

**MIRRORS AND  
WINDOWS:**  
MALTESE YOUNG  
PEOPLE'S  
PERCEPTION OF  
THEMSELVES,  
THEIR FAMILIES,  
COMMUNITIES  
AND SOCIETY



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## FOREWORD

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It gives me great pleasure to write the foreword for this publication that presents the findings of a study on the behaviors, attitudes and lifestyles of young people in Malta.

The partnership between Aġenzija Żgħażaġh and Żgħażaġh Haddiema Nsara has produced an invaluable study as it provides a picture in time of young people's lifestyles and of their attitudes to a wide range of issues, people and institutions, from fashion and work, to the internet and politicians. I am confident that you will find the study as absorbing and stimulating as I did.

Our National Youth Policy, which I launched in November 2009, includes the underpinning principle of Consultation (seeking ongoing consultation with young people, youth organisations and all those involved in the youth field) and Research (seeking accurate and up to date information on young people's needs, values and lifestyles). This study is a practical example of giving effect to these underpinning principles. It is also interesting to note that the vertical themes outlined in the National Youth Policy are complemented by those in the study: Education, Employment, Health and Well-being, Culture and Arts, Sport, Leisure, the Information Society, Transitions and Vulnerability.

The results of the study are a source of encouragement and hope for all of us working for and with young people. Young people in Malta display a positive attitude to life; they are family orientated with a strong focus on supportive human relationships and have in general a balanced attitude and response to the many challenges that young people face in today's global society. While the study highlights a number of challenges and concerns for people, professions and institutions working with young people, we can take encouragement from the fact that young people are open and enthusiastic about improving the quality of life for themselves, their families and their communities. As for government's part, the study's outcome makes us even more determined to continue in our efforts to meet the challenges and to address the concerns through the empowerment of young persons and the creation of opportunities for their full participation in economic, political and social life.

I congratulate all those involved in conducting and publishing the study, which I trust will be but the first of such regular studies in the coming years.



Hon. Clyde Puli MA BA MCIPR MIM MP  
Parliamentary Secretary for Youth and Sport



## INTRODUCTION AND CONTEXT

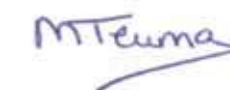
Hearing and listening to the voice of young people, their hopes and concerns, is one of the fundamental principles of youth work. The renewed framework for European cooperation in the youth field (2010-2018) takes due regard of this. For the effective implementation of the framework, a number of instruments have been adopted on a European-wide basis. Two of these instruments “consultations and structured dialogue with young people and youth organisations” and “knowledge building and evidence-based youth policy” are complementary and mutually supportive.

This approach at European level is also complemented by the aims and objectives of Aġenzija Żgħażaġh. One of the main objectives of the agency is greater participation, empowerment and dialogue for young people. Structured dialogue is an initiative, under its youth empowerment programme, in which Aġenzija Żgħażaġh is developing a space for debate to help young people reach an understanding and build consensus on the main challenges that confront them. It aims to find ways to improve youth policy and advance and strengthen partnerships between young people and policy makers by exploring issues and generating ideas. In addition and in support of this, the agency is undertaking and co-ordinating research into specific issues such as the current profile of young people in Malta and their attitudes and behaviours.

In 2011, the Parliamentary Secretariat for Youth and Sport commissioned ZHN to carry out a study of young people in Malta. Under the auspices of ZHN, a research team comprising Fr. Joe Inguanez of *Discern* and his colleagues, Ms. Rebecca Gatt and Ms. Sandra Schembri Wismayer were appointed to carry out the study. Part of this study included a survey, in the form of a questionnaire and structured interview, with some 400 young people between the ages of 13 and 30. This publication presents the findings and an analysis of this study.

First, the aims and the methodology of the study are set out. Second, the young people who participated in the study are profiled in terms of age, gender and locality as well as in terms of education and employment. Third, the participants’ perceptions of themselves, their families, communities and society are presented under a number of headings including: Behaviours and Motivation, Emotions and Feelings, the Family, Religion, Politics, Health and Well-being etc. Finally, an analysis and evaluation of the results of the study is presented.

As indicated in the final section on the analysis and results of the study, while all such studies have their limitations and imponderables, and are only a picture in time, they do offer all of us working for and with young people the opportunity to ponder and reflect on what young people feel and how they behave, what motivates them and what they think of the people, institutions and systems that impact on and influence their lives.



Miriam Teuma  
Chief Executive Officer





## 1. AIM AND METHODOLOGY OF THE STUDY

The aim of the study was to gauge the self perceptions, attitudes and behaviours of a representative sample of young people in Malta between the ages of 13 and 30 on a wide range of life issues including, the family, religion, politics, and leisure.

A sample of 400 young people in Malta aged between 13 and 30 years of age (in April 2011), randomly selected, was provided by the National Statistics Office.

A formal letter, explaining how they were selected, what the objectives of the study were, and seeking their active participation, was sent to all 400 young people (hereafter referred to as the participants) in the sample.

From mid-June to the beginning of August 2011, trained research assistants visited the respective households of the 400 young people in the sample. Each questionnaire was filled in during a face-to-face interview, which lasted for approximately 50 minutes on average.

The data generated by these questionnaires was compiled and processed using SPSS (Statistical Package for Social Sciences). The results generated through SPSS are here presented both numerically and graphically through tables, charts and graphs. It should be noted that since it is almost impossible to get complete data in every instance, the "missing value" was noted down in each relevant case.

## 2. THE YOUNG PEOPLE WHO PARTICIPATED IN THE STUDY

The 400 participants interviewed and who completed the questionnaire were between 13 and 30 years of age (some 5% of participants had reached their 30th birthday by the time of interview), evenly divided between males and females, almost all Maltese nationals, evenly distributed throughout the country;

64% of whom were single and 80% of whom were living at home with their parents. (Figures 1, 2, 3, 4, 5)

In terms of education, 48% of participants were still studying while 52% had completed their studies. (Figure 6)

Figure 1: Age of participants

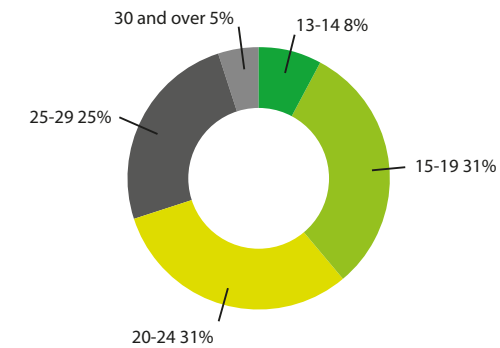


Figure 2: Gender of participants

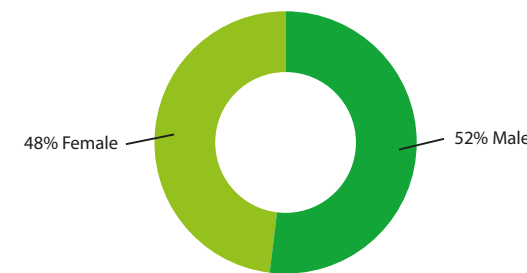


Figure 3: Nationality of participants

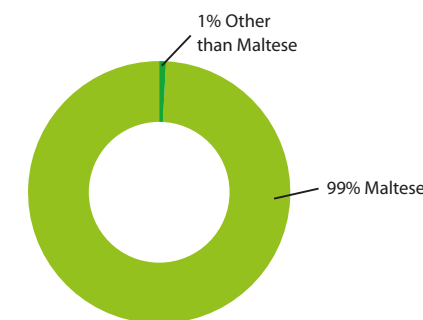


Figure 4: Locality of participants

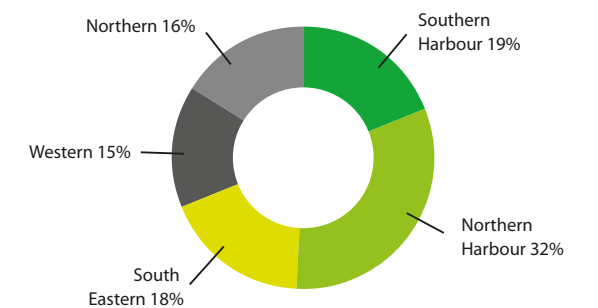


Figure 5: Residence of participants

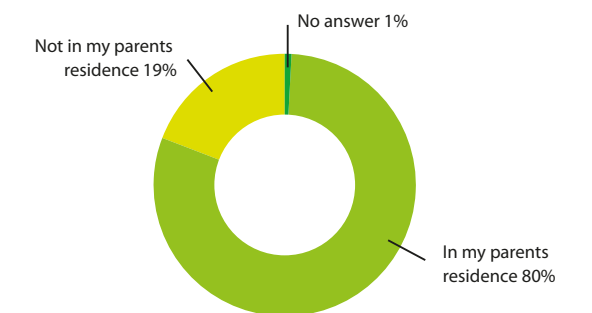
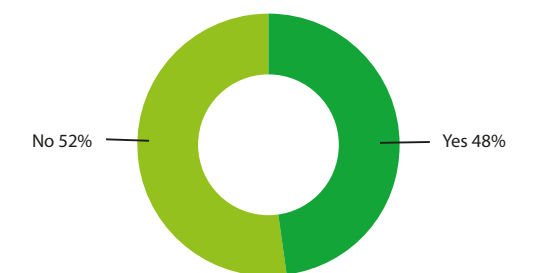
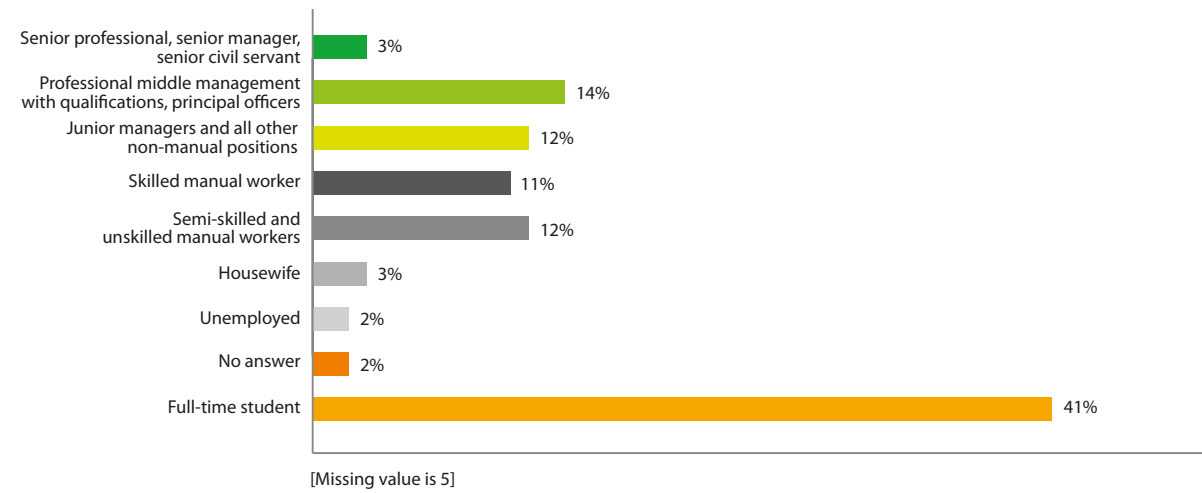


Figure 6: Participants in education



Of the 48% of participants still studying, 41% were in full-time education. Of the 52% of participants in employment, 23% were either skilled or semi-skilled workers, 17% were professional, senior or middle managers, while 12% were in junior management or administrative posts. Only 2% described themselves as unemployed and 3% were housewives. (Figure 7)

Figure 7: Occupation of participants



A comparative analysis was also made of their parents' occupations that is broadly reflective of the above in terms of fathers' occupations. However, almost 60% of mothers were described as housewives. (Figures 8, 9)

Figure 8: Occupation of participants' fathers

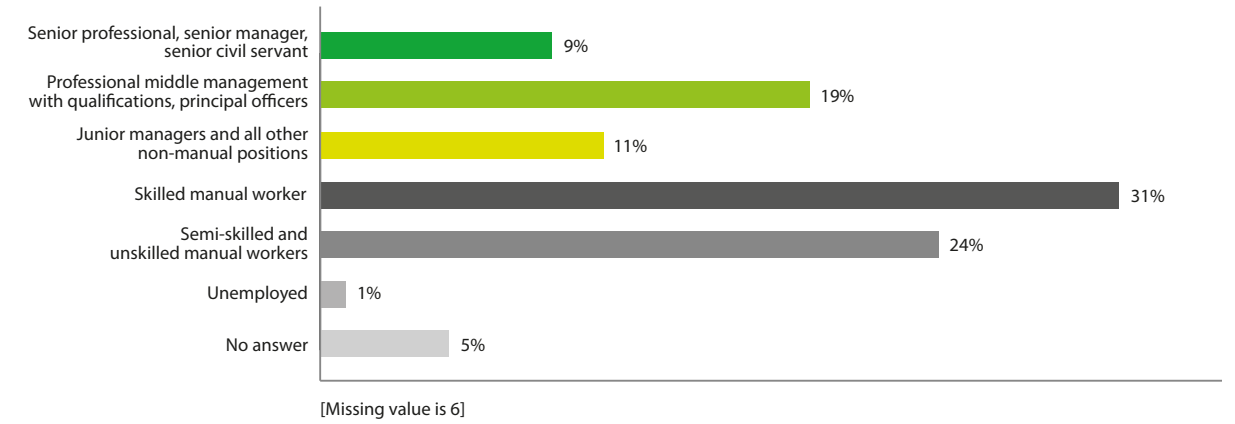
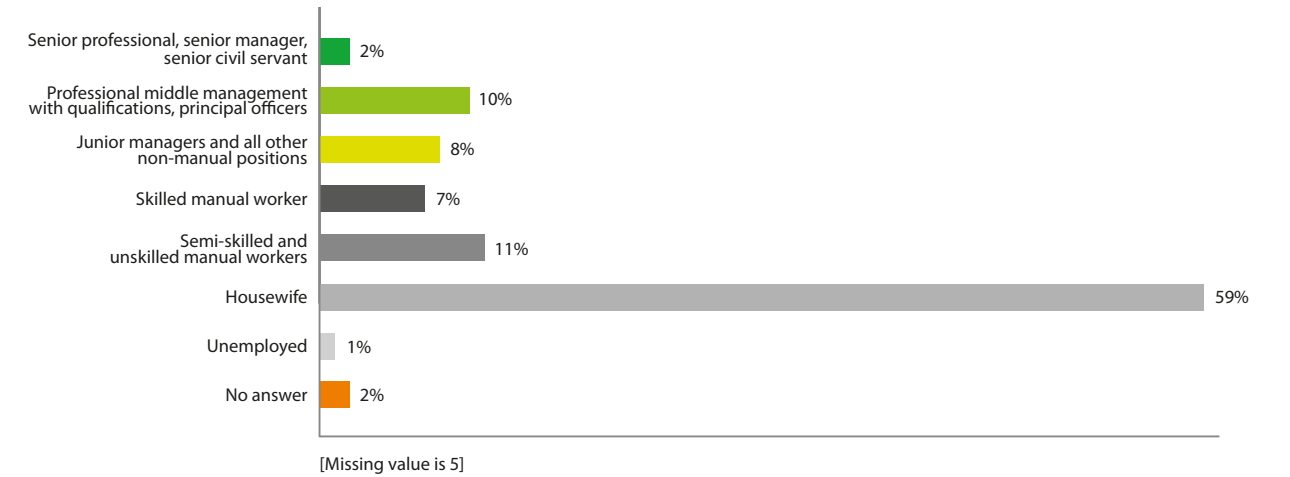


Figure 9: Occupation of participants' mothers







### 3. MAIN FINDINGS OF THE STUDY

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The participants were asked a wide range of questions in the course of the structured interviews relating to a broad spectrum of topics: including their perception of themselves as private and social beings, their behaviours and their attitudes to the people, professions, institutions and systems that impact on and influence their lives.

For convenience and clarity, the findings of the study are presented below in coherent and interrelated clusters. The first cluster deals with participants' general behaviour and motivation as private and social beings, their feelings and emotions and how they interact with those closest to them, their parents, siblings and friends; as well as with their physical and emotional health and well-being.

The second cluster deals with participants' attitudes to those people and professions (teachers, doctors, social workers etc.) and institutions (religious and state) with whom they come into contact or are conscious of. Central to this is the concept of trust: to what extent did the participants have trust or confidence in people, professions and institutions.

The third cluster looks at employment, money and the participants as consumers.

