandparents, some with only one parent.

3.2. CHURCH ATTENDANCE

Church

Attendance	F		M		Total
	%		%		
> once week	2	1.1	4	2.6	6
once week	65	37.4	58	37.9	123
>once month	41	23.6	31	20.3	72
>once year	50	28.7	37	24.2	87
Never	16	9.2	23	15.0	39
Total	174		153		327

Attendance at a church service was similar for boys and girls, with nearly 40% saying that they attended church at least once a week. Only 12% said that they never attended church, and boys were more likely to never attend than girls (15% vs 9.2%).

4. HEALTH

4.1. Self-rating of health

We asked respondents to rate their current health as excellent, good, fair or poor. Most said that their health was excellent or good and only 9% said that their health was only fair; none said that their health was poor. There were no differences between men and women on their rating of current health.

Rating

Health	F		M		Total
	%		%		
Excellent	75	43.9	61	40.1	136
Good	82	48.0	76	50.0	158
Fair	14	8.2	15	9.9	29
Poor	0	0	0	0	0
Total	174		153		323

4.2. Birth defects

When asked if they were born with a birth defect, 14 answered “Yes”. The expected number of birth defects in a group of this size (328 people) would be about 2-3%. The rate observed here is 4%, not too different from expected. The birth defects they reported were as follows:

Birth defects in 1993 Drogheda School Leavers

Spina bifida	3
Cleft lip/palate	1
Dislocated hip	6
Club foot	1
Other	3

When asked if they ever had a serious illness, 29 people said that they had. The illnesses ranged from asthma (6 people), pneumonia (6 people), meningitis (2 people), whooping cough (3 people), to Langerhans cell histiocytosis. No-one stated that they had cancer.

5. Health behaviours

5.1. Smoking habits

Overall, about 30% of the cohort ever smoked, but many more females than males said that they smoked, 35.6% of women compared to 25.3% of men ($p=.04$). However, women who did smoke smoked on average fewer cigarettes than men. Since the questionnaire did not ask for age at first smoking, we cannot determine how many were smoking at the time of school leaving. This data then, reflects smoking habits at the time of the interview.

Smoking	Women	Men	Total
Non-smokers	62	39	101
1-4 daily	18	6	24
5-9 daily	21	6	27
10-14 daily	18	13	31
15-19 daily	2	8	10
20-29 daily	3	6	9
Total	173	153	326

We asked smokers and non-smokers to rate their health as excellent, good, fair or poor, and were surprised to find that smokers rated their health as poorer than non-smokers. For instance, only 26% of smokers said that their health was excellent, compared to 46% of non-smokers, and at the other end of the scale, 12% of smokers said that their health was only fair to poor while only 5% of non-smokers rated their health as fair to poor ($p=.0003$).

Rating of health	Smokers	Non-smokers	Total
Excellent	27	108	135
Good	55	102	157
Fair	16	13	29
Total	98	223	321

5.2. Drinking Habits

Drinking	Women	Men	Total
Non drinkers	7	9	16
Less than once a week	90	71	161
1-3 drinks weekly	74	66	140
4+ drinks weekly	3	6	9
Total	174	152	326

The overwhelming majority of School leavers had taken a drink. Overall, 95% were drinkers; girls were as likely as boys to have ever taken a drink. In terms of number of drinks per week, there was very little difference between girls and boys, with 53.9% of girls drinking less than once a week, compared to 49.7% of boys.

5.2.1 Amount of drink taken per session

Amount of Drink	Women	Men	Total
1-3 drinks	71	38	109
4-6 drinks	85	68	153
more than 7 drinks	11	38	49
Total	167	144	311

Girls did drink less than boys when they were drinking, 42.5% of girls drank less than 4 drinks compared to only 26.3% of boys. In contrast, 26.4% of boys drank more than 7 drinks per session, versus 6.6% of girls.

5.2.2. Frequency and amount of drink

Drinking Pattern	Women	Men	Total
Light drinkers	154	102	256
Binge drinkers	1	10	11
Heavy drinkers	12	31	43
Total	167	144	311

Frequency and amount measures the pattern of drinking. We tried to distinguish between people who were occasional and light drinkers, those who were infrequent but heavy drinkers (binge), and those who were frequent (more than 4 times weekly) and heavy drinkers (going out at least twice weekly and taking more than 6 drinks and/or going out at least four time weekly and taking more than 4 drinks). Here again, the pattern of drinking for girls was different from that for boys, with 92.2% of girls drinking lightly compared to 70.8% of boys. Heavy drinking, according to our criteria here, was frequent among boys. One in five, or 21.5% of men, were heavy drinkers, compared to 7.1% of women.

5.3. Drug usage

Drugs ever/never	F		M		Total
		%		%	
Yes	65	37.4	61	39.6	126
No	109	62.6	93	60.4	202
Total	174		154		328

5.3.1. Type of drugs used

Type	Number of people
Cannabis	82
LSD	34
Ecstasy	32
Amphetamine/speed	29
Valium	5
Glue	6
Crack	2
Methadone	1

