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INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

The influence of Peer, Community and Religion on Adolescent Substance use in the Cape Metropolitan Area

UNIVERSITY of the WESTERN CAPE

By

THANDEKA CHRISTINE GANA

SUPERVISOR: Professor A.Y. AMOATENG
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Declaration

I declare that all the information presented in this study is my own work, and that it has not been submitted for any degree or examination in any other University. Cross National Adolescence Project (CNAP), the mother of my study has been acknowledged. All the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: Thandeka Christine Gana

Date: 16 August 2004

Signed: [Signature]

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ABSTRACT

Substance use among adolescents is increasing and has become a major concern in every community across the country. In order to explore this problem, this study have use a sample comprised of 1820 grades 9 and 11 pupils aged 14 - 17 years from 20 high schools in the Cape Metropolitan Area in examining the influence of Peer, Community and Religion on alcohol and tobacco use amongst Whites, African and Coloured adolescents both males and females.

The findings of the study confirms what the existing literature has pointed out about our three independent variables, peer influence which can negatively affect adolescents' behaviours, and community influence can either be negative or positive to other adolescents, while religious influence have a positive impact on adolescents' behaviours.
1. INTRODUCTION

Adolescence is a period of rapid physical and emotional change. This period is divided into two stages, the first stage; 'early adolescence' begins at puberty at about age 13 and ends at age 16. This stage involves many physical changes associated in achieving human sexual maturity (Bigner, 1998). The second stage, the 'late adolescence' period, range from the ages 16 to 18 years. This period, in comparison to the first stage, involves many psychosocial changes (Bigner, 1998). However, while there is a general agreement among scholars that the period of adolescence brings about physical, emotional, and psychological changes; there seems to be a lack of agreement on the nature of the changes. For example, among scholars who have mainly studied Western societies, adolescence is a period that could be considered stormy and characterized by uncertainty and vulnerability to risk behaviours that can have lifelong consequences (Arnett, 2001).

Based on the research data from mainly non-Western societies, anthropologists to a greater extent have argued that adolescence is neither stormy nor stressful. Based on Mead's ethnographic work among the Samoans, Mead found contrary to Hall's (1904)
claim of storm and stress, that ‘storm and stress’ were not an extreme or universal characteristic in all adolescents as most adolescents in Samoa passed through adolescence smoothly with little signs of turmoil or upheaval. (Mead as cited in Arnett, 2001).

Although adolescents from both rural and urban areas exhibit behavioural problems, adolescents in urban areas tend to be more vulnerable due to their greater exposure to Western culture through such mechanisms as the mass media. In fact, there is some evidence that urban adolescents experience a more stormy transition than their rural counterparts do (see e.g. Arnett, 2001). For instance, one risk behavior that has been identified amongst urban youth was that of substance use and abuse.

1.1 THE STUDY’S RATIONALE

Since South Africa’s democratic transition in 1994, policy makers have been concerned about formulating and implementing policies and programs that seek to ensure the welfare of the youth, especially, those from previously disadvantaged backgrounds. Among many problems that the youth face in today’s society and the most prominent is the use and abuse of substances.
Thus, the importance of researching adolescent substance use in South Africa cannot be over-emphasized. Several studies have found that the increasing use of substance by adolescents is a major social problem because of the health risks that are associated with it. For instance, many research studies have concluded that use of substances, whether hard drugs, alcohol, cigarettes or marijuana are having harmful effects physically, psychologically and emotionally. These effects may then create short or long term health risks. Through the effect of these substances, the youth become violent and experience a number of self-destructive behaviors, to which the risk of lung cancer and impairment of motor neurons, decrease sperm count, violence and even death are the most common (McDonald, 1984). Moreover, substance abuse does not only pose a problem to the person who is abusing it but also to his or her family, as well as the community around him. Most adolescents do not achieve full adult maturity because of substance abuse. According to McDonald (1984), the leading causes of death such as accidents, homicide, HIV/AIDS and suicides all have a strong relationship with drug and alcohol use.

Nevertheless, unlike research done in the United States and other developed countries, huge percentage of South African adolescents suffer from one major problem, that is substance abuse.
Most existing explanations are based on speculation rather than empirical facts as the following quote by Parry et al. (1993: 32) illustrates: “... alcohol consumption appears to be increasing in some developing countries. Groups, who previously did not drink alcohol such as young people and women, are now increasingly beginning to drink. Recent anecdotal observations by researchers in Lesotho suggest that aggressive advertising may play a part in encouraging drinking among the young people”.

Although there is a lack of research studies that move beyond the description and identify the social, cultural and economic conditions that are associated with this growing problem, an urgent need arises for more studies being conducted that could assist in understanding this behaviour within the context of the socio-cultural organization. This in turn will then help in designing effective preventative measures to combat the problem of youth substance use and abuse.

1.2 THE AIMS AND OBJECTIVES OF THE STUDY

The study aims to examine the impact of Peer, Religious and Community influences on alcohol and tobacco use behaviours of high school pupils among African, coloured and white adolescents in the Cape Metropolitan Area.
To answer the specific research question of the influence of Peer, Community and Religion on adolescent substance use, the study aims to gain information on the following aspects:

1. the differential effect of Peer, Community and Religious factors on adolescent boys and girls.

2. the extent to which culture, adolescent self-esteem either mediates or interacts with Peer, Community and Religion to affect adolescent substance use, and

3. the independent and joint effects of Peer, Community and Religion on adolescent substance use. Behaviours of adolescents who are religious but live in poor-quality communities that increases the risks of substance use, as well as the behaviour of adolescents who live in affluent communities but are influenced by peers who use substance.
CHAPTER 2

2. LITERATURE REVIEW

2.1 Youth in urban South Africa

Adolescents with high-risk behaviors such as alcohol and substance abuse, unplanned pregnancies and unprotected sexual activities are a major concern in South Africa today. Substance abuse is recognized as one of the greatest health and social problems in South Africa. Drinking and drug-taking trends in a community are frequently used as a general indicator of the quality of life. Worldwide trends indicate that when a country experiences general and drastic socio-economic or political changes, as is the case in South Africa, these changes frequently impact the sphere of high-risk behaviour (Visser & Moleko, 1999).