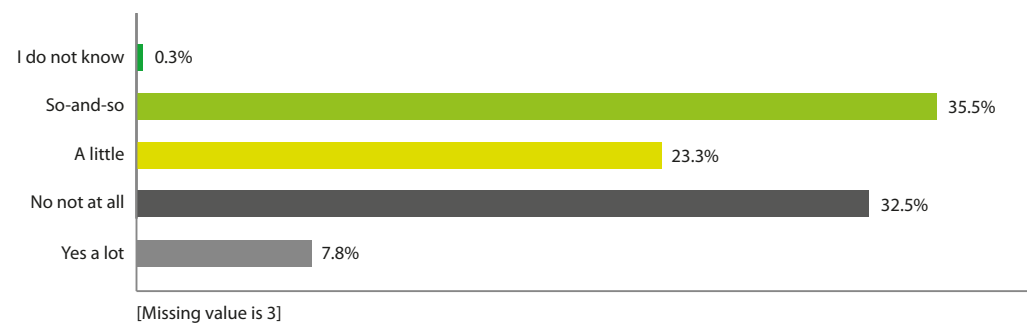
The fourth cluster looks at the role that contemporary communications technology and the information society are playing in changing participants' behaviours and lives; how participants spend their leisure time and what their hopes and expectations are for the future.

### 3.1 BEHAVIOURS AND MOTIVATION

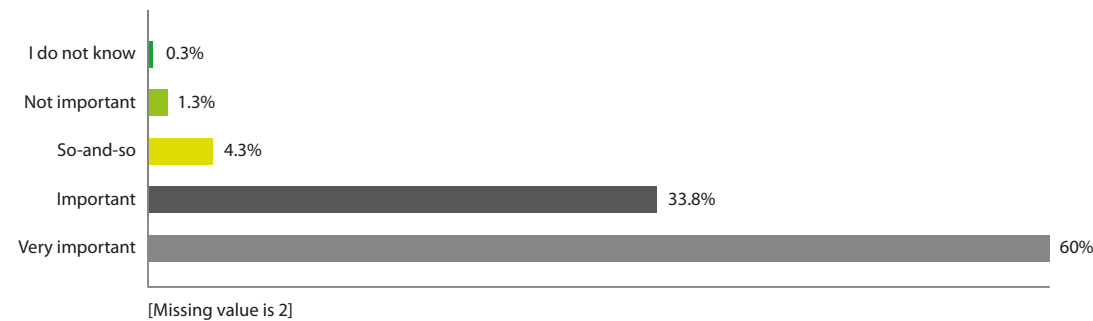
How young people behave and what motivates them are matters of ongoing interest and concern for parents, teachers, and all those who deal with and come into contact with young people. There is also extensive academic research and debate on the subject. Notwithstanding often conflicting evidence, views and expectations, there is merit in considering young people's own views on how they behave and what motivates them.

Two-thirds of the participants did not find it generally difficult to comply with society's norms of behaviour and most considered adherence to the law as being either important or very important. Three-quarters of participants also felt satisfied in observing laws and regulations. (Figures 10, 11, 12)

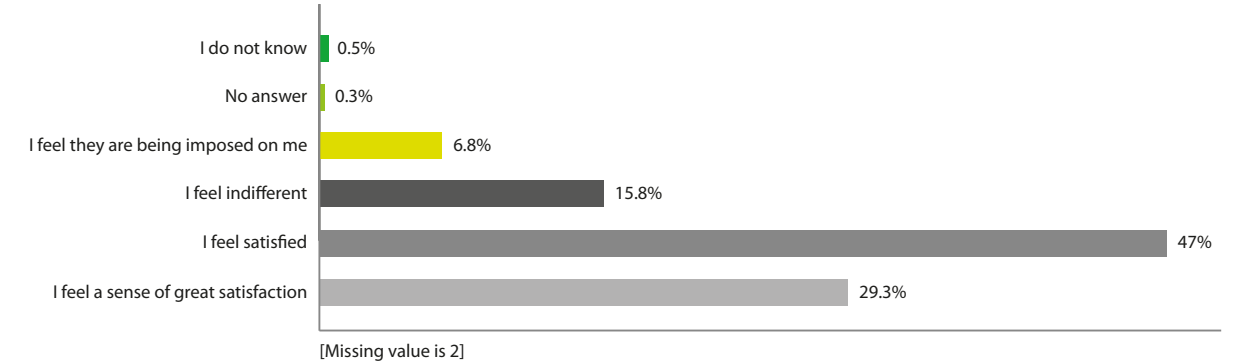
**Figure 10:** How difficult do you find it to obey?



**Figure 11:** Do you think that adherence to the law is important in society?

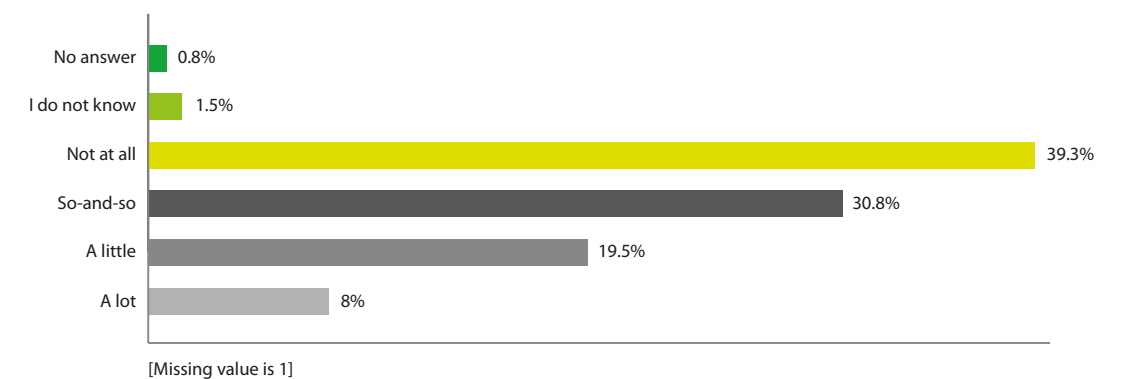


**Figure 12:** How do you feel when you observe laws and regulations?



Peer pressure did not appear to be a significant issue for participants. When asked how difficult they found it not to behave like their peers, almost 40% did not find it at all difficult while only 8% found it very difficult. (Figure 13)

**Figure 13:** How difficult do you find it not to behave like your peers (peer group)?



In terms of behaviour, participants were most influenced by their parents, wife/husband or girlfriend/boyfriend followed by their siblings and close friends. Study, work and religious faith were also important influences. (Table 1)



**Table 1:** How much do the following influence your life? [The missing value varied from one choice to another of this question]

|   | MIN 1 | 2    | 3     | 4    | 5     | 6   | 7     | 8    | 9     | MAX 10 | None  |      |     |      |     |      |     |      |
|---|-------|------|-------|------|-------|-----|-------|------|-------|--------|-------|------|-----|------|-----|------|-----|------|
|   | Freq. | %    | Freq. | %    | Freq. | %   | Freq. | %    | Freq. | %      | Freq. | %    |     |      |     |      |     |      |
| Parents                                       | 2     | 0.5  | 4     | 1.0  | 12    | 3.0 | 17    | 4.3  | 39    | 9.8    | 59    | 14.8 | 104 | 26.0 | 148 | 37.0 | 4   | 1.0  |
| Wife/Husband                                  | 6     | 1.5  | 3     | 0.8  | 8     | 2.0 | 10    | 2.5  | 21    | 5.3    | 37    | 9.3  | 46  | 11.5 | 90  | 22.5 | 103 | 25.8 |
| Girlfriend/Boyfriend                          | 6     | 1.5  | 7     | 1.8  | 10    | 2.5 | 6     | 1.5  | 39    | 9.8    | 33    | 8.3  | 72  | 18.0 | 105 | 26.3 | 62  | 15.5 |
| Siblings                                      | 11    | 2.8  | 4     | 1.0  | 8     | 2.0 | 16    | 4.0  | 40    | 10.0   | 50    | 12.5 | 83  | 20.8 | 96  | 24.0 | 53  | 13.3 |
| Close Friends                                 | 95    | 23.8 | 32    | 8.0  | 24    | 6.0 | 43    | 10.8 | 52    | 13.0   | 36    | 9.0  | 35  | 8.8  | 20  | 5.0  | 7   | 1.8  |
| Clergy & Nuns                                 | 32    | 8.0  | 15    | 3.8  | 31    | 7.8 | 16    | 4.0  | 65    | 16.3   | 56    | 14.0 | 61  | 15.3 | 57  | 14.3 | 16  | 4.0  |
| Teachers                                      | 91    | 22.8 | 28    | 7.0  | 35    | 8.8 | 34    | 8.5  | 61    | 15.3   | 27    | 6.8  | 22  | 5.5  | 20  | 5.0  | 6   | 1.5  |
| Groups you strive to imitate                  | 36    | 9.0  | 21    | 5.3  | 20    | 5.0 | 23    | 5.8  | 59    | 14.8   | 46    | 11.5 | 59  | 14.8 | 55  | 13.8 | 34  | 8.5  |
| Religious Faith                               | 176   | 44.0 | 37    | 9.3  | 24    | 6.0 | 11    | 2.8  | 14    | 3.5    | 5     | 1.3  | 10  | 2.5  | 3   | 0.8  | 3   | 0.8  |
| Astrology (horoscope, stars, fortune tellers) | 127   | 31.8 | 42    | 10.5 | 38    | 9.5 | 27    | 6.8  | 38    | 9.5    | 27    | 6.8  | 13  | 3.3  | 9   | 2.3  | 3   | 0.8  |
| Political Ideas                               | 167   | 41.8 | 16    | 4.0  | 15    | 3.8 | 7     | 1.8  | 12    | 3.0    | 5     | 1.3  | 7   | 1.8  | 10  | 2.5  | 5   | 1.3  |
| Band Club                                     | 171   | 42.8 | 17    | 4.3  | 9     | 2.3 | 9     | 2.3  | 8     | 2.0    | 5     | 1.3  | 5   | 1.3  | 6   | 1.5  | 4   | 1.0  |
| Fire-works Club/Organisation                  | 169   | 42.3 | 14    | 3.5  | 14    | 3.5 | 7     | 1.8  | 10    | 2.5    | 6     | 1.5  | 5   | 1.3  | 7   | 1.8  | 3   | 0.8  |
| Festivities decorations Organisation          | 101   | 25.3 | 26    | 6.5  | 29    | 7.3 | 33    | 8.3  | 42    | 10.5   | 29    | 7.3  | 17  | 4.3  | 20  | 5.0  | 5   | 1.3  |
| Youth club/Organisation/Centre                | 39    | 9.8  | 17    | 4.3  | 28    | 7.0 | 39    | 9.8  | 47    | 11.8   | 48    | 12.0 | 39  | 9.8  | 43  | 10.8 | 26  | 6.5  |
| Sports  | 23    | 5.8  | 16    | 4.0  | 39    | 9.8 | 37    | 9.3  | 71    | 17.8   | 70    | 17.5 | 61  | 15.3 | 38  | 9.5  | 8   | 2.0  |
| Media   | 23    | 5.8  | 13    | 3.3  | 31    | 7.8 | 39    | 9.8  | 79    | 19.8   | 55    | 13.8 | 53  | 13.3 | 33  | 8.3  | 24  | 6.0  |
| Music   | 17    | 4.3  | 2     | 0.5  | 2     | 0.5 | 14    | 3.5  | 25    | 6.3    | 34    | 8.5  | 53  | 13.3 | 74  | 18.5 | 67  | 16.8 |
| Work  | 33    | 8.3  | 8     | 2.0  | 10    | 2.5 | 16    | 4.0  | 31    | 7.8    | 35    | 8.8  | 40  | 10.0 | 64  | 16.0 | 50  | 12.5 |
| Study   |       |      |       |      |       |     |       |      |       |        |       |      |     |      |     |      |     |      |

When asked if they felt a sense of guilt in refusing to do what is expected of them, participants felt this guilt most keenly in respect of their parents. (Table 2)

**Table 2:** When you refuse to do what is expected of you by the following categories, do you feel or not feel any sense of guilt?

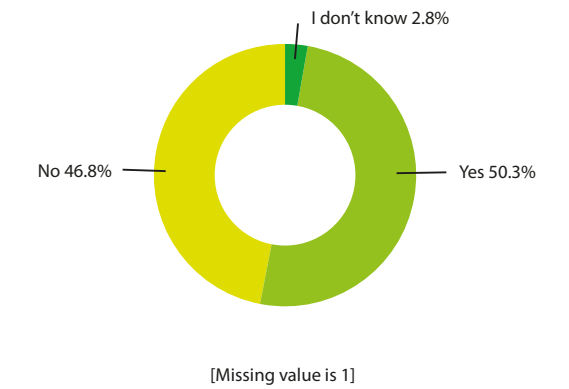
|                        | Yes   |      | No    |      | No Answer |      |
|------------------------|-------|------|-------|------|-----------|------|
|                        | Freq. | %    | Freq. | %    | Freq.     | %    |
| Friends                | 207   | 51.8 | 190   | 47.5 | 2         | 0.5  |
| Parents                | 372   | 93.0 | 26    | 6.5  | 1         | 0.3  |
| Girl friend/Boy friend | 221   | 55.3 | 32    | 8.0  | 137       | 34.3 |
| Teacher/s              | 175   | 43.8 | 99    | 24.8 | 118       | 29.5 |
| Employer/Manager       | 215   | 53.8 | 59    | 14.8 | 113       | 28.3 |
| Teaching of the Church | 225   | 56.3 | 168   | 42.0 | 6         | 1.5  |
| Political Party        | 37    | 9.3  | 344   | 86.0 | 15        | 3.8  |

[The missing value varied from one choice to another of this question]

Only half considered someone as a role model. (Figure 14)

Of those who said they had a role model, over 9 % said that their mother was their role model, 8.3% their parents and almost 7% their father. These were followed by other family members (3.5%), famous singers (3.5%), friends (3.3%), Christ and other religious personalities (3%), football players (2.5%), and girlfriend/ boyfriend (1.8%).

**Figure 14:** Do you consider anyone as your role model?

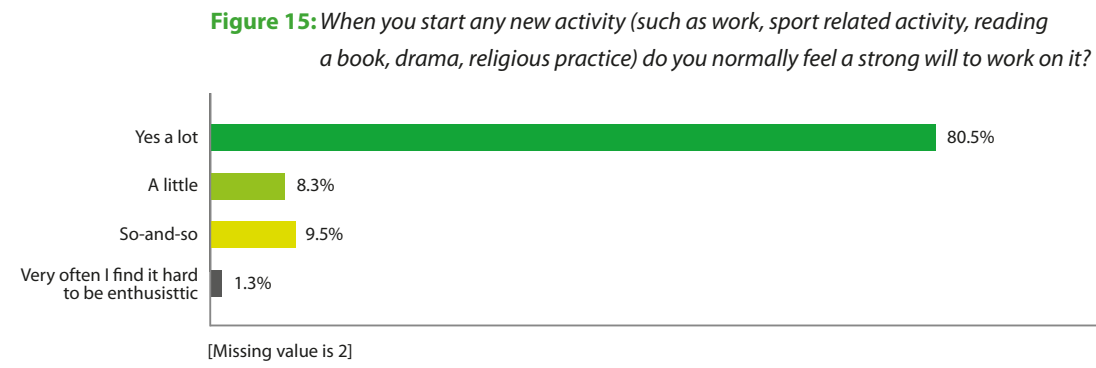


Participants in general indicated that they were positively motivated when initiating or carrying out activities relating to work, sport etc. (Figure 15)

In terms of self-expression, participants cited listening and expressing themselves to others as the most important, with expression through sports and electronic media also ranking high. Other modes of expression through the arts, religious and voluntary activities ranked lower. (Table 3)

Participants saw their parents, siblings and friends as well as by their values and actions as strong motivating agents. (Table 4)

Emotions and feelings were also strong motivating factors. (Figure 16)



**Table 3:** Which of the following do you carry out?

|   | Freq. | %    |
|---|-------|------|
| Expressing my ideas in group                        | 259   | 64.8 |
| Singing   | 51    | 12.8 |
| Writing for publication                             | 11    | 2.8  |
| Make a speech in public                             | 21    | 5.3  |
| Reading in public                                   | 34    | 8.5  |
| Painting  | 76    | 19.0 |
| Photography   | 62    | 15.5 |
| Dancing   | 53    | 13.3 |
| Listening to what others are saying                 | 296   | 74.0 |
| Sports  | 179   | 44.8 |
| Drama   | 27    | 6.8  |
| Activities associated with my religious convictions | 79    | 19.8 |
| Music practice                                      | 49    | 12.3 |
| Playing games e.g. play station                     | 182   | 45.5 |
| Voluntary organisations                             | 60    | 15.0 |
| No answer   | 11    | 2.8  |