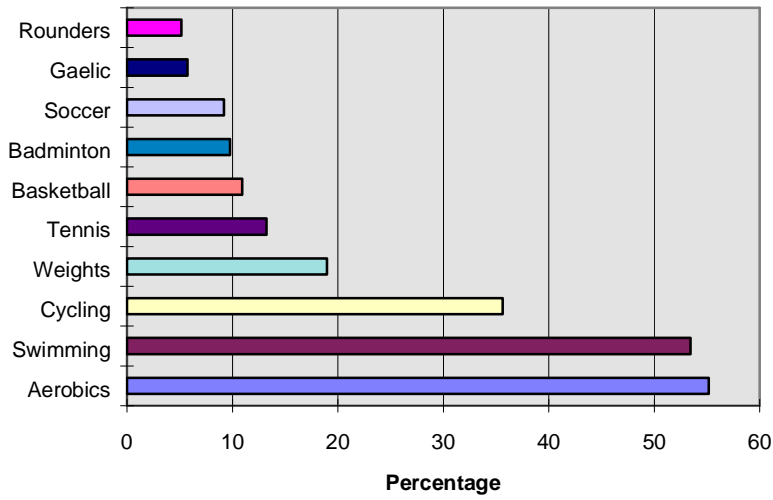
As with smoking, equal numbers of girls and boys had ever taken drugs. However, the proportion using drugs was much less than the proportion drinking. Slightly over one-third of the group had ever used drugs (38.4%).

5.4. Exercise

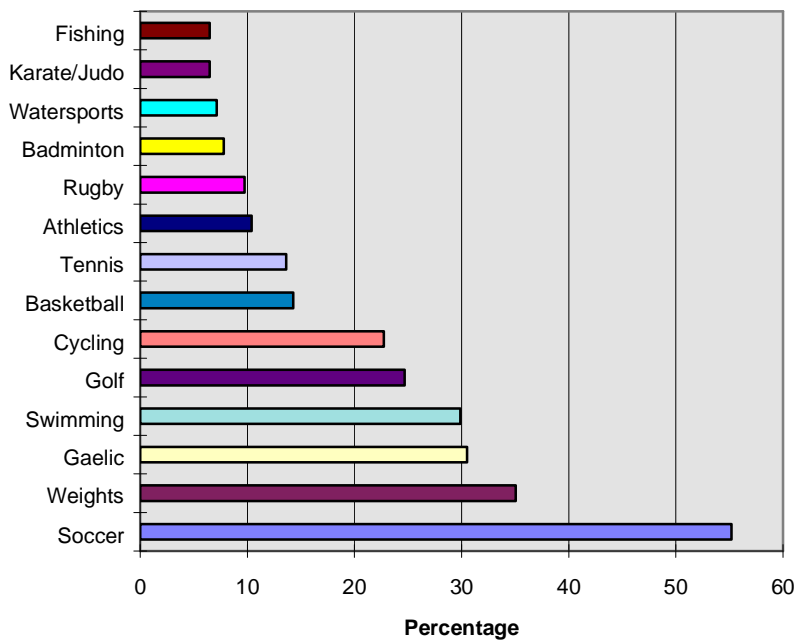
Sports in past year	F		M		Total
		%		%	
Yes	150	86.2	131	85.1	126
No	24		22		202
Total	174		153		328

Did you play any sports in the past year? In answer to this question, about 85% of both men and women said that they had. The types of sports played by men and women appear on the charts. Only sports played by more than 5% of the group are included.

Sports played by women



Sports played by men



6. FURTHER EDUCATION & EMPLOYMENT

In line with their better performance on the Leaving Certificate examination, of 154 males and 174 females, slightly more females than males entered further education, 89.1% vs 82.5%. However, they either opted for short courses or dropped out, since the proportion still in further education at interview was higher for males than females. 66% of males were still in further education at the time of interview compared to only 57% of females.

Of the School Leavers who were still in further education, about equal proportions of boys and girls were not working at all, 45% of men and 47% of women; men were more likely than women to be in full-time employment while also in full-time education, 17% vs 7%.

Still in Further Education	WOMEN Employment				Total	Still in Further Education	MEN Employment				Total
	Full time	Part time	Not working	No info			Full time	Part time	Not working	No info	
Yes	6	31	42	10	89	Yes	14	20	38	12	84
No	48	10	8	0	66	No	33	5	4	1	43
Don't know	10	2	6	1	19	Don't know	17	5	4	1	27
Total	64	43	56	11	174	Total	64	30	46	14	154

Of women answering questions about education and employment, 89 women or 57.4%, were in full-time education; 64, or 39.3% were in full-time employment. A small proportion of women in full-time employment were also in full-time education (9.4%). A significant proportion of women were not working currently (34.4%, 56/163), and for most (84%), this was because they were in full-time education.

6.1. Unemployment

Of the 174 women in the cohort, 13 reported receiving either the lone parent or child allowance; of these 13, 8 went into further education, but only 3 were still in educational programmes.

The numbers claiming unemployment assistance in this group are low, only 25 of the total number of respondents, or 7.6%.

7. SATISFACTION WITH EDUCATION

Satisfied	F	M	Total
Yes	145 83.3	118 76.6	263
No	27	33	60
Total	172	151	323

We asked if people were satisfied with the education they had received at second level. Level of satisfaction was high, with over three-quarters of both men and women expressing satisfaction. However, women were more enthusiastic than men; 83% of women were satisfied versus 76.6% of men. Next, we asked a series of questions designed to show what aspects of their education was most satisfactory for both men and women.

As shown on the accompanying chart, men and women were, perhaps surprisingly, in agreement on the ways that their education had been helpful to them. There was strong agreement that schools gave them the reading and writing skills that they needed, and also succeeded in socialising students, by helping them to make new friends. At the bottom of the scale for satisfaction was the students' political development. Both men and women felt that schools did not help them to understand politics. In between, neither men nor women felt that schools increased their self-confidence to any great degree, nor prepared them for adult life. The ways that schools helped young people to solve their problems logically were not seen as very helpful by this cohort.

Overall, the basic tasks of schools were seen as performed satisfactorily by this cohort of 1993 Drogheda School Leavers.

Satisfaction with secondary education