Although adolescents from both rural and urban areas exhibit behavioural problems, adolescents in urban areas tend to be more vulnerable due to their greater extent of exposure to Western culture through such mechanisms such as the mass media.
During this stage of experimentation, urban youth come under extreme pressure and start to experience problems as being more body-conscious which result in such problems as anorexia and bulimia. These problems are mainly a concern to the females. Moreover, the adolescents then engage in practices that enhance or create problem behaviours such as gangsterism, substance abuse, smuggling, teenage pregnancy, truancy, stealing, robbery, prostitution and murder. Today’s youth associate fun with substance use especially with alcohol. Wherever they seem to gather substances are always present. Although there is paucity of adequate information on the negative health consequences associated with alcohol misuse in South Africa, findings from South African Community Epidemiology Network on Drug Use (SACENDU), project point to the burden placed by harmful alcohol consumption on the health and social welfare systems in this country (Parry, Bhana, Myers, Pluddermann, Flisher, Peden & Morojele, 2002). It is within this context that we examine the problem of substance use among adolescents in an urban setting in South Africa.

2.2 The prevalence of Substance use among adolescents

In the United States, drug use among children in general has been reported to be ten times more prevalent than parents suspect and the same problem exists within the schools.
According to available statistics, one in every six of 13-17 year-olds have used marijuana (U.S. Department of Education, 1986), while nearly two-thirds of all American young people try illicit drugs before they finish high school (Johnston, O'Malley, & Bachman, 1985). Smoking tobacco is today considered a serious health hazard, yet tobacco is used by a substantial number of teenagers today; and nearly 20 percent of high school students are nicotine dependent. Sneaking a cigarette may be one of adolescents’ earliest risk taking behaviors involving drugs (Newcomb & Bentler, 1988; Rowe & Rogers, 1991).

According to the World Health Report (1998), smoking has been known to have an important role in the actiology of breast, esophagus, larynx, urinary, pancreas, stomach, kidney and cervix cancers. Studies relevant to smoking addictions in the young population showed that social status, income and educational levels, as well as age and gender play an important role in smoking attitudes. Moreover, smoking addiction in youth is a threshold for later alcohol and other narcotics substance abuse (Oral, Tumerdem & Ozel, 2001).

Smoking addiction among 15 year olds and above was 37% in Denmark and 36% in Norway, and these statistics showed no difference between genders.
Smoking prevalence was 31% in males and 29% in females in Canada; 28% in males and 24% in females in the United States; 46% in males and 28% in females in Greece; 46% in males and 27% in females in France and Hungary; 67% in males and 30% in females in Russia; and 63% in males and 27% in females in Turkey. Another important fact is that smoking prevalence in developed countries is lower than in other countries (UNICEF, 1998).

Also, in the United States, rates of drinking and smoking have been found to be increasing among teenagers in general and, especially among high school students as they age (Department of Health and Human Services, 1982). Johnston et al (1985) found that alcohol problems begin early among the youth in the United States, increase continuously in each school year and peak during collegiate and post-graduate years. In a recent study in the United States, 24 percent of 8th graders, 40 percent of 10th graders, and 51 percent of 12th graders reported consuming alcohol within the past month (Johnston, O'Malley, & Bachman, 1999).

According to the latest United Nations Development Programme (UNDP) statistics, Namibians have been found to be heavy drinkers. The average alcohol consumption per person per year amounts to 10 to 15 litres of absolute alcohol compared to 4 to 5 in South Africa.
Fifty percent of young Namibians between 13 and 16 years of age have experimented with alcohol, while one-third of males between 17 and 20 years of age and one-fifth of females of the same age group drink regularly (UNDP, 1999).

The pattern of substance use also varies in terms of gender. For example, it has been found that 40.3 percent of the males had not used tobacco within the 6 months period prior to testing while 17.1 percent indicated that they had used it 1 to 5 times. Furthermore, 11.4 percent indicated that they used it 6 to 30 times and the remaining 31.2 percent indicated that they made use of used it more than 30 times. The corresponding figures for females were 43.1, 14.0 and 26.2 percent respectively (Hundleby & Mercer, 1987).

Substance use among adolescents appears to be a universal problem. Although formal studies of substance use in Africa are relatively limited, a few existing ones documented a widespread use among the continent's youth. Findings from studies conducted among the African youth populations showed that: Zambia, 58 % of male and 57 % of female secondary school students used alcohol (Haworth, 1982); in Nigeria, 21 % of both female and male secondary school students used alcohol (Anumonye, 1980).
In Lesotho, 54% of high school males and 42% of high school females experimented with alcohol at some point in their lives, with about half of the students believing that moderate drinking is impossible since the fun of drinking is to get drunk (Meursing & Morojele, 1989). This indication can also link to the possibility of future abuse of these substances (Meursing & Morojele, 1989). In Zimbabwe, alcohol and tobacco use was more common among urban than rural students were, and more common among private than public school students (Eide & Acuda, 1995).

The problem of youth substance use, as shown in other countries above, is no different to the current situation in South Africa. Several studies have found that substance use among African adolescents is generally lower than their Coloured and White counterparts regardless of gender (see Du Toit, 1991). For example, a survey conducted by the South African Advertising Research Foundation (1998), showed that the overall smoking rate for persons 16 years and over was 28.5 percent. These statistics consisted of 46.5 percent of men and 12 percent of women and in terms of race, 40.8%, 36%, 21.2% and 15% were Coloured, White, Indian and African, respectively. Like smoking, alcohol consumption is also on the increase in South Africa. Research conducted on adolescent substance use generally suggests that alcohol precedes tobacco and marijuana use and this by itself serves as a gateway to other drugs (see e.g. Flisher, Ziervogel, Charlton & Robertson, 1993).
A preliminary analysis of the 1998 South African Demographic and Health Survey (SADHS) has revealed that 45 percent of men and 17 percent of women within the age-range of 15 years and older, currently consume alcohol.

In terms of level of education, persons with the lowest and highest levels of education were the most likely to be current drinkers (55% and 58% for men and women respectively) compared to those with moderate level of education (23% and 33% for men and women respectively) (Cited in South African Journal of Clinical Nutrition (SAJCN) (SAJCN Supplement, 2001).

A representative survey of 38 state schools in Cape Town in 1997 found that 37% of males and 19% of females in grade 11 reported binge drinking in the 2 weeks before the study. In a 1998 study conducted amongst 39 schools in Durban, 53% of males and 29% of females in grade 11 reported binge drinking in 2 weeks before the study. A survey of 32 schools in Port Elizabeth in 1999 noted that 58% of male and 43% of females reported to have been binge drinking in 2 weeks before the study took place (Parry et al, Siegfried, & Kozel, 2002).
Furthermore, findings from studies of South African youth population resemble those of other African populations, and include nearly 30% of secondary school students from both advantaged and disadvantaged backgrounds in the Cape Peninsula who are current drinkers (Fisher, Ziervogel, Charlton, Leger, & Robertson, 1993); and 34% of Black youth in Soweto were current drinkers, while about 43% of them had taken alcohol at some point in their lives (Rocha-Silva, de Miranda, & Erasmus, 1996).