[The missing value varied from one choice to another of this question]

**Table 4:** On a scale from 1 to 5 how much do each of the following enhance your motivation?

|  | Least motivates me 1 |      | 2     |      | 3     |      | 4     |      | Highly motivates me 5 |      |
|--|----------------------|------|-------|------|-------|------|-------|------|-----------------------|------|
|  | Freq.                | C%*  | Freq. | %    | Freq. | %    | Freq. | %    | Freq.                 | C%   |
| My friends                               | 10                   | 2.5  | 26    | 6.5  | 83    | 20.8 | 192   | 48.0 | 85                    | 21.3 |
| My values                                | 3                    | 0.8  | 8     | 2.0  | 39    | 9.8  | 136   | 34.0 | 211                   | 52.8 |
| The activity I am doing                  | 2                    | 0.5  | 11    | 2.8  | 59    | 14.8 | 160   | 40.0 | 163                   | 40.8 |
| My parents and siblings                  | 6                    | 1.5  | 10    | 2.5  | 44    | 11.0 | 111   | 27.8 | 227                   | 56.8 |
| The fear of being unsuccessful           | 42                   | 10.5 | 58    | 14.5 | 110   | 27.5 | 123   | 30.8 | 63                    | 15.8 |
| The good that results from this activity | 7                    | 1.8  | 14    | 3.5  | 54    | 13.5 | 172   | 43.0 | 149                   | 37.3 |
| Knowledge about the matter at hand       | 5                    | 1.3  | 13    | 3.3  | 65    | 16.3 | 165   | 41.3 | 148                   | 37.0 |

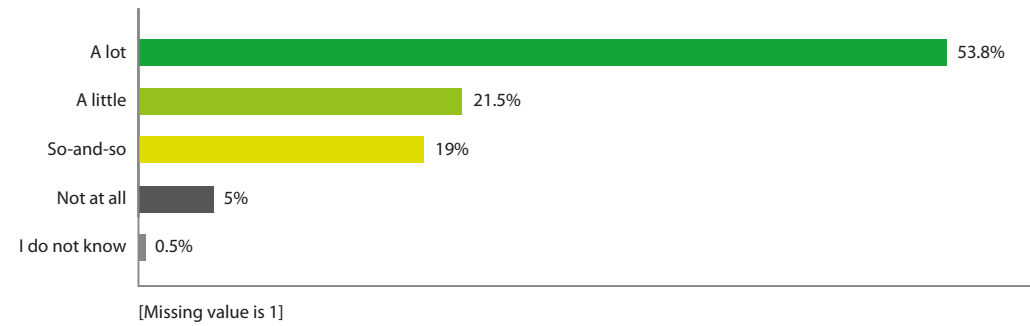
\*C% = Cumulative Percentage

[The missing value varied from one choice to another of this question]

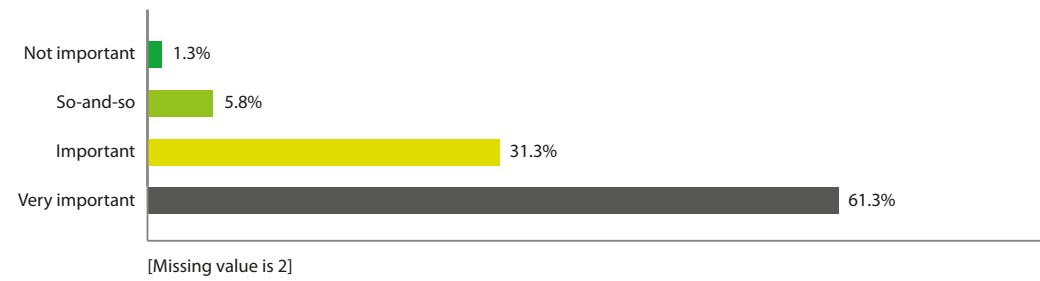


Most participants saw the support of others as either important or very important in their lives. While only a small minority (6.5%) saw themselves as loners, most participants enjoyed the company of others while retaining the capacity to be alone. (Figures 17, 18).

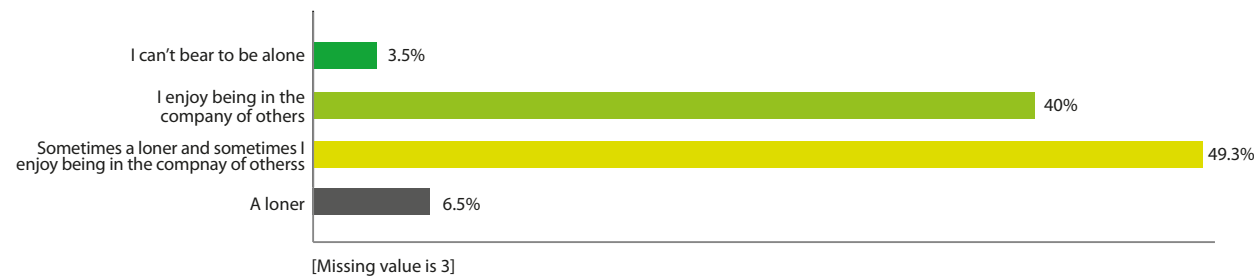
**Figure 16:** How conditioned is your motivation by your emotions/feelings?



**Figure 17:** How important is the support of others in your life?



**Figure 18:** Do you consider yourself a loner or do you enjoy being in the company of others?



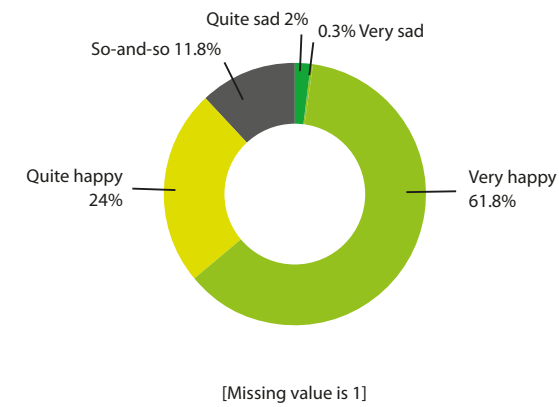
### 3.2 FEELINGS AND EMOTIONS

The transition from childhood to adulthood is generally seen as a turbulent and defining period in a person's life. In particular, it is seen as a time of intensified and often confused feelings and emotions. Gaining some insight as to how young people feel is therefore an important indicator of their personal and social well-being.

Most participants described themselves as either happy or very happy. (Figure 19)

Family and friends were the main sources of happiness with success in studies and work and achieving one's goals also figuring prominently. Material and leisure/cultural sources of happiness ranked lowest. (Table 5)

**Figure 19:** Do you feel happy?



**Table 5:** What is the greatest source of happiness in your life?

|   | Freq. | %    |
|---|-------|------|
| The family / family unity   | 102   | 25.5 |
| Socialising with my friends   | 40    | 10.0 |
| When I proceed successfully in life (e.g. passing exams/successful in work) | 29    | 7.3  |
| Fulfilling my plans / reaching goals-desires                                | 25    | 6.3  |
| The sense of unity / love / peace with persons close to you                 | 20    | 5.0  |
| Life  | 20    | 5.0  |
| Good health   | 16    | 4.0  |
| Peace of mind   | 13    | 3.3  |
| Girlfriend / Boyfriend  | 13    | 3.3  |
| When I am practicing my hobbies   | 7     | 1.8  |
| The satisfaction I find in my deeds   | 9     | 2.3  |
| My work   | 8     | 2.0  |
| Praying to God  | 8     | 2.0  |
| Leisure   | 8     | 2.0  |
| Spending time with boyfriend/girlfriend                                     | 7     | 1.8  |
| Music / Arts  | 6     | 1.5  |
| When my plans run smoothly  | 6     | 1.5  |
| My own personality / my own character / myself                              | 5     | 1.3  |
| Fishing and Hunting   | 5     | 1.3  |
| Car racing  | 5     | 1.3  |
| Money   | 5     | 1.3  |
| Sports  | 5     | 1.3  |
| Other   | 29    | 7.2  |
| No answer   | 5     | 1.3  |

[Missing value is 4]

**Table 6:** What is the greatest source of sadness in your life?

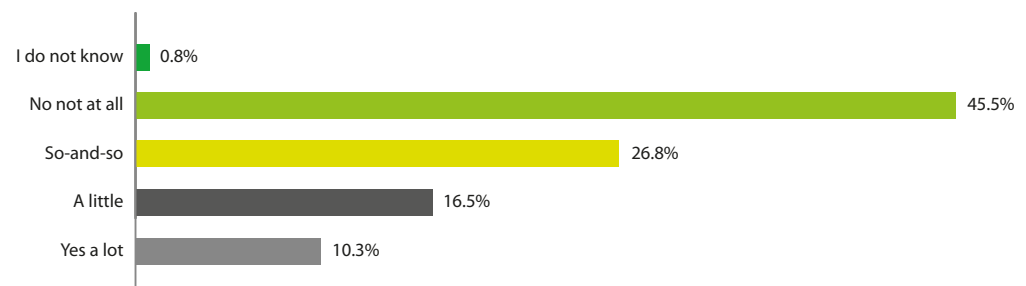
|   | Freq. | %    |
|---|-------|------|
| Suffering (including illness and poverty)                                   | 48    | 12.0 |
| Fighting (war), dispute and hypocrisy                                       | 39    | 9.8  |
| Lack of success / Failure / Weaknesses / Under achievement                  | 35    | 8.8  |
| When I fight or have a disagreement with persons close to me and co-workers | 32    | 8.0  |
| Intentional harm  | 30    | 7.5  |
| Family members who are sick / in pain / unhappy                             | 24    | 6.0  |
| Death   | 20    | 5.0  |
| Problems / Trouble / Moral Issues   | 19    | 4.8  |
| Injustice / Discrimination / Egoism   | 13    | 3.3  |
| When things go against my will  | 11    | 2.8  |
| Studying / Exams / Schooling / Books  | 11    | 2.8  |
| When my finances are not enough (lack of means)                             | 10    | 2.5  |
| My work   | 10    | 2.5  |
| People who do not care / insensitive  | 9     | 2.3  |
| Stress caused due to a hectic life  | 8     | 2.0  |
| Loneliness  | 8     | 2.0  |
| The experience of cruelty (including animal cruelty)                        | 7     | 1.8  |
| Hatred  | 5     | 1.3  |
| Other   | 50    | 12.3 |
| No answer   | 5     | 1.3  |

[Missing value is 6]

Conversely, sources of sadness were more varied and less immediate and experiential. (Table 6)

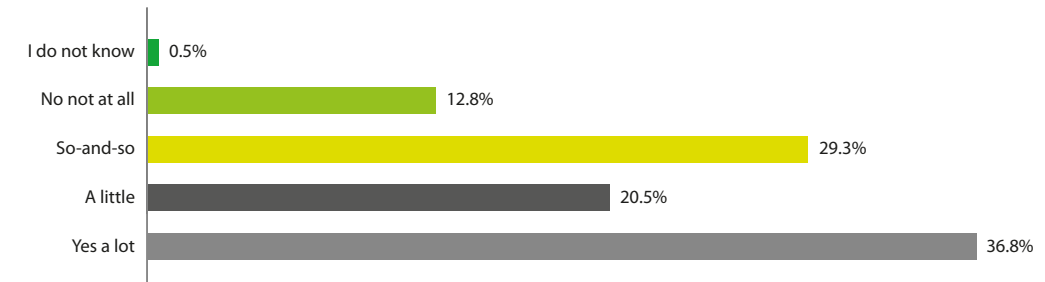
Not surprisingly perhaps, participants were confident in expressing their emotions in private but less so in public (Figures 20, 21).

**Figure 20:** Do you find it difficult to express your emotions in private?



[Missing value is 1]

**Figure 21:** Do you find it difficult to express your emotions in public?



[Missing value is 1]

Parents, siblings and social friends ranked highest in terms of those with whom participants could share their feelings most easily. School mates and work colleagues ranked somewhat lower. (Table 7)

**Table 7:** When you want to share your intimate feelings, with whom are you most comfortable with in doing so?

|                    | More comfortable |      | So-and-so |      | Less Comfortable |      | No Answer |      |
|--------------------|------------------|------|-----------|------|------------------|------|-----------|------|
|                    | Freq.            | %    | Freq.     | %    | Freq.            | %    | Freq.     | %    |
| Parents            | 252              | 63.0 | 117       | 29.3 | 30               | 7.5  | 1         | 0.3  |
| Siblings           | 163              | 40.8 | 182       | 45.5 | 50               | 12.5 | 3         | 0.8  |
| Colleagues at work | 56               | 14.0 | 122       | 30.5 | 75               | 18.8 | 129       | 32.3 |
| School mates       | 104              | 26.0 | 103       | 25.8 | 45               | 11.3 | 134       | 33.5 |
| Social friends     | 202              | 50.5 | 133       | 33.3 | 46               | 11.5 | 16        | 4.0  |

[The missing value varied from one choice to another of this question]

**Table 8:** On a scale from 1 to 5 how do you rank yourself as follows?

|                                    | Very Low 1 |      | 2     |      | 3     |      | 4     |      | Very High 5 |      |
|------------------------------------|------------|------|-------|------|-------|------|-------|------|-------------|------|
|                                    | Freq.      | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq.       | %    |
| I am good at school                | 10         | 2.5  | 34    | 8.5  | 100   | 25.0 | 180   | 45.0 | 72          | 18.0 |
| I am good at sports                | 53         | 13.3 | 83    | 20.8 | 95    | 23.8 | 117   | 29.3 | 45          | 11.3 |
| I am good at drama                 | 198        | 49.6 | 84    | 21.0 | 57    | 14.3 | 29    | 7.3  | 11          | 2.8  |
| I am good at arts                  | 172        | 43.0 | 76    | 19.0 | 69    | 17.3 | 43    | 10.8 | 24          | 6.0  |
| I am good at my job                | 4          | 1.0  | 6     | 1.5  | 30    | 7.5  | 120   | 30.0 | 142         | 35.5 |
| I am liked by others               | 0          | 0    | 3     | 0.8  | 46    | 11.5 | 194   | 48.5 | 150         | 37.5 |
| My behaviour is accepted by others | 2          | 0.5  | 5     | 1.3  | 41    | 10.3 | 200   | 50.0 | 146         | 36.5 |
| I am attractive                    | 13         | 3.3  | 27    | 6.8  | 131   | 32.8 | 169   | 42.3 | 43          | 10.8 |

[The missing value varied from one choice to another of this question]



Participants also displayed a positive attitude in terms of how they saw themselves as social beings and workers ranking themselves highest in terms of their job and relationship with others. School came somewhat lower in the ranking, with arts and drama ranking lowest of all. (Table 8)

A happy marriage was one of the most desired outcomes in life for participants, along with the understanding and company of their parents and job satisfaction while success in sport and the arts and politics ranked lowest. (Table 9)

**Table 9: What do you desire most in life?**

|   | Min 1 |      | 2     |      | 3     |      | 4     |      | 5     |      | 6     |      | 7     |      | 8     |      | 9     |      | Max 10 |      |
|---|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|--------|------|
|   | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq.  | %    |
| Enjoy my parents' understanding and company | 4     | 1.0  | 0     | 0    | 3     | 0.8  | 5     | 1.3  | 10    | 2.5  | 36    | 9.0  | 32    | 8.0  | 92    | 23.0 | 78    | 19.5 | 133    | 33.3 |
| To succeed in music                         | 95    | 23.8 | 26    | 6.5  | 56    | 14.0 | 103   | 25.8 | 58    | 14.5 | 13    | 3.3  | 13    | 3.3  | 12    | 3.0  | 3     | 0.8  | 4      | 1.0  |
| To succeed in drama                         | 61    | 15.3 | 132   | 33.0 | 92    | 23.0 | 52    | 13.0 | 22    | 5.5  | 6     | 1.5  | 7     | 1.8  | 3     | 0.8  | 4     | 1.0  | 1      | 0.3  |
| To succeed in arts                          | 42    | 10.5 | 105   | 26.3 | 101   | 25.3 | 65    | 16.3 | 29    | 7.3  | 8     | 2.0  | 14    | 3.5  | 6     | 1.5  | 4     | 1.0  | 4      | 1.0  |
| To succeed in politics                      | 229   | 57.3 | 35    | 8.8  | 22    | 5.5  | 67    | 16.8 | 9     | 2.3  | 8     | 2.0  | 2     | 0.5  | 3     | 0.8  | 3     | 0.8  | 2      | 0.5  |
| To succeed in sports                        | 30    | 7.5  | 32    | 8.0  | 44    | 11.0 | 43    | 10.8 | 131   | 32.8 | 30    | 7.5  | 17    | 4.3  | 17    | 4.3  | 14    | 3.5  | 21     | 5.3  |
| Parenthood (becoming a parent)              | 6     | 1.5  | 3     | 0.8  | 10    | 2.5  | 11    | 2.8  | 28    | 7.0  | 84    | 21.0 | 73    | 18.3 | 59    | 14.8 | 63    | 15.8 | 52     | 13.0 |
| Wealth                                      | 1     | 0.3  | 1     | 0.3  | 3     | 0.8  | 6     | 1.5  | 31    | 7.8  | 102   | 25.5 | 104   | 26.0 | 67    | 16.8 | 34    | 8.5  | 42     | 10.5 |
| Job Satisfaction                            | 2     | 0.5  | 6     | 1.5  | 6     | 1.5  | 7     | 1.8  | 12    | 3.0  | 34    | 8.5  | 50    | 12.5 | 60    | 15.0 | 98    | 24.5 | 115    | 28.8 |
| Happy marriage                              | 6     | 1.5  | 6     | 1.5  | 4     | 1.0  | 7     | 1.8  | 20    | 5.0  | 26    | 6.5  | 40    | 10.0 | 58    | 14.5 | 69    | 17.3 | 152    | 38.0 |
| None of the above                           | 3     | 0.8% |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |        |      |
| I do not know                               | 1     | 0.3% |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |        |      |

[The missing value and the choice 'no answer' varied from one choice to another of this question] In this question, the respondents were asked to mark each statement in order of importance from 1 to 10 – 10 being the most important - any number from 1 to 10 could only be used once in the table.

It is interesting to note the nature of what was most desirable in life among the different age groups of the participants. For the youngest participants (aged 13/14) the company and understanding of their parents was by far the most important factor. A happy marriage rated much lower with sport generating as much interest. As the age profile of participants increased, the role of parents, while still significant, decreased. Conversely, the desirability of a happy marriage increased significantly the older the participants. Interestingly, job satisfaction rated consistently high among all age groups.

### 3.3 PERSONAL AND SOCIAL DEVELOPMENT

The emergence of independent decision making and the changing relationship with their parents were seen as the most important features of emerging adulthood. Interpersonal and sexual relationships were also seen as important indicators while work, religious and political issues were seen as less important influences on emerging adulthood. (Table 10)

**Table 10: What do you think are the main indicators that you have reached young adulthood (excluding biological indicators)?**

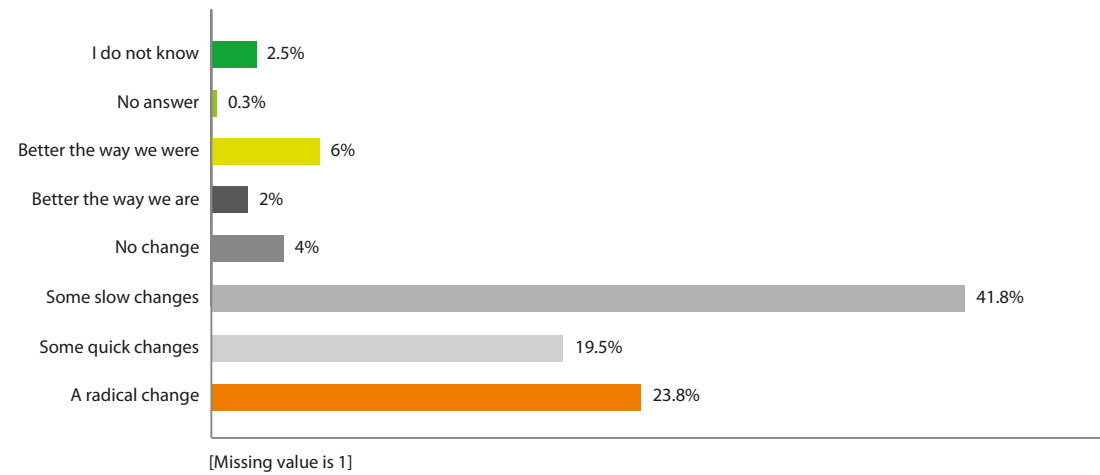
|  | Freq. | %    |
|--|-------|------|
| The way I talk about politics                                  | 68    | 17.0 |
| The way I speak about religion                                 | 134   | 33.5 |
| The way I perceive my parents                                  | 275   | 68.8 |
| The way I talk about sex                                       | 180   | 45.0 |
| The way I conduct my sexual life                               | 181   | 45.3 |
| The fact that I can decide independent of my parents/guardians | 270   | 67.5 |
| The way I prioritise   | 295   | 73.8 |
| The way I dress  | 189   | 47.3 |
| The way I relate to boys/girls                                 | 214   | 53.5 |
| The fact that I started smoking and/or drinking alcohol        | 25    | 6.3  |
| The time I return home in the evenings                         | 66    | 16.5 |
| The amount of physical energy that I have                      | 128   | 32.0 |
| The fact that I work   | 136   | 34.0 |
| The fact that I own a car                                      | 83    | 20.8 |
| The fact that I go out with a boy friend/girl friend           | 66    | 16.5 |
| I do not know  | 7     | 1.8  |
| No answer  | 1     | 0.3  |

[The missing value varied from one choice to another of this question]

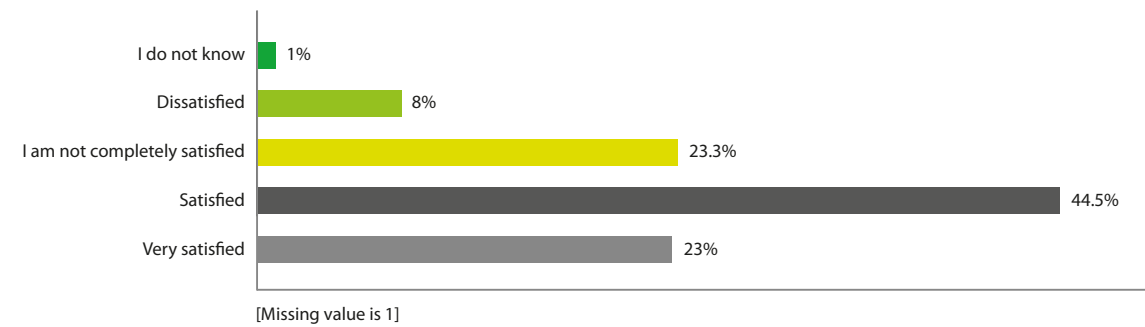
When it comes to societal change, most participants felt that some measure of change was needed in today's society with only a small minority feeling that things should remain as they are. (Figure 22)

Given that education is one of the principal means of personal and social development in young people's lives, almost 70% of participants expressed themselves as either satisfied or very satisfied with the present education system while only 8% stated that they were dissatisfied with it. (Figure 23)

**Figure 22:** In general, if today's society needs change, what type of change do you think it needs most?



**Figure 23:** Are you satisfied with the Maltese education system?





### 3.4 FAMILY

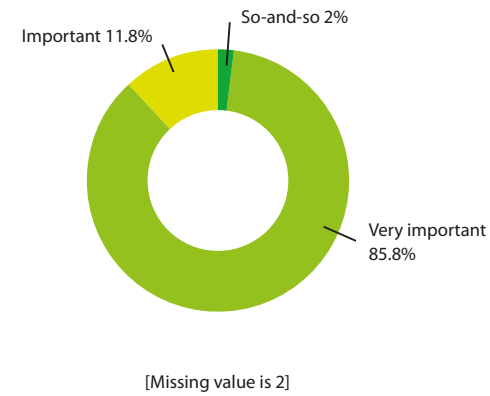
Traditionally the family has been seen as the mainstay of personal and social life in Malta. But how do young people see the family? How important is it and what constitutes a family?

The significant role that family and family life play in the lives of the participants was evident in their responses to questions on the family. When asked as to the importance of family, almost 98% of participants described it as either important or very important. (Figure 24)

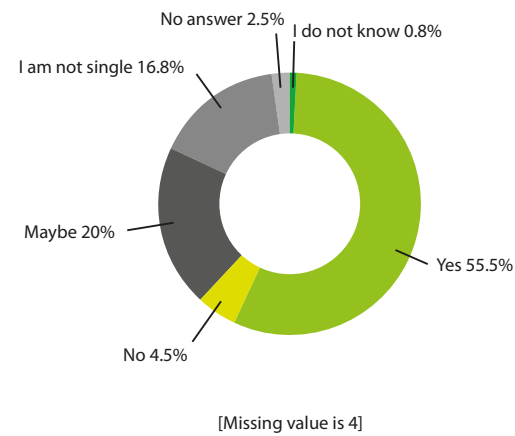
On the question of marriage, 55.5% of participants expressed the wish to marry, while 20% were less committed, but only a small minority (4.5%) expressed a wish not to marry. (Figure 25)

Participants were then asked a number of questions on whether cohabiting couples constituted a family. A majority of participants (57.5%) saw a cohabiting couple (man and woman) as constituting a family, but 38% did not. Single parents and their children were also seen by a majority of participants (76%) as constituting a family. However, on the issue of gay and lesbian cohabiting couples, 66.5% of participants did not see them as constituting a family. (Figures 26, 27, 28,)

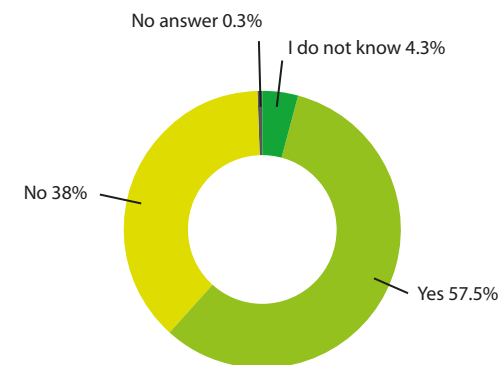
**Figure 24:** How important is the family for you?



**Figure 25:** If you are single would you like to marry?

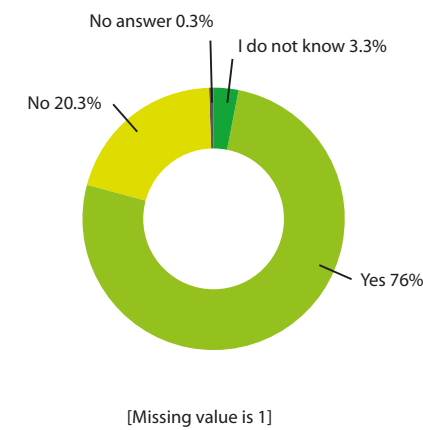


**Figure 26:** In your opinion, does a cohabiting male and female couple constitute a family?

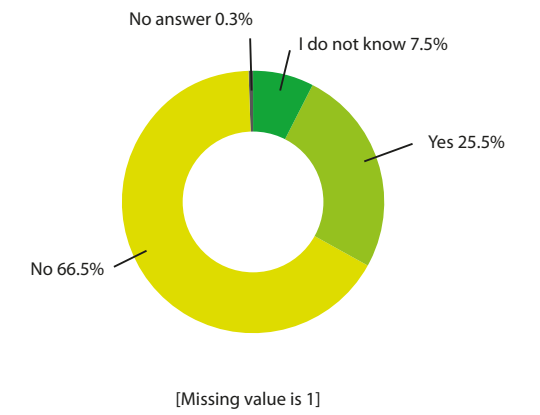


Religious belief was also seen as impacting on the quality of family life by a majority of participants (57%), but a substantial minority either disagreed or were less convinced. (Figure 29)

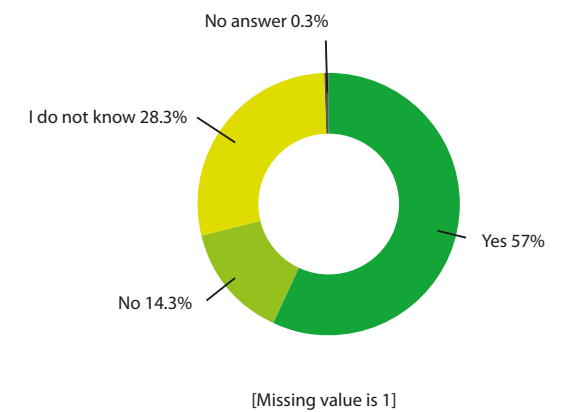
**Figure 27:** Does a single-parent and her/his child/children, constitute a family?



**Figure 28:** Do you consider a cohabiting gay or lesbian couple as constituting a family?



**Figure 29:** Do you think that religious belief affects the quality of life in your family?





### 3.5 HEALTH AND WELL- BEING

Good health is commonly associated with youth. However, there is increasing international evidence that modern lifestyles, including increasing social and economic pressures, are impacting adversely on young people’s lives and their physical and mental well-being.

When asked as to their physical fitness, while three-quarters of participants saw themselves as always physically fit, a similarly larger number described themselves as sometimes feeling under stress. (Table 11)

**Table 11:** How are you feeling in terms of health and well-being?

| At present, do you feel...? | Always |      | Sometimes |      | Never |      | I don't know |     | No Answer |     |
|-----------------------------|--------|------|-----------|------|-------|------|--------------|-----|-----------|-----|
|                             | Freq.  | %    | Freq.     | %    | Freq. | %    | Freq.        | %   | Freq.     | %   |
| Physically fit              | 295    | 73.8 | 99        | 24.8 | 3     | 0.8  | 1            | 0.3 | 0         | 0   |
| Under stress                | 34     | 8.5  | 303       | 75.8 | 57    | 14.3 | 1            | 0.3 | 1         | 0.3 |
| A sense of inner void       | 7      | 1.8  | 140       | 35.0 | 244   | 61.0 | 4            | 1.0 | 1         | 0.3 |

[The missing value varied from one choice to another of this question]

In terms of physical exercise, two-thirds of participants said that they regularly or sometimes attend a gym or do physical exercise, but significantly a third indicated that they never do any physical exercise. (Figure 30)

**Figure 30:** Do you attend a gym or pursue any physical exercise?



65% of participants indicated that they never smoke, while only 6% admitted to smoking a lot. Similarly, only a small percentage (3.3%) of participants admitted to drinking alcohol a lot, while 71% drank regularly or occasionally and 25% admitted to never drinking alcohol. When it comes to use of drugs, 90% of participants said they never make use of drugs with only a tiny number (0.3%) admitting to frequent use of drugs. (Table 12)

A majority of participants (57.6%) also indicated that they eat health food on a regular basis.

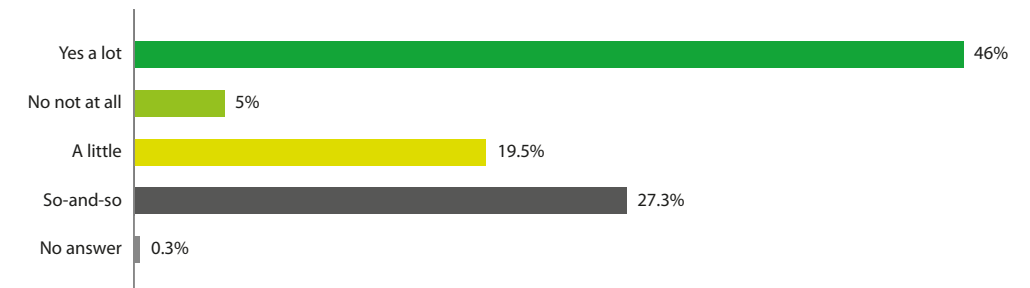
**Table 12:** Which of the following applies in your case (smoking, alcohol, substance abuse, healthy food)?

| Which of the following applies in your case?                  | A lot |      | So-and-so |      | Occasionally |      | Never |      | No Answer |     |
|---|-------|------|-----------|------|--------------|------|-------|------|-----------|-----|
|   | Freq. | %    | Freq.     | %    | Freq.        | %    | Freq. | %    | Freq.     | %   |
| Do you smoke?   | 23    | 5.8  | 46        | 11.5 | 69           | 17.3 | 260   | 65.0 | 1         | 0.3 |
| Do you drink alcohol?   | 13    | 3.3  | 78        | 19.5 | 206          | 51.5 | 101   | 25.3 | 1         | 0.3 |
| Have you ever taken any abusive substance apart from alcohol? | 1     | 0.3  | 12        | 3.0  | 19           | 4.8  | 360   | 90.0 | 6         | 1.5 |
| Do you eat healthy food?                                      | 230   | 57.6 | 135       | 33.8 | 28           | 7.0  | 5     | 1.3  | 1         | 0.3 |

[The missing value varied from one choice to another of this question]

Almost three-quarters of participants saw well-being as dependent to a greater or lesser extent on the level of freedom they enjoy. (Figure 31)

**Figure 31:** Does your wellbeing depend on the level of freedom you enjoy?



[Missing value is 1]

### 3.6 TRUST

The issue of trust, or confidence, particularly in the professions and in related political and religious, as well as in public and private, institutions, is both a topical and pressing issue of public concern in many countries. The present economic crisis, public perceptions of politics and politicians and public attitudes to financial institutions appear to have brought into question the level of trust that people, and young people in particular, have in such professions and institutions.