In addition, a recent report by the Medical Research Council showed a record level of drug abuse among South African teenagers, especially, at treatment centres between January and June 2001. According to the report, about 20% of patients at treatment centres were younger than 20 years (up from 5% and 10% in 1996); nine percent of trauma patients in Cape Town tested positive for cocaine (up from 3% in 1999 and 2000) and approximately 44% of trauma patients in Cape Town tested positive for THC, THC is the chemical in marijuana which makes you feel "high" (which means experiencing a change in mood and seeing or feeling things differently), (up from 33% in 1999). Moreover, it was found that about 40% of patients in treatment centres in Cape Town and 31% in Gauteng reported using more than one drug. The proportion of mortuary cases in 2000, with high blood alcohol concentration, ranged from 37% in Durban and 64% in Port Elizabeth (SACENDU, 2002).
The extent of the problem was summed up with the estimation that grade 11 pupils in Cape Town spend about 2 million a year on illegal drugs, cigarettes and alcohol (Jordan, cited in The Sunday Times; December 2001). Trends in Alcohol and Other Drugs (AOD) use identified by SACENDU indicate that South African adolescents in urban settings commonly misuse alcohol. (Parry et al, 2002). In terms of socio-economic status, some studies have shown that racial differences in substance use disappear after controlling for socio-demographic characteristics.

In South Africa, because of years of racial oppression and discrimination, there is a very high correlation between race and socio-economic status with most Africans occupying the lowest socioeconomic status. Several studies have found that substance use among African adolescents is generally lower than their Coloured and White counterparts regardless of gender (see Du Toit, 1991). For example, results from two major studies in 1974 and 1985 on adolescent drug use behavior in South Africa, showed that African students not only had the highest percentage that claimed never to have used cannabis, but were also the only group for whom this category increased for the 11-year period from 1974–1985 (Du Toit, 1991). In contrast, Whites and Coloureds showed the highest percentage that claimed to have used cannabis.
Du Toit (1991) argued that, because affluent White youth have more money and leisure time and because this group is more secular and has more international cultural contacts, they have relatively higher substance use rates than their black counterparts.

According to findings of the study on family predictors of adolescent substance use, both Black and White adolescent reported using tobacco less than alcohol, with absolute levels for both substance substantially higher for Whites compared to Blacks and Coloureds. For example, 17% of Black female adolescents were found to be tobacco users, while 28%, Black males were tobacco users.

On the other hand, 42% and 51% of White females and males respectively were found to be tobacco users. Heavy drinking is the most common form of substance misuse among school-going youth of both genders, with over half the males in Durban and over a third of the males in Cape Town reporting heavy drinking episodes by Grade 11 (Parry et al, 2002). However, in terms of race, this study also that indicated 33% and 42% of Black females and males respectively were alcohol users, while their White counterparts reported 57% and 71% respectively. Coloured adolescents reported high level of tobacco than alcohol use, with 57% and 54% of females reporting tobacco use and alcohol use respectively, while males reported 52% and 50% respectively (Amoateng, Brian & Erickson 2002).
CHAPTER 3

3. THEORETICAL PERSPECTIVES

South Africa is undergoing structural changes with sources of change being urbanization, population growth, immigration, migration, economic restructuring, unemployment, science and technology and industrialization which have an impact in peoples' behaviours. In terms of measurement of problems, "The likelihood of deviant behavior could be determined by calculating the difference between favorable and unfavorable associations. Yet, as Pfohl recognized, the development of such a formula would be extremely difficult. Although the importance of associations is obviously influenced by such factors, the factors themselves are difficult to reliably measure in any standardized fashion." (Pfohl, 1994:303).

The three central variables in the present study, namely, Peer, Community and Religion and their expected influence on adolescent substance use have been informed by four interrelated theoretical perspectives, namely, Problem Behaviour Theory, Social Learning Theory, Social Control Theory and Association theory.
These theories focus on ecological system such as the interaction between an individual and his/her surroundings, and in this case, the study looks at how community, peers and religion influence some adolescents to use substance.

3.1 Problem behaviour theory

The theory on Problem behaviour was developed specifically to explain alcohol misuse and other forms of problem behaviours with particular focus on adolescents (see e.g. Jessor & Jessor, 1977). According to the theory, there is a general problem behaviour syndrome, which encompasses all forms of problem behaviour, so that proneness to one form of problem behaviour would suggest a high proneness to another. This includes principles of social learning theory and a social interactionist tradition, proposing that individual's proneness to the problem is due to an interaction of factors in the environment and due to specifically psychosocial risk factors (Jessor, 1987). When looking at this theory one would see why the three independent variables (i.e. peer, community and religion) can influence adolescent substance use.

Risk behaviors can become a "risk behavior syndrome" (Du Rant et al., 1995a, 1995b) in that problem behaviors serve a common social or psychological developmental goal, such as separating from parents, achieving adult status, or gaining peer acceptance.
These behaviors may also help an adolescent cope with failure, boredom, social anxiety or isolation, unhappiness, rejection, and low self-esteem. One example of a risk behavior syndrome is an adolescent's reported use of substances as a means of gaining social status and acceptance from peers and, at the same time, counteracting feelings of low self-worth.

3.2 Social Learning Theory

This theory emphasises the mechanism by which family members may influence one another to perform either pro- or anti-social behaviours through modelling, reinforcement and coercion. These reinforcements can formulate into reduction of tension, gaining financial rewards, or gaining the praise of others, or building self-esteem (Siegel, 1992: p.171). For example, it shows that being an alcoholic is a learned behaviour. The social learning theory advocates that individuals, especially children, imitate or copy modeled behavior from personally observing others, the environment, and the mass media.

Drug and alcohol behaviours are also viewed as socially influenced behaviour, which individuals acquire and sustain through a learning process. Behaviour is learned by instrumental conditioning and imitation or modelling others' behaviour.
A person learns attitudes, orientations and evaluative knowledge that are favourable or unfavourable to using drugs or alcohol. The more individuals define drug behaviour as good, or at least as justified or excusable rather than holding to general beliefs or specific attitudes counter to a drug, the more likely they are to use that drug (Akers, 1992).

The role of peer influence in the use of substance by adolescents can largely be explained from the point of view of this theory. Consistent with the principles of social learning theory, this framework posits that peers influence alcohol use in two ways: directly and indirectly. Direct (or active) peer influences explicitly focus on getting a person to drink, and can range from polite gestures (e.g., offering to get a peer a drink, buying a round) to overt commands or encouragement to drink (e.g., forcing others into drinking games). However, peer influences on drinking behaviors are not limited to direct offers or urging to drink. Peers, through their own actions, may provide information about what behaviors are accepted and admired, what is considered appropriate in a given social context, and therefore what behaviors are likely to lead to social acceptance and re-enforcement. Modeling and perceived norms are two indirect (or passive) influences that have been linked to drinking behavior. Each of these indirect influences set the stage for anticipated social reinforcement.
Studies have shown that, while direct offers to drink are associated with alcohol use and problems (Wood, Read, Palfai & Stevenson, 2001), studies examining this phenomenon are relatively rare.

### 3.3 Social Control Theory

An individual who has been inadequately socialized into conformity in the family and shows weak internal control is subject to weak external controls and is the one who is most likely to begin drug use and develop patterns of abuse (Akers, 1992). The main focus of social control theory is social bonding which consists of four elements, namely, ‘attachment’, which refers to the effective and emotional ties that one has with others in the family, peers, school and community; ‘commitment’, which refers to individuals’ investment of time, energy and ambitions in conventional activities and pursuits; ‘involvement’, which refers to engagements in conventional activities so that one is caught up in them and does not have enough time and opportunity for deviant activities; ‘beliefs’, which refers to the individuals’ internalisation of general moral beliefs, norms and values of society, respect for the law and sharing the principles with family and friends (Akers, 1992).
Thus from the point of view of this theoretical perspective, community institutions such as the school, the family, workplaces, churches and other community programmes play a vital role in shaping adolescent behavior. Neighborhoods are commonly believed to influence behavior, attitudes, values, and opportunities (Brooks-Gunn et al., 1993). Deviant behaviors such as substance use result from the erosion of emotional ties to important agents of socialization such as the family, church and school that restrain the subject from committing deviant acts. For instance, adolescents in a neighborhood where there are several outlets of liquor stores, taverns, shebeens etc. are more likely to have easy access to substances such as alcohol, tobacco and other drugs. This does not mean those who do not have such outlets cannot access substances; they do because they make other means to access them. In such situation, a person is likely to lose commitment to basic normative structures and can therefore cease to have internalized control over deviation from normative expectations. As a result, the emotional significance of the behaviors of others in the system is lessened, and therefore people’s sanctions in the system ceases to have a strong effect on or inhibit responses that the individual is motivated to make.
Moreover, social control theory helps us to understand both the positive and negative adolescent behaviours which is promoted by religion, for example negatively, religion has been frequently seen as playing an major role in encouraging drinking behaviour to members of the community especially in Anglican, Roman Catholic churches as well as traditional spirituality. For instance, the Anglican and Roman Catholic Churches have been generally not encouraging their followers to avoid alcohol as alcohol is used in every church services (Grillis, 1986), while the Jewish faith widely uses alcohol as part of its religious rituals (Zastrow & Bouker, 1984).

As part of African traditional custom each and every member of the family young or old are required to take a sip of traditional beer when a ritual is performed in honoring their ancestors. In that way, they are being taught about how their family customs are performed so that they can keep the trend from generation to generation. Those acts are indirectly promoting drinking behavior to the society and to adolescents as well. There is a general knowledge or myth that Rastafarians are marijuana users and because of that, their religion is increasingly attracting youth to this faith since it is believed to be legitimizing the use of this particular substance. Most adolescents adopt this religion as means of accessing marijuana and therefore Rastafarians are seen as encouraging its use.
Thus, such churches and religious faiths directly or indirectly influence substance use among the youth in society and this seems to be borne out by empirical facts. For example, studies generally show that Catholic drinkers are more likely to experience problems with alcohol, to be heavy type drinkers and more likely to have a high rate of alcoholism (O'Connor, 1978). Based on empirical facts in a 3-year longitudinal study conducted in Kentucky (USA) among black and white adolescents, religion and race were found to be related in determining drinking problem. For example, it was found that religiosity was differently associated with alcohol use (using alcohol occasionally) and problem drinking behavior (uncontrollable drinking) for white and black adolescents. Religious service attendance was the most significant predictor of alcohol use for black adolescents, whereas religious fundamentalism was the most important predictor for white adolescents. In contrast, frequency of prayer was significant predictor of problem drinking behaviour for black adolescents, whereas the level of importance placed on religion was the significant predictor for white adolescents (Brown, Parks, Zimmerman, & Phillips 2001). Frequent attendance of religious services was inversely associated with the degree of alcohol consumption, drinking to the point of intoxication, medical problems related to alcohol consumption and early onset of substance use (Anoateng & Bahr, 1986; Faulkner et al., 1989; Francis, 1997; Long & Boik, 1993).
However, most religions encourage the non-use of substance or minimize the risk of adolescence substance use. In a longitudinal study over a three-year period, Jessor (1976) reported that non-users had a high religiosity and drug users tended to have a low religiosity. Thus, peers, family, school, religion and community are important social control agents in society and can help us to understand why some adolescent engage in such deviant behaviours as substance use, while others refrain from such behaviours.

According to Kerfoot & Butler (1992), radical or unusual political or religious beliefs are more likely to occur among drug takers. In studies in the United States, it was found that adolescents who professed more fundamentalist Christian faiths had a later age of onset of alcohol use were more likely to abstain from drinking, as were adolescents of Protestants compared with Catholics (Catalano et al., 1992; Dusebury et al., 1992; Francis, 1997; Park et al., 1990). Burkett (1980) found that anti-drinking beliefs learned from religious groups tended to deter drinking among adolescents, while a number of other studies have reported an inverse relationship between religiosity and adolescent drug use (Bahr & Hawks, 1995; Cochran, 1991; Free, 1994; Forthrun et al., 1997; Newcomb et al., 1987).
3.4 Association Theory

Association theory has been used to explain differences in rates of alcoholism among ethnic and religious groups (Zastrow & Bouker, 1984). For example, Sutherland (1974) argues that people learn deviant behaviour(s) in primary groups. These groups include family, neighbourhood peer groups, religious and social groups. Sutherland identified four dimensions of contact with deviant behaviour and non-deviant patterns, i.e. frequency, duration, priority and intensity (Cited in Rubington & Weinberg, 1995).