On the question of trust, participants were asked to rank on a scale from 1 to 10 who they most trusted or least trusted among different categories of people: teachers, lawyers, politicians etc. Medical doctors and career advisors or guidance officers were the most trusted, followed by teachers, priests, social workers, and social guidance officers while members of parliament and politicians were the least trusted. (Table 13)

When it comes to trust in institutions rather than people or professions, participants were asked to rank again on a scale from 1 to 10 their level of trust with regard to 13 institutions. (Table 14)

The family and church schools were ranked the highest, followed by state and private schools, government hospitals, voluntary organisations, the police and the armed forces. The Church was ranked lower, followed by the media and the trade unions. The lowest ranking institutions were parliament, the Archbishop's Curia and the courts.

**Table 13:** On a scale from 1 to 10, how would you rank your trust in these categories of people?

|                                    | LOW 1 |      | 2     |      | 3     |      | 4     |      | 5     |      | 6     |      | 7     |      | 8     |      | 9     |      | HIGH 10 |      | None  |      | Median Rank |
|------------------------------------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|---------|------|-------|------|-------------|
|                                    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq.   | %    | Freq. | %    |             |
| Teachers                           | 16    | 4.0  | 10    | 2.5  | 19    | 4.8  | 24    | 6.0  | 36    | 9.0  | 44    | 11.0 | 82    | 20.5 | 93    | 23.3 | 31    | 7.8  | 25      | 6.3  | 14    | 3.5  | 7           |
| Public Officers                    | 26    | 6.5  | 23    | 5.8  | 29    | 7.3  | 43    | 10.8 | 77    | 19.3 | 69    | 17.3 | 58    | 14.5 | 28    | 7.0  | 9     | 2.3  | 11      | 2.8  | 20    | 5.0  | 6           |
| Medical doctors                    | 5     | 1.3  | 4     | 1.0  | 8     | 2.0  | 11    | 2.8  | 23    | 5.8  | 31    | 7.8  | 72    | 18.0 | 111   | 27.8 | 77    | 19.3 | 52      | 13.0 | 2     | 0.5  | 8           |
| Priests                            | 53    | 13.3 | 29    | 7.3  | 36    | 9.0  | 29    | 7.3  | 52    | 13.0 | 41    | 10.3 | 46    | 11.5 | 50    | 12.5 | 21    | 5.3  | 22      | 5.5  | 15    | 3.8  | 7           |
| Lawyers                            | 44    | 11.0 | 35    | 8.8  | 40    | 10.0 | 44    | 11.0 | 52    | 13.0 | 50    | 12.5 | 46    | 11.5 | 31    | 7.8  | 22    | 5.5  | 10      | 2.5  | 19    | 4.8  | 6           |
| Accountants                        | 40    | 10.0 | 21    | 5.3  | 32    | 8.0  | 54    | 13.5 | 65    | 16.3 | 51    | 12.8 | 36    | 9.0  | 39    | 9.8  | 21    | 5.3  | 11      | 2.8  | 20    | 5.0  | 5           |
| Social Workers                     | 10    | 2.5  | 10    | 2.5  | 11    | 2.8  | 18    | 4.5  | 29    | 7.3  | 54    | 13.5 | 106   | 26.5 | 98    | 24.5 | 27    | 6.8  | 19      | 4.8  | 11    | 2.8  | 7           |
| Career advisors /guidance officers | 9     | 2.3  | 10    | 2.5  | 15    | 3.8  | 19    | 4.8  | 32    | 8.0  | 35    | 8.8  | 88    | 22.0 | 120   | 30.0 | 39    | 9.8  | 17      | 4.3  | 9     | 2.3  | 8           |
| Social guidance                    | 13    | 3.3  | 4     | 1.0  | 9     | 2.3  | 22    | 5.5  | 27    | 6.8  | 48    | 12.0 | 89    | 22.3 | 114   | 28.5 | 42    | 10.5 | 13      | 3.3  | 10    | 2.5  | 7           |
| Nuns                               | 54    | 13.5 | 38    | 9.5  | 30    | 7.5  | 31    | 7.8  | 45    | 11.3 | 51    | 12.8 | 44    | 11.0 | 41    | 10.3 | 17    | 4.3  | 19      | 4.8  | 23    | 5.8  | 6           |
| Members of Parliament              | 80    | 20.0 | 53    | 13.3 | 47    | 11.8 | 24    | 6.0  | 51    | 12.8 | 45    | 11.3 | 22    | 5.5  | 15    | 3.8  | 11    | 2.8  | 1       | 0.3  | 40    | 10.0 | 2           |
| Politicians                        | 91    | 22.8 | 48    | 12.0 | 41    | 10.3 | 35    | 8.8  | 54    | 13.5 | 40    | 10.0 | 22    | 5.5  | 14    | 3.5  | 2     | 0.5  | 0       | 0    | 43    | 10.8 | 2           |
| People in business                 | 38    | 9.5  | 33    | 8.3  | 51    | 12.8 | 46    | 11.5 | 88    | 22.0 | 57    | 14.3 | 34    | 8.5  | 20    | 5.0  | 7     | 1.8  | 1       | 0.3  | 18    | 4.5  | 5           |
| Journalists                        | 33    | 8.3  | 19    | 4.8  | 30    | 7.5  | 56    | 14.0 | 82    | 20.5 | 86    | 21.5 | 55    | 13.8 | 12    | 3.0  | 5     | 1.3  | 1       | 0.3  | 14    | 3.5  | 5           |
| Judges/magistrates                 | 65    | 16.3 | 27    | 6.8  | 36    | 9.0  | 27    | 6.8  | 47    | 11.8 | 35    | 8.8  | 48    | 12.0 | 37    | 9.3  | 30    | 7.5  | 18      | 4.5  | 23    | 5.8  | 5           |
| None of the above categories       | 1     | 0.3  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |         |      |       |      |             |
| I do not know                      | 3     | 0.8  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |         |      |       |      |             |

[The missing value varied from one choice to another of this question]

**Table 14:** On a scale from 1 to 10, how would you rank your trust in these institutions?

|                                | LOW 1 |      | 2     |      | 3     |      | 4     |      | 5     |      | 6     |      | 7     |      | 8     |      | 9     |      | HIGH 10 |      | None  |     | Median Rank |
|--------------------------------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|---------|------|-------|-----|-------------|
|                                | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq.   | %    | Freq. | %   |             |
| State Schools                  | 6     | 1.5  | 6     | 1.5  | 13    | 3.3  | 17    | 4.3  | 27    | 6.8  | 28    | 7.0  | 70    | 17.5 | 83    | 20.8 | 90    | 22.5 | 51      | 12.8 | 4     | 1.0 | 8           |
| Private Schools                | 17    | 4.3  | 10    | 2.5  | 12    | 3.0  | 21    | 5.3  | 39    | 9.8  | 47    | 11.8 | 49    | 12.3 | 96    | 24.0 | 59    | 14.8 | 30      | 7.5  | 13    | 3.3 | 8           |
| Church Schools                 | 15    | 3.8  | 4     | 1.0  | 11    | 2.8  | 8     | 2.0  | 27    | 6.8  | 24    | 6.0  | 51    | 12.8 | 99    | 24.8 | 87    | 21.8 | 52      | 13.0 | 14    | 3.5 | 9           |
| Parliament                     | 67    | 16.8 | 32    | 8.0  | 21    | 5.3  | 40    | 10.0 | 55    | 13.8 | 45    | 11.3 | 37    | 9.3  | 43    | 10.8 | 21    | 5.3  | 6       | 1.5  | 26    | 6.5 | 5           |
| Government Hospitals           | 9     | 2.3  | 2     | 0.5  | 8     | 2.0  | 17    | 4.3  | 24    | 6.0  | 30    | 7.5  | 60    | 15.0 | 120   | 30.0 | 87    | 21.8 | 37      | 9.3  | 2     | 0.5 | 8           |
| Church                         | 44    | 11.0 | 23    | 5.8  | 18    | 4.5  | 26    | 6.5  | 36    | 9.0  | 45    | 11.3 | 44    | 11.0 | 69    | 17.3 | 41    | 10.3 | 37      | 9.3  | 9     | 2.3 | 7           |
| Courts                         | 53    | 13.3 | 40    | 10.0 | 21    | 5.3  | 30    | 7.5  | 47    | 11.8 | 45    | 11.3 | 46    | 11.5 | 53    | 13.3 | 33    | 8.3  | 15      | 3.8  | 9     | 2.3 | 4           |
| Archbishop's Curia             | 52    | 13.0 | 24    | 6.0  | 28    | 7.0  | 20    | 5.0  | 63    | 15.8 | 36    | 9.0  | 45    | 11.3 | 61    | 15.3 | 29    | 7.3  | 20      | 5.0  | 12    | 3.0 | 5           |
| Media                          | 16    | 4.0  | 18    | 4.5  | 33    | 8.3  | 24    | 6.0  | 88    | 22.0 | 88    | 22.0 | 73    | 18.3 | 33    | 8.3  | 12    | 3.0  | 2       | 0.5  | 7     | 1.8 | 6           |
| Police & Armed Force           | 15    | 3.8  | 6     | 1.5  | 8     | 2.0  | 23    | 5.8  | 41    | 10.3 | 51    | 12.8 | 86    | 21.5 | 81    | 20.3 | 62    | 15.5 | 20      | 5.0  | 2     | 0.5 | 8           |
| Voluntary Organisations        | 12    | 3.0  | 13    | 3.3  | 13    | 3.3  | 21    | 5.3  | 34    | 8.5  | 40    | 10.0 | 48    | 12.0 | 94    | 23.5 | 75    | 18.8 | 41      | 10.3 | 1     | 0.3 | 8           |
| Family                         | 2     | 0.5  | 0     | 0    | 2     | 0.5  | 0     | 0    | 3     | 0.8  | 7     | 1.8  | 19    | 4.8  | 33    | 8.3  | 70    | 17.5 | 259     | 64.8 | 0     | 0   | 9           |
| Trade Unions                   | 50    | 12.5 | 40    | 10.0 | 47    | 11.8 | 27    | 6.8  | 52    | 13.0 | 53    | 13.3 | 55    | 13.8 | 33    | 8.3  | 10    | 2.5  | 14      | 3.5  | 9     | 2.3 | 6           |
| None of the above institutions | 1     | 0.3  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |         |      |       |     |             |
| I do not know                  | 3     | 0.8  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |       |      |         |      |       |     |             |

[The missing value varied from one choice to another of this question]

When asked as to the institutions that they felt had the greatest influence on their moral formation, participants ranked the family and the Church as the most important followed by school/university, work environment and voluntary organisations. The lowest ranking institutions were government, the mass media and political parties. (Table 15)

**Table 15:** Which of the following institutions most influence you in judging between right or wrong, good or bad, fair or unfair?

| The organisation where you work/study | LOW 1 |      | 2     |      | 3     |      | 4     |      | 5     |      | 6     |      | 7     |      | 8     |      | HIGH 9 |      | Median Rank | Resp.* Rate (%) |
|---------------------------------------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|--------|------|-------------|-----------------|
|                                       | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq. | %    | Freq.  | %    |             |                 |
| Church                                | 48    | 12.0 | 27    | 6.8  | 31    | 7.8  | 20    | 5.0  | 47    | 11.8 | 37    | 9.3  | 49    | 12.3 | 74    | 18.5 | 57     | 14.3 | 8           | 97.5            |
| Family                                | 2     | 0.5  | 6     | 1.5  | 3     | 0.8  | 5     | 1.3  | 9     | 2.3  | 19    | 4.8  | 29    | 7.3  | 82    | 20.5 | 241    | 60.3 | 8           | 99.0            |
| Government                            | 19    | 4.8  | 28    | 7.0  | 26    | 6.5  | 33    | 8.3  | 50    | 12.5 | 83    | 20.8 | 65    | 16.3 | 69    | 17.3 | 15     | 3.8  | 7           | 97.0            |
| Media                                 | 30    | 7.5  | 59    | 14.8 | 74    | 18.5 | 76    | 19.0 | 61    | 15.3 | 36    | 9.0  | 22    | 5.5  | 11    | 2.8  | 12     | 3.0  | 4           | 95.3            |
| School/University                     | 17    | 4.3  | 66    | 16.5 | 77    | 19.3 | 63    | 15.8 | 63    | 15.8 | 34    | 8.5  | 38    | 9.5  | 15    | 3.8  | 8      | 2.0  | 3           | 95.3            |
| Voluntary Organisation                | 9     | 2.3  | 27    | 6.8  | 50    | 12.5 | 68    | 17.0 | 60    | 15.0 | 64    | 16.0 | 66    | 16.5 | 28    | 7.0  | 11     | 2.8  | 6           | 95.8            |
| None of the above institutions        | 157   | 39.3 | 56    | 14.0 | 37    | 9.3  | 36    | 9.0  | 35    | 8.8  | 25    | 6.3  | 10    | 2.5  | 12    | 3.0  | 9      | 2.3  | 2           | 94.3            |
| I do not know                         | 18    | 4.5  | 27    | 6.8  | 21    | 5.3  | 42    | 10.5 | 47    | 11.8 | 66    | 16.5 | 72    | 18.0 | 54    | 13.5 | 31     | 7.8  | 7           | 94.5            |
|                                       | 46    | 11.5 | 51    | 12.8 | 29    | 7.3  | 35    | 8.8  | 42    | 10.5 | 47    | 11.8 | 56    | 14.0 | 48    | 12.0 | 26     | 6.5  | 7           | 95.0            |
|                                       | 3     | 0.8  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |        |      |             |                 |
|                                       | 1     | 0.3  |       |      |       |      |       |      |       |      |       |      |       |      |       |      |        |      |             |                 |

[The missing value varied from one choice to another of this question] \*Response Rate.

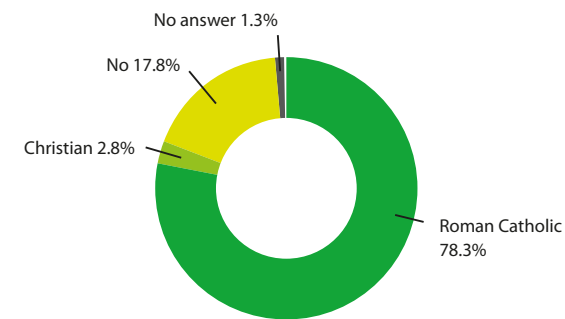
### 3.7 RELIGION

Religion, and the Catholic Church in particular, has long played an important and influential role in Maltese life. The role has not just been religious and spiritual but also social and cultural. How do young people feel about religion and the Church today? Is the influence of the Church on the decline as in other European countries, and if so what are the implications for society?

When asked as to their religious persuasion, almost 80% of participants described themselves as Roman Catholics, almost 18% as not belonging to any religious denomination and under 3% as belonging to other Christian Churches or religious denominations. (Figure 32)

When asked as to their level of religious commitment on a scale from 1 to 5, over 26% of participants were at the middle point on the scale, while 30% indicated less commitment and over 20% a higher level of commitment. Perhaps of some significance is that the number with the weakest level of commitment (18%) was almost four times greater than the number with the highest level of religious commitment. (Table 16)

**Figure 32:** Do you belong to any Church/Religious Denomination?



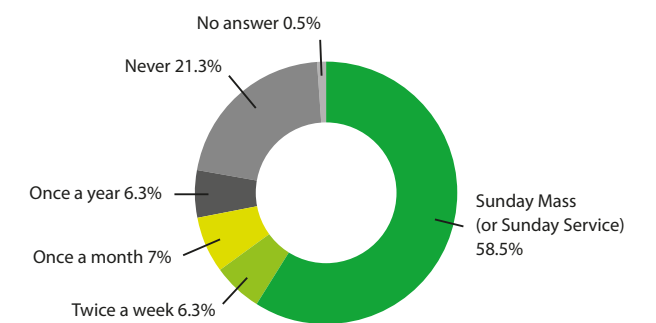
**Table 16:** On a scale from 1 to 5, how would you rank your commitment to your Church/Religious Denomination?

|                                      | Freq. | %    |
|--------------------------------------|-------|------|
| One – Lowest level of commitment     | 73    | 18.3 |
| Two                                  | 47    | 11.8 |
| Three                                | 105   | 26.3 |
| Four                                 | 63    | 15.8 |
| Five – Strongest level of commitment | 19    | 4.8  |
| None                                 | 54    | 13.5 |
| No Answer                            | 21    | 5.3  |
| I do not know                        | 0     | 0    |

[Missing value is 18]

With regard to attendance at religious services, 58.5% of participants said that they attended Sunday mass or service, with small minorities attending either twice weekly (6.3%) or monthly (7%), while 21.3% said they never attend. (Figure 33)

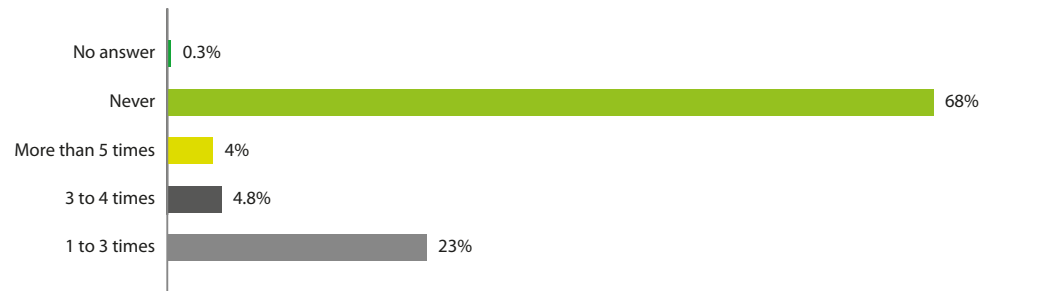
**Figure 33:** Apart from weddings, baptisms and funeral masses/services, do you attend religious services (e.g. mass – that is a religious service with a group of believers)?