Thus, individuals who associate themselves with peers who share social definitions favorable to the performance of certain activities, are likely to engage in those activities, including the use of substances that socializing agencies disapprove. Social definitions favorable to the use of illicit drugs persist as part of ongoing peer subculture(s) which may endorse, if not require, use of illicit drugs. Such groups are positive references to maintain or gain social approval, and a motivational influence towards the adoption of such behaviors (Kaplan et al., 1984). In our black townships, there is competition of taverns that hold parties every weekend without any age restriction and where alcohol is the main entertainer. Children, who then watch on others’ behavioral ways, think that this is the best lifestyle and start to copy or model the habit and defy parental rules.
Labeling is another way of promoting drug use among adolescents because children are afraid of getting new names from their peers such as ‘sissy’s, ‘moffie’ and ‘chickens’. Sometimes these labels they get from peers put more pressure on adolescents to make their own decisions about substance use. According to McDonald, (1984), those who have inappropriate attitudes and lack of coping skills are even more susceptible. Looking at the current family patterns which are more nuclear families than extended families and are mostly dominated by single parents, adolescents find it difficult to develop coping skills. Single parenthood whether it is a father or mother figure is associated with lack of self-esteem, which result in deviant behaviours. Using the above theoretical perspectives, the present study will examine how peer, community, religion and family influence adolescents’ tobacco and alcohol use in the Cape Metropolitan Area.

In conclusion, the theoretical framework on adolescents’ substance use sums up these behaviours as a behaviour syndrome that is acquired through modeling behavioural attitudes from certain subcultures due to culture conflict, decay and insufficient bonding elements such as social norms and beliefs and monitoring of adolescent lifestyle patterns with their peers.
CHAPTER 4

4. METHODOLOGY

This is a quantitative study, which is a secondary analysis of data based on a survey that was conducted between April and June 1998, in the Cape Metropolitan Area as part of the larger Cross-National Adolescence Project (CNAP) (Amoateng, Barber & Erickson, and 2001a). In the parent study, it was indicated that the study was conducted during the period of transition and integration as far as politics are concerned. The areas where the study was conducted were still dominated by the racial groups concerned for example white, coloured and black people, though at this stage those have changed more specially, black people are now moving to white and coloured areas.

The survey included 1800 14-17 year old grades 9 and 11 pupils selected from about 20 high schools. The sampling methodology included both probability and non-probability techniques involving several stages. The local Education Department gave a list of schools that indicate the typical African, Coloured and White schools in the Cape Metropolitan area.
After permission was obtained from the Western Cape Education Department, a list of all the schools in the province and their telephone and fax numbers were given, schools were classified; they were grouped into three main strata corresponding to the three ethnic groups.

Probability sampling that involves random selection of the participants was used in this study. Systematic random sampling involves every person or item in a sampling frame where they are having an equal chance of being chosen, (see Coombes, 2001). A purposive sampling technique was used to select about 600 pupils from each of the three main ethnic groups. Furthermore, the rules were made clear to the teachers and research guiders that only white or only coloured students can be included in a sample.

Within every stratum, fourteen schools were randomly selected for participation in the study. Approximately 84 pupils per school or an equivalent of one 9th grade and one 11th grade class participated in the survey. In schools with only one class of each of Grade 9 and Grade 11 classes, every pupil present on the day of the interviews was surveyed, while in schools with more than one class of each of the two Grades, one class was randomly selected for the survey.
The instrument used in the parent study to collect data was initially a European based instrument, which was replicated in South Africa for furthering the study in this country. The original English version of the CNAP survey was translated into both Xhosa and Afrikaans and the appropriate language survey was administered to the respondents to accommodate all racial groups and to ensure validity. According to the instrument used, “white” adolescents were referred as “European” in the South African context, while in terms of “coloured” and “African” adolescents; explanation was made in the Afrikaans and Xhosa questionnaire respectively for an understanding of respondents. The students took between 45 minutes and 90 minutes to complete the survey, which covered a wide range of issues related to the youths’ experiences in their various contexts.

The data analyses for the present study will involve the use of both descriptive and explanatory statistical techniques. Such univariate statistical techniques as frequency distributions, means, modes, and standard deviations will be used to examine the distribution of selected variables across the three ethnic groups. In the second phase of the analysis, we will use bi-variate methods like cross-tabulations to examine both the direction and strength of the associations between the independent variables on one hand, and the dependent variables on the other using such statistical tests as the chi-square measures, and phi coefficients.
In the final phase of the analysis, which is the explanatory phase, we will employ logistic regression as a multivariate technique to test the hypothesis of the relationship between Peer, Community and Religion and Adolescent Substance use in both logistic regression on ‘ever use’ and using analysis of variance (ANOVA) for ‘frequency of use’. The use of such a multivariate technique will allow us to include such background factors as age, family’s socio-economic status, and family structure as control variables in the analysis. The computer software package used to carry out the analysis was the Statistical Products and Service Solutions (SPSS) which is a powerful and easy to use statistical package designed in a window environment that provides the social sciences professionals with many options (Morgan, Griego, Gliedeker, 2001).

MEASUREMENT OF VARIABLES

4.1 Dependent Variables

The two dependent variables in the study are alcohol and tobacco use among adolescents. For each of the two variables, respondents were asked to indicate if they had ever used them, with two response categories (1=Yes and 2=No). For those who answered, “Yes”, there was a follow-up question as to how many times they had used the substances in the past six months (The responses ranged from 0 to 99 times).
Thus, the two main dimensions of the dependent variables were “ever use” and “frequency of use” of alcohol and tobacco.

4.2 Independent Variables

The study’s focus is influence of the three following independent variables (peer, community, religion). These three independent variables and their influence on adolescent substance use will be examined across the three major ethnic groups (African, Coloured and White) in the Western Cape province to ascertain the role of culture in adolescent development. To measure race/ethnicity, respondents were asked to indicate which ethnic/national group they belong to. The responses were, 1 = “African”, 2 = “American (African)”, 3 = “American (Anglo)”, 4 = “American (Asian)”, 5 = “American (Hispanic)”, 6 = “American (Indian)”, 7 = “Arab”, 8 = “Asian”, 9 = “Australian”, 10 = “Australian (aboriginal)”, 11 = “Australian (Torres Strait Islander)”, 12 = “European”, 13 = “Indian”, 14 = “other”.

4.2.1 Peer influence

Peer influence was measured in terms of peer connection by the following variables, the respondents were asked:

(i) Please think of your best same sex friend (for example if you are a girl think of your best girl friend). How many close friends do you have? (Do not include family members). The responses were “none”, to 9+.