[Missing value is 1]



**Figure 34:** How many, if any, religious youth talks, retreats, conferences or weekends have you participated in over the last 12 months?

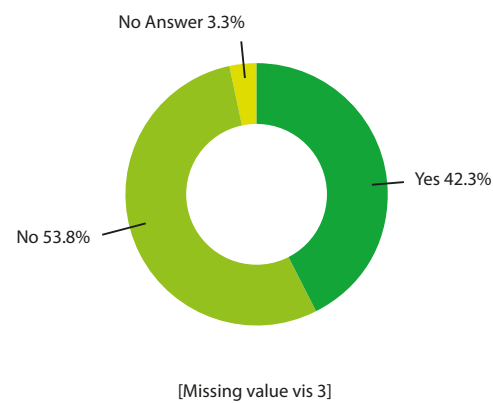


68% of participants never attend religious seminars, discussions or retreats. (Figure 34)

While a majority of participants made no distinction between religion and spirituality (53.8%), a significant minority did (42.3%). (Figure 35)

While 71.8% of participants indicated their interest in religion, this dropped to 55.5% when asked if they were interested in religion and the Church. (Table 17)

**Figure 35:** Do you make a distinction between religion and spirituality?



**Table 17:** What is your level of personal interest in religion and politics?

| Are you interested in?             | Yes   |      | No    |      | No Answer |       |
|------------------------------------|-------|------|-------|------|-----------|-------|
|                                    | Freq. | %    | Freq. | %    | %         | Freq. |
| Politics but not political parties | 141   | 35.3 | 255   | 63.8 | 1         | 0.3   |
| Politics and political parties     | 85    | 21.3 | 310   | 77.5 | 0         | 0     |
| Religion                           | 287   | 71.8 | 104   | 26.0 | 2         | 0.5   |
| Religion and the Church            | 222   | 55.5 | 168   | 42.0 | 4         | 1.0   |
| Religion but not the Church        | 93    | 23.3 | 287   | 71.8 | 8         | 2.0   |
| God but not the Church             | 157   | 39.3 | 221   | 55.3 | 7         | 1.8   |

[The missing value varied from one choice to another of this question]

### 3.8 POLITICS

Some international evidence would suggest that while young people have a lively interest in the political dimension of such issues as the green environment, education and employment, and promoting international peace and human rights, there is a corresponding dearth of interest in politicians, political parties and political processes. Can young people in Malta be categorized in such terms?

When asked as to their level of commitment to a particular political party, 50% of participants either did not respond or said that they had no such commitment. Only a small minority of participants (2.1%) indicated any strong level of commitment (Table 18) while only 10.8% of participants said that they were members of a political party. (Figure 36)

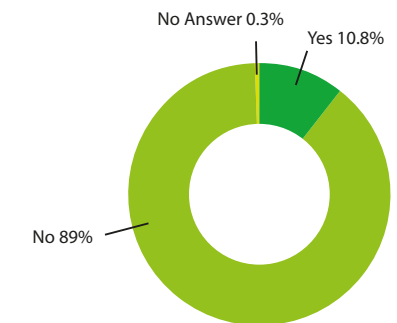
Of some significance perhaps was that while there was a low level of membership of political parties (10.8%) interest in politics was much higher at 35.3%. (Table 17)

**Table 18:** On a scale from 1 to 5, how would you rank your commitment to your political party?

|                                      | Freq. | %    |
|--------------------------------------|-------|------|
| One – Lowest level of commitment     | 30    | 7.5  |
| Two                                  | 12    | 3.0  |
| Three                                | 12    | 3.0  |
| Four                                 | 5     | 1.3  |
| Five – Strongest level of commitment | 3     | 0.8  |
| None                                 | 74    | 18.5 |
| No Answer                            | 124   | 31.0 |
| I do not know                        | 0     | 0    |

[The missing value is 140]

**Figure 36:** Are you a member of a political party?

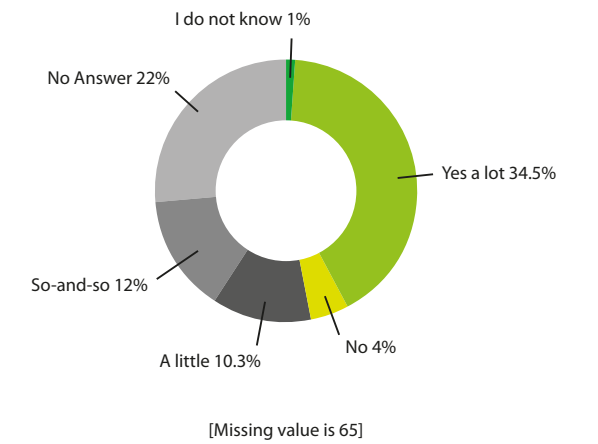


### 3.9 EMPLOYMENT

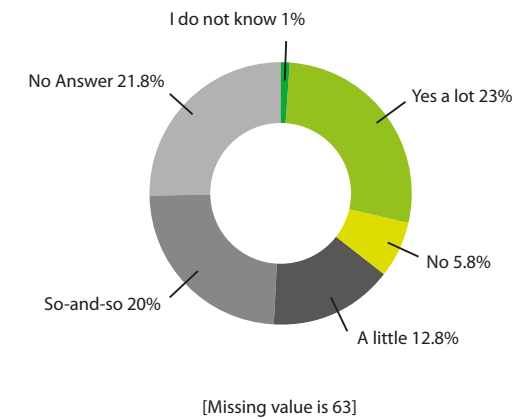
Job satisfaction was rated consistently high as one of life's most desired outcomes by all participants. Of those participants in employment, to what extent has this outcome been achieved?

When asked as to how well prepared they felt themselves to be for the transition from school to work, less than a quarter felt that they were well prepared, while of those who do work, a third of participants derived a lot of personal satisfaction and fulfillment from such work, with only a small minority (4%) deriving no satisfaction or fulfillment. Almost half of those in employment felt secure in their jobs to a greater or lesser extent with only a small minority (2.3%) feeling insecure. (Figures, 37, 38, 39)

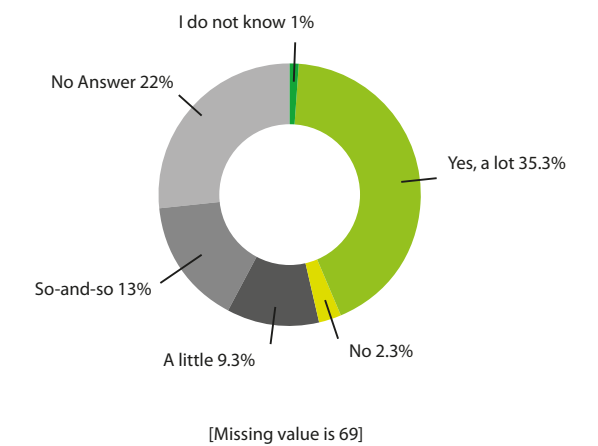
**Figure 38:** *If you work: does your work give you personal satisfaction or fulfillment?*



**Figure 37:** *If you work: do you feel you were prepared for the transition from school to work?*



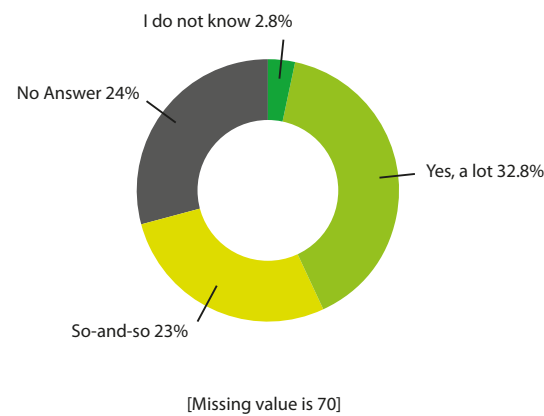
**Figure 39:** *If you work: do you think your job is a secure one?*



When asked about the extent to which their studies matched or prepared them for their work, a third of participants indicated a corresponding match but almost a quarter saw a mismatch. (Figure 40)

Participants' attitudes to job stability and opportunities indicated that 21.3% were afraid of losing their jobs while 34.3% would not hesitate to change their job for a better one. (Table 19)

**Figure 40:** *If you are in employment: do you feel that your work matches what you have studied, or do you feel that there is a mismatch?*



**Table 19:** *If you work: which of the following statements do you agree with?*

|  | Freq. | %    |
|--|-------|------|
| I am afraid to change my job for another                                       | 85    | 21.3 |
| I would not hesitate to change my job for a better one                         | 137   | 34.3 |
| I am fed up with my present job and I would even accept a job with a lower pay | 9     | 2.3  |
| I do not aspire to work abroad   | 92    | 23.0 |
| I am eager to work abroad on a permanent basis                                 | 52    | 13.0 |
| I am eager to work abroad on a temporary basis                                 | 58    | 14.5 |
| I have worked abroad on a permanent basis                                      | 4     | 1.0  |
| I have worked abroad on a temporary basis                                      | 18    | 4.5  |
| No Answer  | 96    | 24.0 |

[The missing value varied from one choice to another of this question]

### 3.10 MONEY MATTERS

There may be a popular perception that young people are free and easy with money, if not spendthrift. But what do they spend their money on? Is their spending a reflection of their youth, level of responsibilities and lifestyles rather than conforming to preconceived notions?

When asked as to how they spent the bulk of their income, participants indicated spending almost half on recreation, shopping, travel and beauty/ cosmetic treatments. Essentials such as food, housing, transport and utilities constituted some 36% of expenditure, while education and health ranked lowest in terms of expenditure. (Table 20)

**Table 20:** *On what do you spend the bulk of your income?*

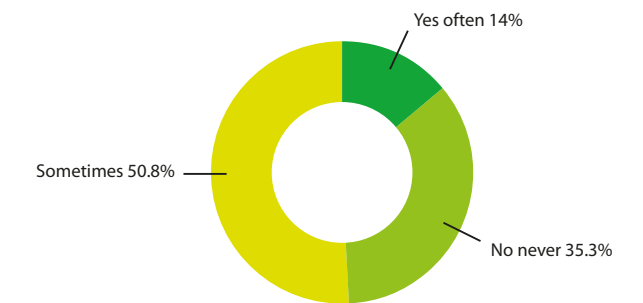
|  | Freq. | %    |
|--|-------|------|
| Food   | 53    | 13.3 |
| My education   | 45    | 11.3 |
| Recreation   | 107   | 26.8 |
| House-rent or House-loan   | 40    | 10.0 |
| Shopping for shopping's sake (shopaholic)                              | 27    | 6.8  |
| Car (including maintenance, insurance and related expenses)            | 34    | 8.5  |
| Utility bills (including water, electricity, telephone, internet etc.) | 15    | 3.8  |
| Children's education   | 1     | 0.3  |
| Health related expenses (including health insurance)                   | 5     | 1.3  |
| Travel for leisure   | 19    | 4.8  |
| Cosmetic and beauty treatment  | 26    | 6.5  |
| No Answer  | 19    | 4.8  |

[Missing value is 9]

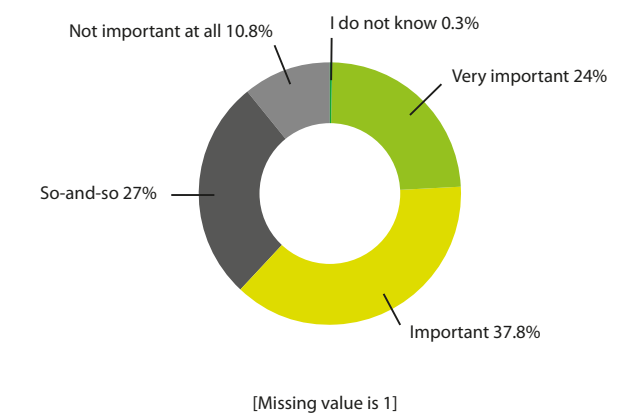
Half of the participants admitted to buying things that they subsequently rarely use. (Figure 41)

61.8% of participants considered fashion to be either important or very important in their lives. (Figure 42)

**Figure 41:** *Do you buy things that you end up rarely using?*



**Figure 42:** *How important is fashion in your life?*



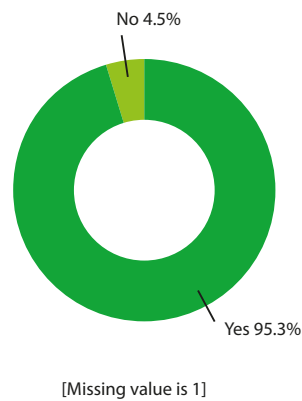


### 3.11 COMMUNICATION TECHNOLOGY

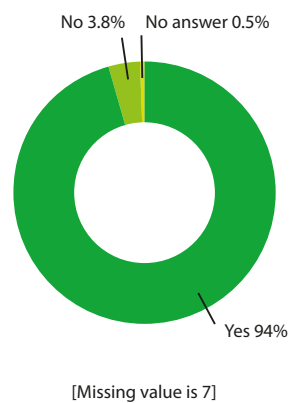
The role of communications technology and the Information Society looms large on the social, cultural and economic landscape worldwide. Its impact appears all pervasive and unrelenting, for good or ill. How is such a powerful instrument impacting on the lives of young people in Malta and to what extent is it influencing and indeed transforming their behaviours and attitudes?

Over 90% of participants had either a computer or laptop and access to the internet at home. (Figures 43, 44)

**Figure 43:** Do you have a computer/laptop?



**Figure 44:** Do you have internet access at home?



**Table 21:** How frequently do you use the internet for the following?

|   | Very frequently |      | Frequently |      | Not so frequently |      | No Answer |      |
|---|-----------------|------|------------|------|-------------------|------|-----------|------|
|   | Freq.           | %    | Freq.      | %    | Freq.             | %    | Freq.     | %    |
| Emails  | 140             | 35.0 | 99         | 24.8 | 129               | 32.3 | 8         | 2.0  |
| Chatting  | 136             | 34.0 | 94         | 23.5 | 125               | 31.3 | 21        | 5.3  |
| Research and/or study                           | 150             | 37.5 | 108        | 27.0 | 74                | 18.5 | 38        | 9.5  |
| Interactive games                               | 54              | 13.5 | 78         | 19.5 | 163               | 40.8 | 70        | 17.5 |
| Gambling  | 13              | 3.3  | 10         | 2.5  | 111               | 27.8 | 219       | 54.8 |
| Shopping  | 51              | 12.8 | 81         | 20.3 | 142               | 35.5 | 95        | 23.8 |
| Movies  | 67              | 16.8 | 67         | 16.8 | 119               | 29.8 | 113       | 28.3 |
| Downloading podcasts                            | 28              | 7.0  | 31         | 7.8  | 123               | 30.8 | 176       | 44.0 |
| Pornography                                     | 2               | 0.5  | 11         | 2.8  | 102               | 25.5 | 232       | 58.0 |
| Social networking (e.g. Facebook, Hi5, Twitter) | 203             | 50.8 | 102        | 25.5 | 49                | 12.3 | 18        | 4.5  |
| Reading on-line newspapers                      | 67              | 16.8 | 79         | 19.8 | 106               | 26.5 | 117       | 29.3 |
| Reading on-line magazines                       | 31              | 7.8  | 47         | 11.8 | 134               | 33.5 | 146       | 36.5 |
| I do not make use of the internet               | 46              | 11.5 |            |      |                   |      |           |      |

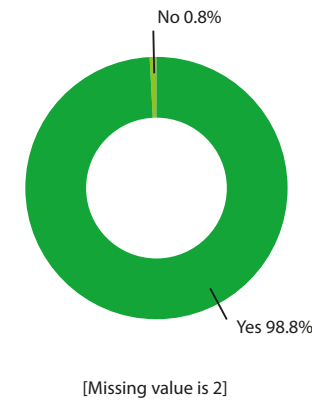
[The missing value varied from one choice to another of this question]

The internet was most frequently used for social networking, e-mails, chatting or study purposes. (Table 21)

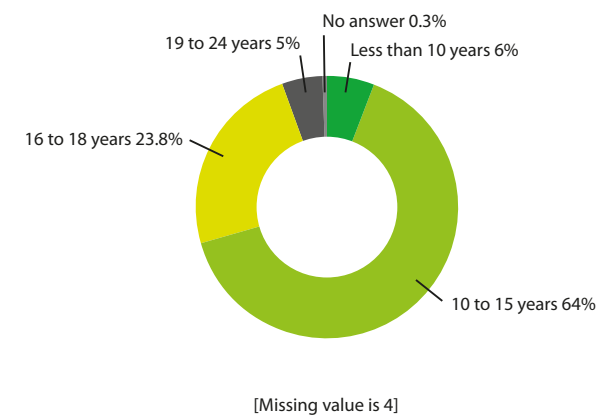
Significantly, when confronted with controversial issues relating to internet use, participants were more circumspect. On the issue of internet gambling, over 50% of participants did not respond, while a small minority of under 6% admitted to using it for gambling purposes either frequently or very frequently. Similarly, on the issue of downloading pornography, almost 60% of participants did not respond, while a small minority (3.3%) admitted to either frequent or very frequent use for this purpose.

Almost all participants had a mobile phone with the majority acquiring their first mobile phone between the ages of 10 and 15. Over half of participants' mobile phones had access to the internet. (Figure 45, 46, 47)

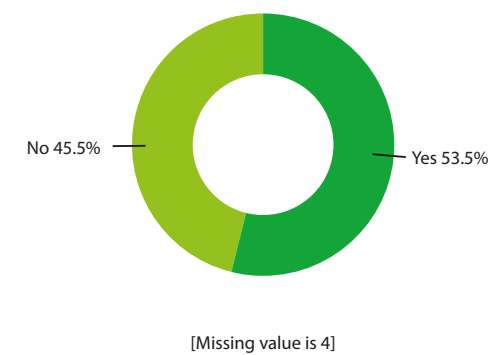
**Figure 45:** Do you have a mobile phone?



**Figure 46:** How old were you when you bought or were given your first mobile phone?

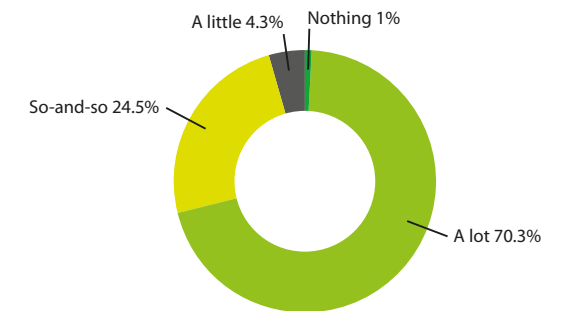


**Figure 47:** Does your mobile phone have internet access?



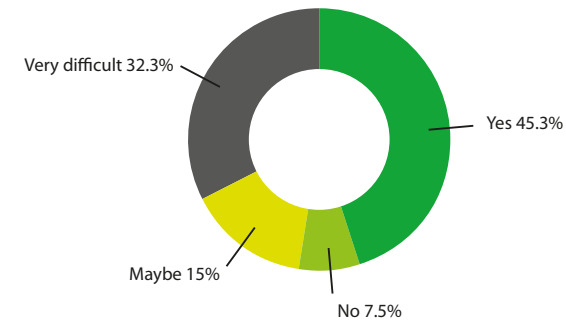
When asked as to the impact information technology had on their lives, over 70% of participants indicated that it had a significant impact. (Figure 48)

**Figure 48:** How much do you think information technology (e.g. mobile phones, the internet, interactive information technology etc.) affects your life?

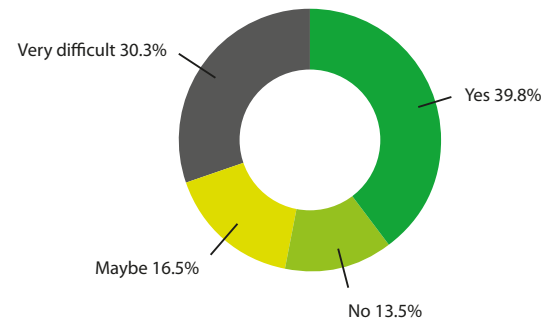


When asked as to how difficult life would be without access to media points, a large majority cited mobile phones (77%) and the internet (70%) as the most difficult to be without, but this reliance declined when it came to television (50%) and radio (23%). (Figures 49, 50, 51, 52)

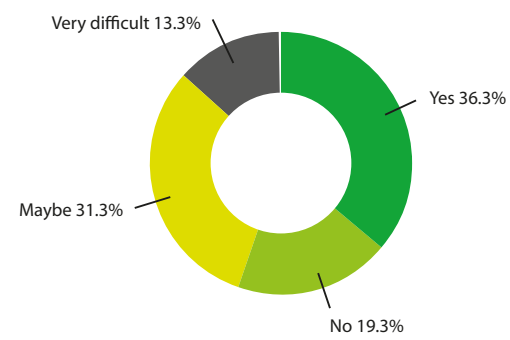
**Figure 49:** *Would it be difficult for you to live without a mobile phone?*



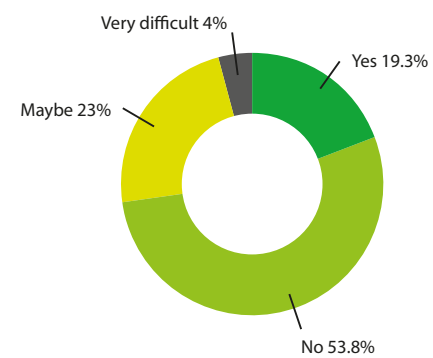
**Figure 50:** *Would it be difficult for you to live without the internet?*



**Figure 51:** *Would it be difficult for you to live without a television?*



**Figure 52:** *Would it be difficult for you to live without radio?*



### 3.12 LEISURE

Leisure and youth appear synonymous in the popular imagination: to be young is to be free! But how do young people in Malta spend their free or leisure time? Does it conform to popular notions of how young people spend their leisure time and how has it been affected by modern innovations particularly communications technology?

A large percentage of participants spent most of their leisure time with family and friends. Watching television/ DVDs, surfing the internet, social networking, and phoning and texting friends were also common pursuits. Sporting and cultural activities however, figured considerably less frequently. (Table 22)

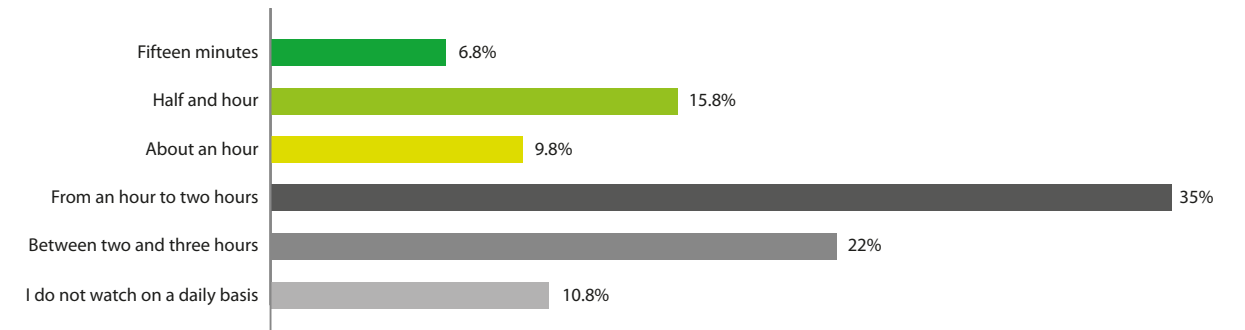
Participants were also asked the amount of time they spend watching television every day. Almost 67% spent an hour or more watching television on a daily basis, over 20% under an hour while almost 11% did not watch television on a daily basis. The most popular television programmes among participants were films (41%), documentaries (18.8%), news and current affairs (16.5%), and reality shows (10%). (Figures 53, 54)

The cinema was less popular among participants than television, who either went rarely (42%) or not at all (13.3%). (Figure 55)

**Table 22:** On a daily basis which of the following activities do you carry out in your free-time?

|   | Freq. | %    |
|---|-------|------|
| Watching television / movies on DVD                       | 311   | 77.8 |
| Playing a musical instrument                              | 37    | 9.3  |
| Practicing drama  | 13    | 3.3  |
| Playing computer /laptop games                            | 212   | 53.0 |
| Surfing on the internet                                   | 286   | 71.5 |
| Chatting on the internet using social networks            | 255   | 63.8 |
| Being and/or talking with your family                     | 347   | 86.8 |
| Being and/or talking with your friends                    | 304   | 76.0 |
| Carrying out school-related work, projects and activities | 114   | 28.5 |
| Carrying out job-related work, projects and activities    | 117   | 29.3 |
| On the phone / texting friends                            | 299   | 74.8 |
| Engage in sporting activities                             | 104   | 26.0 |
| No Answer   | 1     | 0.3  |

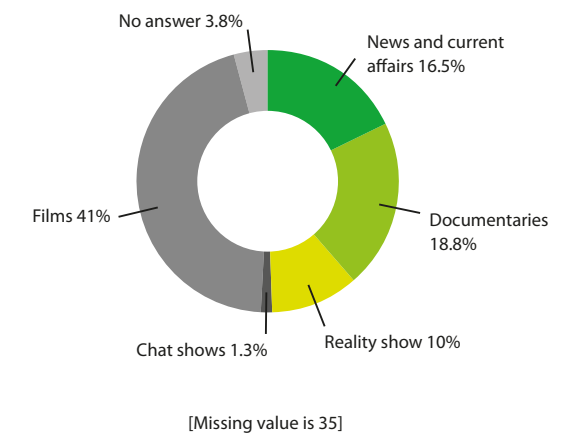
**Figure 53:** How much time do you spend watching television every day?



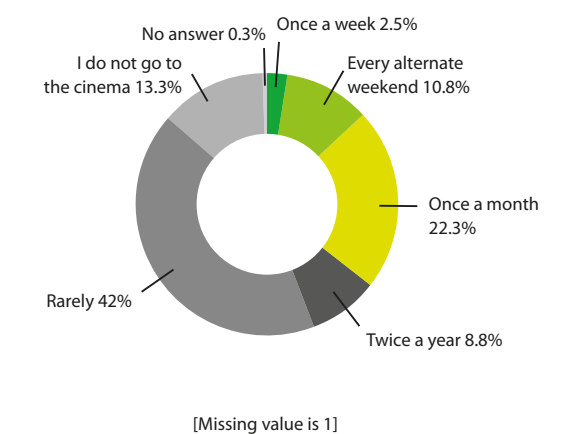
Over 30% of participants read for an hour or more every day, while another 30% read for shorter periods, but significantly almost 38% did not read on a daily basis. When asked what their preferred language for reading was, over 44% cited English as their preferred language with 17% citing Maltese. (Figures 56, 57)

When it comes to newspapers, a significant number of participants, over 40%, admitted to not reading newspapers at all. Of those who did, local printed dailies and weeklies are read more than foreign ones and printed versions were read more frequently than digital editions. (Figure 58)

**Figure 54:** Which types of programmes do you mostly watch?

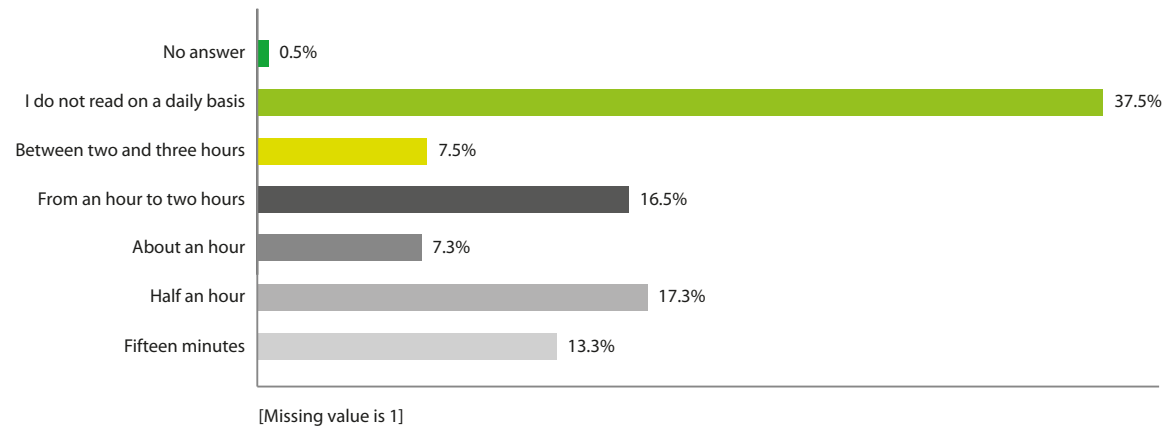


**Figure 55:** How frequently do you go to the cinema?

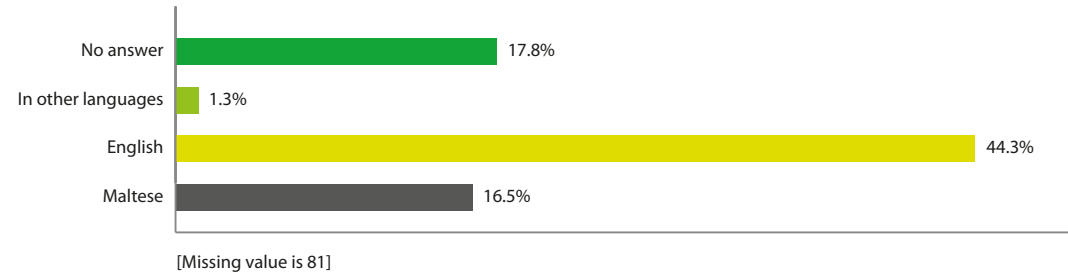




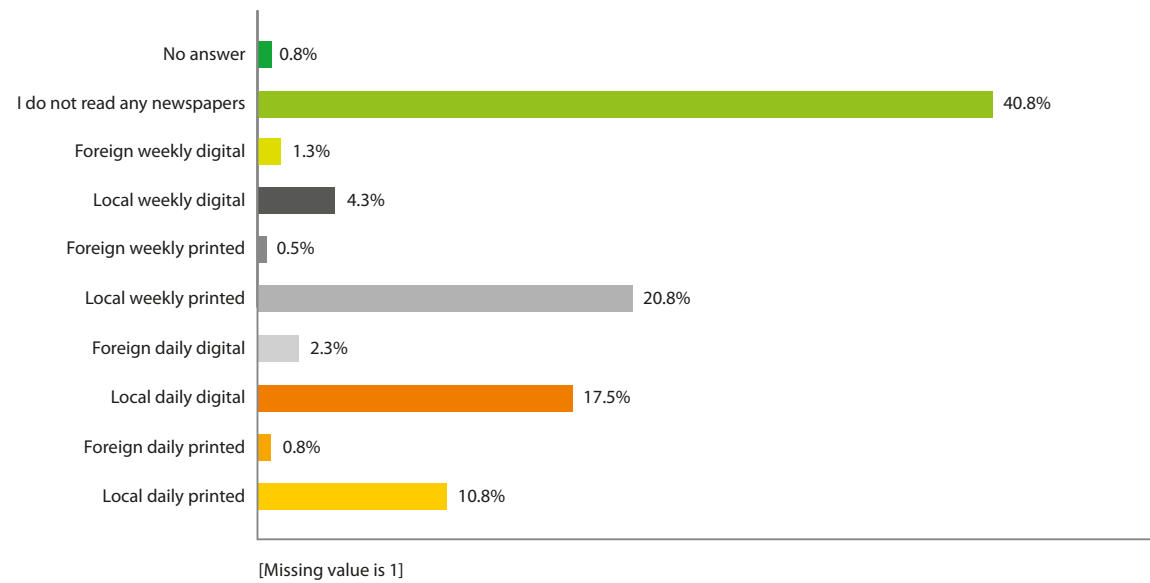
**Figure 56:** Apart from school/university and/or work-related reading, how much time do you spend reading every day (including reading on the internet or e-books)?