(ii) Please think of your best same sex friend (for example if you are a girl think of your best girl friend).

- How often do you call this friend on the phone?
- If you needed help with something, how often could you count on this friend to help you?
- How often do you and this friend go over to each other’s houses?
- How often do you tell your friend things about yourself that you would not tell most kids?
- How often do you and your friend go places together, like movies, skating, shopping or a sport event?
- When you do a good job on something, how often does your friend praises or congratulates you?
The response categories were (0)= "never", (1)= "once a month", (2)= "once a week", (3)= "a few times a week", (4)= "everyday” for each variable.

4.2.2 Community influence

Community influence was measured according to the neighbourhood control on adolescents’ behaviours and the variables used were as follows:

(i) If a group of neighbourhood children were skipping school and hanging out on a street corner, how likely is it that your neighbours would do something about it?

(ii) If some children were spray-painting graffiti on a local building, how likely is it that your neighbours would do something about it?

(iii) If child was showing disrespect to an adult, how likely is it that your neighbourhood would scold that child?

The responses in each case were (1)= "very unlikely”, (2)= "unlikely”, (3)= "neither likely nor unlikely”, (4)= "likely”, (5)= "very likely".
4.2.3 Religious influence

To measure religion, private religiosity was considered relevant in testing the influence of religion among adolescents and the following variables were used in the survey:

In the last month, about how often did you do the following things on your own?

(i) Read the scriptures by yourself.
(ii) Prayed privately.
(iii) Thought seriously about religion/spirituality.
(iv) Talked about religion/spirituality with your friends.

The responses were 1= “not at all”, 2= “less than once a month”, 3= “about once a month”, 4= “2-3 times a month”, 5= “about once a week”, 6= “a few times a week”, 7= “everyday”.
CHAPTER 5

5. DATA ANALYSIS

5.1 Distribution of background characteristics

Table 5.1 shows the percentage distribution of the background characteristics of the respondents in the sample. The mean age of the respondents was 15.95 with a standard deviation for age 1594. Africans constitute 35.2% of the total sample of adolescents followed by whites comprising 32.2% and coloured with 28.8%. In terms of gender, females are constituted 52% and males 48.0%. African females constitute 38.3% of the female sub-sample, followed by white females with 28.9% and coloured adolescents with 28.2%. In terms of the male sub-sample, the proportions are 35.6, 32.0 and 29.9 percent for whites, Africans and coloureds respectively.
Family’s socio-economic status was measured by the adolescent’s perception of his/her family’s relative socio-economic status with the following item: “About how well-off do you think your family is compared to other kids of your age?” As Table 5.1 shows, most African adolescents regarded their families as lot poorer (14.2%) compared to Coloureds (2.5%) and whites (2.2%). On the other hand 6% of white adolescents perceived their families as a lot richer than most of their friends’ families compared with 2.6% and 1.6% of Coloureds and Africans respectively.

In terms of religious affiliation, 34.6% of the respondents were Protestant, 12.4% Catholic, 9.4% Muslim, 4.4% Traditional spirituality, 5.9% No affiliation, and 35% other.

<table>
<thead>
<tr>
<th>Variable</th>
<th>African</th>
<th>Coloured</th>
<th>White</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>(635) 35.2</td>
<td>(529) 28.8</td>
<td>(579) 32.2</td>
<td>(69) 3.8</td>
<td>(1803) 100</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>(273) 32.0</td>
<td>(256) 29.9</td>
<td>(305) 35.6</td>
<td>(22) 2.6</td>
<td>(856) 48.0</td>
</tr>
<tr>
<td>Female</td>
<td>(356) 38.3</td>
<td>(202) 28.2</td>
<td>(269) 28.9</td>
<td>(43) 4.6</td>
<td>(930) 52.0</td>
</tr>
<tr>
<td>Total</td>
<td>(629)</td>
<td>(519)</td>
<td>(574)</td>
<td>(65)</td>
<td>100</td>
</tr>
<tr>
<td>Family socioeconomic status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lot poorer than most</td>
<td>(80) 14.2</td>
<td>(11) 2.2</td>
<td>(14) 2.5</td>
<td>(0) 0.0</td>
<td>105</td>
</tr>
<tr>
<td>Little poorer than most</td>
<td>(176) 31.3</td>
<td>(51) 10.2</td>
<td>(81) 14.4</td>
<td>(5) 7.7</td>
<td>313</td>
</tr>
<tr>
<td>About the same as most</td>
<td>(231) 41.1</td>
<td>(337) 67.4</td>
<td>(305) 54.2</td>
<td>(44) 67.7</td>
<td>917</td>
</tr>
<tr>
<td>Little richer than most</td>
<td>(66) 11.7</td>
<td>(88) 17.6</td>
<td>(129) 22.9</td>
<td>(16) 24.6</td>
<td>299</td>
</tr>
<tr>
<td>Lot richer than most</td>
<td>(9) 1.6</td>
<td>(13) 2.6</td>
<td>(34) 6.0</td>
<td>(0) 0.0</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>(562) 33.3</td>
<td>(500) 29.6</td>
<td>(563) 33.3</td>
<td>(65) 3.8</td>
<td>1689</td>
</tr>
</tbody>
</table>

Table 5.1: Percent distribution of background characteristics in the sample
<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>(278) 46.5</th>
<th>(124) 24.3</th>
<th>(167) 29.5</th>
<th>(8) 11.9</th>
<th>307</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>(75) 12.5</td>
<td>(78) 15.3</td>
<td>(52) 9.2</td>
<td>(3) 4.5</td>
<td>118</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>(11) 1.8</td>
<td>(142) 27.8</td>
<td>(2) 0.4</td>
<td>(37) 55.2</td>
<td>303</td>
</tr>
<tr>
<td>Muslim</td>
<td>(46) 7.7</td>
<td>(3) 0.6</td>
<td>(24) 4.2</td>
<td>(0) 0.0</td>
<td>43</td>
</tr>
<tr>
<td>Traditional Spirituality</td>
<td>(43) 7.2</td>
<td>(9) 1.8</td>
<td>(45) 7.9</td>
<td>(2) 3.0</td>
<td>971</td>
</tr>
<tr>
<td>No Affiliation</td>
<td>(145) 24.2</td>
<td>(154) 30.2</td>
<td>(277) 48.9</td>
<td>(17) 25.4</td>
<td>1742</td>
</tr>
<tr>
<td>Total</td>
<td>598</td>
<td>510</td>
<td>567</td>
<td>67</td>
<td>1742</td>
</tr>
</tbody>
</table>

5.2 Assessment of Validity and Reliability of Independent variables and Scale Construction

The three central independent variables in the study are peer, community and religious influences. In this section, we will examine the relationship between these variables and adolescent substance use behavior, that is, their use of both alcohol and tobacco. But, since the three independent variables are not measured directly in the study, we first assess their validity as indicators through the use of factor analysis. Tables 5.2 to 5.4 show the results of factor analyses of the items that were used as measures of peer, community and religious influences respectively.
Table 5.2 Factor analyses of the indicators of Peer Influence

<table>
<thead>
<tr>
<th>Variables</th>
<th>Factor Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you call this friend on phone?</td>
<td>.619</td>
</tr>
<tr>
<td>If you needed help with something, how often could you count on this friend to help you?</td>
<td>.649</td>
</tr>
<tr>
<td>How often do you and this friend go to each other's houses?</td>
<td>.640</td>
</tr>
<tr>
<td>How often do you tell this friend things about yourself you wouldn't tell most kids?</td>
<td>.651</td>
</tr>
<tr>
<td>How often do you and this friend go to places together, like a movie, skating, shopping, or a sport event?</td>
<td>.664</td>
</tr>
<tr>
<td>When you do a good job on something, how often does this friend praises or congratulates you?</td>
<td>.619</td>
</tr>
</tbody>
</table>

Table 5.2 shows the factor loadings of the items that purport to measure peer influence and the underlying construct is peer connection. Respondents were asked to answer the questions about their best same-sex friend. This was measured with a 5-point scale as follows: 0= Never; 1= Once a month; 2= Once a week; 3= A few times a week 4= Every day. As the table clearly shows, all the items scored above .50, and constituted a single factor, explaining 41 percent of the total variance.
Table 5.3 Factor analyses of Community Influence

<table>
<thead>
<tr>
<th>Variables</th>
<th>Factor Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a group of neighborhood children were skipping school and hanging on a street corner, how likely is it that the neighbors would do something about it?</td>
<td>.748</td>
</tr>
<tr>
<td>If some children were spray-painting graffiti on a local building, how likely is it that the neighbors would do something about it?</td>
<td>.801</td>
</tr>
<tr>
<td>If a child is showing disrespect to an adult, how likely is it that the people in your neighborhood would scold that child?</td>
<td>.734</td>
</tr>
</tbody>
</table>

Table 5.3 shows the results of the factor analysis for community influence. The underlying construct is community social control. This was measured with a 5-point scale as follows: 1 = Very unlikely; 2= Unlikely; 3 = Neither likely nor unlikely; 4= Likely; 5= Very likely. The three items together explained 58% of the total variance in the underlying construct (Community Influence), while factors 2 and 3 explained 23.1 percent and 19 percent of the variance respectively. (Show factors 2 and 3).

Table 5.4 Factor analysis of Religious Influence

<table>
<thead>
<tr>
<th>Variable</th>
<th>Factor loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month about how often did you do the following things: -</td>
<td></td>
</tr>
<tr>
<td>Read scriptures by yourself</td>
<td>.748</td>
</tr>
<tr>
<td>Prayed privately</td>
<td>.744</td>
</tr>
<tr>
<td>Thought seriously about religion/ spirituality</td>
<td>.818</td>
</tr>
<tr>
<td>Talked about religion/ spirituality with friends</td>
<td>.753</td>
</tr>
</tbody>
</table>
Table 5.4 shows the results of the factor analysis for religious influence, specifically, private religiosity. This were measured with a 7-point scale which is as follows; 1= Not at all; 2= Less than once a month; 3= About once a month; 4= 2-3 times a month; 5= About once a week; 6= A few times a week and 7= Every day. Religious influence yielded two factors, which explained 58.7 percent and 16.6 percent respectively of the total variance.

As already indicated, factor analysis was used to assess the validity of the items as measures of peer, community and religious influences respectively. Using a cut-off point of .50 factor loadings, each of the central independent variable was measured by computing the mean score of all the items with a factor loading of .50 or higher.

Furthermore, the means of the computed variables were used to form an ordinal scale in each case to simplify the analyses. The distribution of the variables measured at the ordinal level is shown in Table 5.5 below. While Peer Influence has three values, both Community Influence and Religious Influence has two values each.
Table 5.5 Distribution of the Independent Variables in the analysis

<table>
<thead>
<tr>
<th></th>
<th>Peer influence</th>
<th>Community influence</th>
<th>Religious influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>(294) 16.4</td>
<td>(287) 16.7</td>
<td>(836) 46.9</td>
</tr>
<tr>
<td>Medium</td>
<td>(711) 39.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>(788) 43.9</td>
<td>(1434) 83.3</td>
<td>(948) 53.1</td>
</tr>
<tr>
<td>Total</td>
<td>(1793) 100</td>
<td>(1741) 100</td>
<td>(1784) 100.0</td>
</tr>
</tbody>
</table>

5.3 Bi-variate Analyses

In this section, we show the results of the bivariate analyses for adolescent substance use focusing on the three central variables, that is peer, community and religious influences with a specific emphasis on race and gender.

Peer influence and substance use

The impact of peer influence on the use of substance by adolescents can be explained from the point of view of social learning theory. Peer influence on substance use can be either direct or indirect. Direct peer influence explicitly focuses on getting a person to drink and can range from polite gestures like offering a drink to overt commands or encouragement to drink or smoke. Indirect peer influence is based on modelling behaviours from peers at school or in the community, while labelling is another form of indirect peer influence that can also lead to substance use.
Peer influence, substance use and gender

Table 5.6: Percent distribution of tobacco use by peer influence and gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>45</td>
<td>49</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>55</td>
<td>51</td>
<td>43</td>
</tr>
<tr>
<td>$X^2 = 7.82$, $df = 2$, $p = 0.02$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>$X^2 = 2.93$, $df = 2$, $p = 0.23$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.7: Percent distribution of alcohol use by peer influence and gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>53</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>$X^2 = 12.613$, $df = 2$, $p = 0.002$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>46</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>$X^2 = 2.333$, $df = 2$, $p = 0.31$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.6 shows the percent distribution of tobacco use by peer influence and gender, while Table 5.7 shows the distribution of alcohol use by peer influence and race. As the tables show, on the whole, males have higher rates of tobacco and alcohol use than females, regardless of the level of peer influence. For example, when peer influence was low, 45% of the males said they had ever used tobacco compared to 35% of their female counterparts. On the other hand, when peer influence was high, 57% of males said they had ever used tobacco compared to only 43% of the females. Besides the general difference between males and females in tobacco use, Table 5.6 also shows that peer influence is more important for males than females as far as the use of the two substances is concerned. For instance, among males, the rate of tobacco use increases significantly from low peer influence to high influence, while this increase among females is statistically insignificant.
Peer influence, substance use and race