**Figure 57:** When reading, which is your preferred language (including reading on the internet or e-books)?

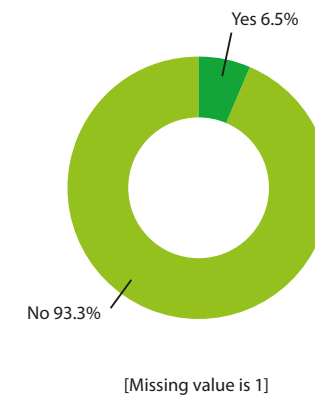


**Figure 58:** Which types of newspapers do you mostly read?

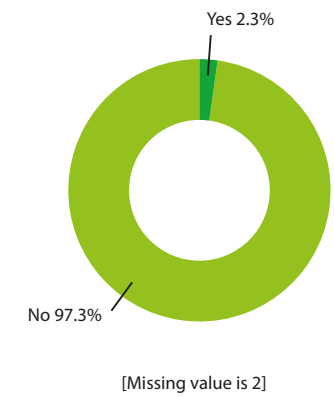


When it comes to involvement in local activities, such as band clubs and festas, participants indicated a low level of involvement at odds perhaps with popular perceptions. Only 6.5% of participants were members of band clubs, 2.3% were members of fire works clubs and 4.5% were members of festivities decorations clubs. (Figures 59, 60, 61)

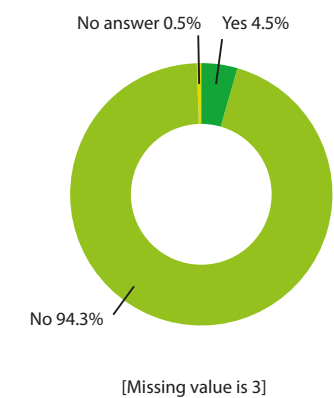
**Figure 59:** Are you a member of a band club?



**Figure 60:** Are you a member of a fireworks club/organisation?



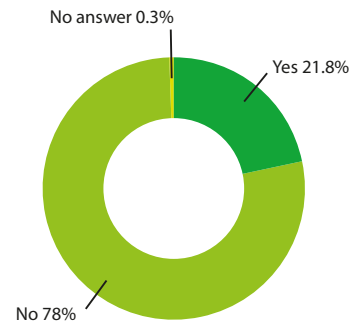
**Figure 61:** Are you a member of a festivities decorations club/committee?



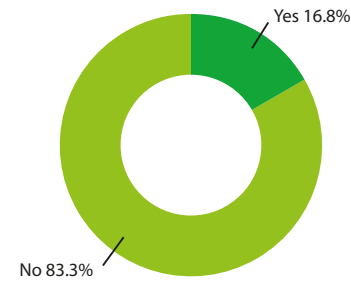
Sports on the other hand were more popular among participants with 22% indicating that they were members of a nursery or sports training club, while over 30% indicated that they were members of youth clubs or engaged in other voluntary activities. (Figures 62, 63)

A minority, but a significant minority (36%) of participants had never been abroad on holiday. (Figure 64)

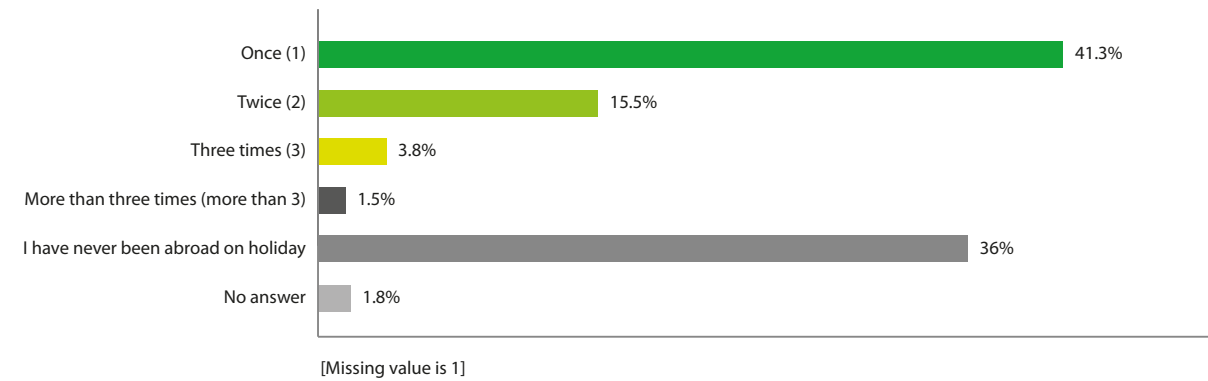
**Figure 62:** Are you a member of a nursery or sports training club?



**Figure 63:** Are you a member of a youth club/organisation?



**Figure 64:** Last year, how often were you abroad for a holiday (excluding Gozo)?

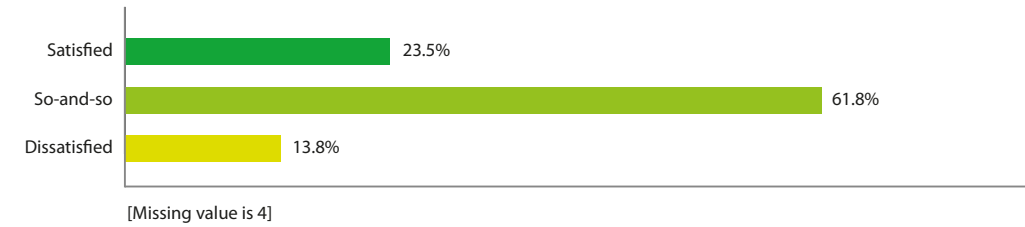


### 3.13 THE FUTURE

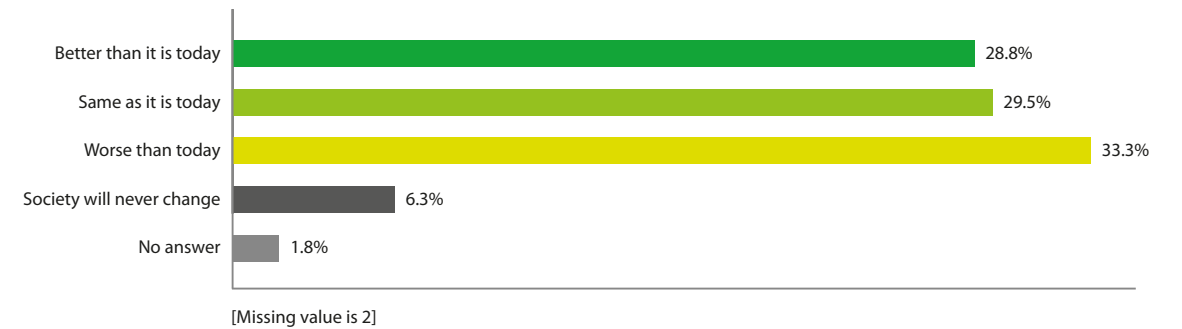
Young people are often heralded as the future or as the future of society. But how do they view the future? Are they optimistic or pessimistic? How do they see their own future and how does it relate to how they view the future of society as a whole?

Most participants (85.3%) were either satisfied or reasonably satisfied with contemporary society. When asked as to the future of society, slightly more participants felt that it would be worse rather than better, with roughly the same number seeing no perceptible change. (Figures 65, 66)

**Figure 65:** How satisfied are you with regard to contemporary society?



**Figure 66:** Do you think that in the future, society will be better or worse than it is today?

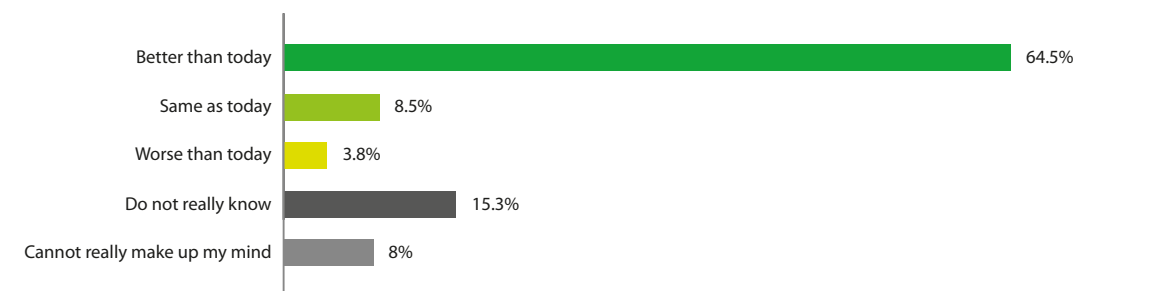


However, participants were more positive as to their own personal prospects. When asked if they envisaged a better or worse future for themselves, almost two-thirds cited a future better than the present, with only a small minority signaling a worse future. (Figure 67)

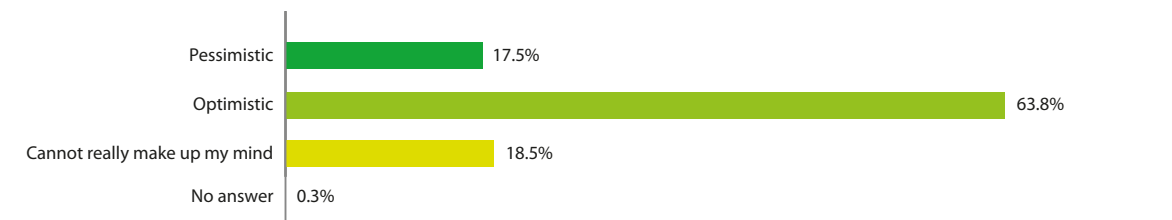
They were optimistic rather than pessimistic and felt well prepare for the future. (Figures 68, 69)

As to that future, what participants aspired to most was a happy family, and success in school and at work. Material acquisition figured less strongly, but so also did business initiative and sporting achievement. (Table 23)

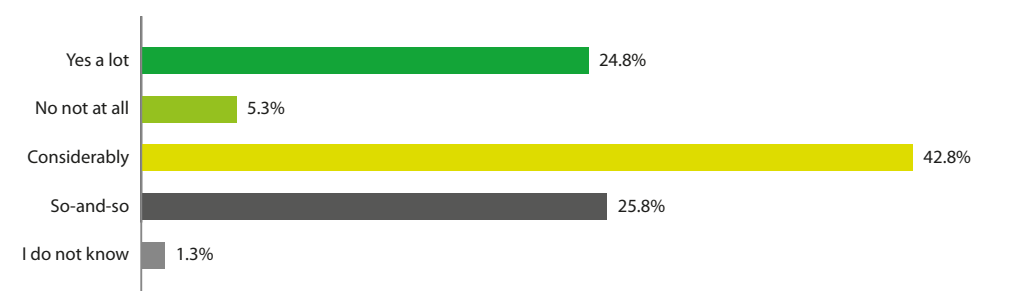
**Figure 67:** For yourself, do you envisage a better future or a worse future, than at present?



**Figure 68:** Are you pessimistic or optimistic about the future?



**Figure 69:** Do you feel prepared for the future?



[Missing value is 1]

**Table 23:** What do you aspire to in the future?

|  | Freq. | %    |
|--|-------|------|
| To progress in my career   | 48    | 12.0 |
| To have a good job   | 43    | 10.8 |
| To start or continue having a happy/healthy family               | 104   | 26.0 |
| That I will be loved by others                                   | 1     | 0.3  |
| To win a good sum of money / to become rich                      | 6     | 1.5  |
| I wish that my parents reunite as a family                       | 2     | 0.5  |
| To become a successful driver                                    | 1     | 0.3  |
| That my relationship with my wife/husband/children will flourish | 8     | 2.0  |
| To have enough money to buy and do what I want                   | 4     | 1.0  |
| To succeed in sports and achieve international recognition       | 3     | 0.8  |
| To have a good holiday / travel                                  | 9     | 2.3  |
| To buy a house / get the house ready                             | 8     | 2.0  |
| To be successful in everything that I'll do in the future        | 15    | 3.8  |
| To be successful in my studies                                   | 45    | 11.3 |
| To start a love relationship                                     | 3     | 0.8  |
| To open a business   | 4     | 1.0  |
| To live outside the Western World                                | 1     | 0.3  |
| To have enough means to retire at a young age from work          | 4     | 1.0  |
| Easy life / Peace of mind  | 12    | 3.0  |
| To be able and spend more time with animals                      | 1     | 0.3  |
| Good parenthood  | 2     | 0.5  |
| Happiness  | 18    | 4.5  |
| To be able and practice my hobby                                 | 2     | 0.5  |
| Work satisfaction (e.g. also by working in a team)               | 3     | 0.8  |
| Good health  | 20    | 5.0  |
| To work and/or settle overseas                                   | 10    | 2.5  |
| Do not know  | 2     | 0.5  |
| Other  | 7     | 1.8  |
| No Answer  | 2     | 0.5  |

[Missing value is 12]





## 4. RESULTS OF THE STUDY

This is first comprehensive study of the self-perceptions, attitudes and behaviours of young people in Malta. The sample of 400 young people, who participated in the study, provides us with a reliable representative sample of all young people in Malta. As such, it offers us all the opportunity to consider and reflect on how young people see themselves, how they feel and behave, what motivates them, what their attitudes are to such diverse issues as the family, marriage, religion, politics, the internet, sport, alcohol, smoking, money and fashion.

The results of the study can be a source of encouragement and hope for all young people in Malta, their families and communities as well as the wider society. The results have been categorised, as below, under positives, challenges/opportunities and concerns. This approach is not meant to be prescriptive, but using this categorisation may prove useful in helping all those working with and for young people to reflect on what young people are telling them and how they can best support them in building their future as responsible, caring and productive individuals and citizens.

### THE POSITIVES

Young people are, in general, well behaved and law-abiding, with strong relationships with their parents and siblings. They are motivated, concerned with and supportive of others and display a need and a desire to communicate and foster human relationships. They are for the most part happy, healthy and well-educated, respectful and tolerant, religious and spiritual. They are positive and optimistic about their future. In material terms, most live at home, have computers/laptops, mobile phones and access to the internet and spend half their money on recreation, shopping and travel.

### THE CHALLENGES/OPPORTUNITIES

Young people see independent decision making and the changing relationship with their parents as the most important features of emerging adulthood. Interpersonal and sexual relationships are also seen by them as important indicators. While tolerant in their views on what constitutes a family, they are less so when it comes to same sex couples. While interested and participative in religion, and somewhat less so in politics, they are less attracted by institutionalised religion and politics. The growing importance and omnipresence of communication technology – the internet and mobile phones – in young people's lives is most noticeable. Conversely, voluntary and community work, cultural and artistic pursuits and sporting activities are not as common as might be generally thought or desired. These are not only challenges but also opportunities for all those who work for and with young people and in particular: parents, teachers, youth workers, social workers and career guidance officers, priests and those in the religious life, and politicians. At institutional level, the education system, government departments and agencies, NGOs, the voluntary and community sector, the Church and political parties all have a role to play and a vested interest in meeting the challenges and in grasping the opportunities.

## THE CONCERNS

The results of the study are for the most part positive and encouraging. However, there are a number of issues that must be a matter of general concern and of particular concern for those directly involved or responsible. While generally healthy and fit, stress appears to be a common experience of young people. There also appears to be a lack of physical exercise among a significant minority of young people. While heavy smoking and drinking, and substance abuse, appear to be common among only a small minority of young people; nonetheless they are a reality. While educational attainment among young people is high and they have a positive attitude to the education system, a substantial minority appear to regard the education and training system as not adequately preparing them for the world of work. There also appears to be a lack of interest in setting up businesses and in entrepreneurship. Also noticeable is the relative decline in interest in reading and the written word, with a substantial minority of young people not reading on a daily basis and not reading newspapers at all. Whether this is a result of the omnipresence of communications technology or other factors is unclear. It is also noteworthy that two and a half times as many participants preferred to read in English rather than in Maltese.

While this is the first study of its kind in Malta, and like all such studies has its limitations and imponderables, it has proved a useful exercise in garnering information on how young people see themselves and the people and institutions they interact with, what their attitudes are, and how they behave. The study also provides the framework for further developing and expanding our knowledge and evidence base for policy and decision making on issues that impact on the lives of young people. The study will hopefully be a fruitful resource for consideration and reflection by all those concerned and working with young people in enhancing the positives, meeting the challenges, grasping the opportunities and tackling the concerns.