Table 5.8: Percent distribution of tobacco use by peer influence and race

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>$X^2$</td>
<td>3.95</td>
<td>0.14</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
<td>49</td>
<td>62</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>51</td>
<td>38</td>
</tr>
<tr>
<td>$X^2$</td>
<td>13.52</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>$X^2$</td>
<td>4.27</td>
<td>0.02</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.9: Percent distribution of alcohol use by peer influence and race

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>42</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>58</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>$X^2$</td>
<td>2.82</td>
<td>0.86</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>$X^2$</td>
<td>10.63</td>
<td>0.005</td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>55</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>$X^2$</td>
<td>2.12</td>
<td>0.40</td>
<td></td>
</tr>
</tbody>
</table>
Tables 5.8 and 5.9 show the relationship between peer influence and the use of tobacco and alcohol for the three ethnic groups. At every level of peer influence, Coloured adolescents have the highest tobacco use rate compared to Black and White adolescents, while Whites have the highest rate of alcohol use compared to Coloureds and Blacks. When Black adolescents are strongly connected to their peers, they are less likely to use either tobacco or alcohol, whereas peer connection is positively associated with both tobacco and alcohol use by Whites and Coloureds. For example, Table 5.8 shows that when peer influence is high, only 22% of Blacks said they have ever used tobacco, while 78% of them said they have never used this substance. On the other hand, 62% of White adolescents said they have ever used tobacco when peer influence is high compared to only 38% who said they had never used this substance.

As far as Coloureds are concerned, of those who are strongly connected to their friends, 69% said they have ever used tobacco compared to only 31% who said they have never used the substance. Peer influence is more important amongst Whites and Coloureds with regard to substance use than among Blacks. For instance, table 5.8 shows that among white adolescents, the use of tobacco increases from 44% with low peer influence to 62% with high peer influence.
Moreover, the strong influence of friends among whites is shown by the fact that the proportion of those who have never used tobacco decreases from 56% with low peer influence to 38% with high peer influence. As far as alcohol is concerned, the importance of peers is shown amongst whites, where the proportion of those who have never used alcohol decreases from 45% to 36% as peer influence increases.

Community influence and substance use

Deviant behaviours such as substance use, result from the erosion of emotional ties to important agents of socialization such as family, church and school that function to restrain the subject from committing deviant acts. In this part of the analysis, we measure community influence by focusing on selected neighbourhood social control variables.

Community influence, substance use and gender

Table 5.10: Percent distribution of tobacco use by community influence and gender

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>$X^2 = 3.23, df = 1, p = 0.72, \phi = -0.064$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>$X^2 = 45.163, df = 1, p = 0.04, \phi = -0.07$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.10 shows the relationship between community influence, tobacco use and gender. As the table shows, positive community influence in the form of neighbours interfering in adolescent affairs, acts as a deterrent for substance use by adolescents, especially, females regardless of their ethnic status. For example, when community influence is low, 56% and 65% of males and females respectively said they had never used tobacco compared to 44% and 35% of males and females respectively that had ever used this substance. Community influence does not appear to affect adolescent alcohol use regardless of gender and race as shown in tables 5.11 to 5.13.

Table 5.11 Percent distribution of alcohol use by community influence and gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>$X^2 = 2.97, df = 1, p = 0.58$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>46</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>$X^2 = 1.768, df = 1, p = 0.18$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community influence, substance use and race

Table 5.12: Percent distribution of tobacco use by Community influence and race

<table>
<thead>
<tr>
<th>Race</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>82</td>
<td>72</td>
</tr>
<tr>
<td>$X^2 = 5.25, df = 1, p = 0.02$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>56</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>$X^2 = .26, df = 1, p = 0.60$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>$X^2 = .654, df = 1, p = 0.42$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.13: Percent distribution of alcohol use by community influence and race

<table>
<thead>
<tr>
<th>Race</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td>$X^2 = 3.20, df = 1, p = 0.73$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>77</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>$X^2 = .332, df = 1, p = 0.56$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>$X^2 = 2.32, df = 1, p = 0.12$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Religious influence and substance use

Religious beliefs and practices directly or indirectly influence substance use. A longitudinal study by Jessor (1976) showed that nonusers had high religiosity and drug users tended to have low religiosity. This is explained by association theory, which argues that the probability of substance use determined by the groups one associates, that is, religious faiths that do not prohibit substance use will encourage substance use while religious groups that prohibit substance use will discourage use of substances. In this section, we examine the influence of religiosity on adolescent substance use.

Religious influence, substance use and gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>$X^2 = 7.861, df = 1, p = 0.005$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>37</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>63</td>
</tr>
<tr>
<td>$X^2 = 15.493, df = 1, p = 0.000$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.14 and Table 5.15 show the relationship between religious influence and tobacco and alcohol use respectively, after controlling for gender. The findings confirm religion as a social control mechanism, in that it exerts a downward pressure on both substances regardless of adolescent’s gender. For example, the proportion of males who said they have ever used tobacco drops from 57% to 47% when religious influence increases from low to high level. Conversely, the proportion of males who have never used tobacco increases from 43% to 53% when religious influence increases from low to high level.

The importance of religion for males, relative to those of females, is shown by the fact that the decrease in the use of tobacco is 13% from low to high religious influence for males, compared to 27% for females.

As Table 5.15 confirms the pattern in Table 5.14 as far as religion goes. First, male adolescents are more likely than their female counterparts to have ever used alcohol. Second, religion exerts a negative influence on alcohol use regardless of gender. For example, the proportion of males who said they have ever used alcohol drops from 73% to 51% when religious influence increases from low to high, and the proportion drops from 60% to 47% in the case of females when religious influence increases from low to high. The difference between low and high levels of religious influence on adolescents who had ever used alcohol is 22% for males and 27% for females.
Table 5.15: Percent distribution of alcohol use by religious influence and gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>$X^2 = 44.77, df=1, p =0.000$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>60</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>$X^2 = 15.34, df=1, p =0.000$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Religious influence, substance use and race

Table 5.16: Percent distribution of tobacco use by religious influence and race

<table>
<thead>
<tr>
<th>Race</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>68</td>
<td>77</td>
</tr>
<tr>
<td>$X^2 = 6.483, df=1, p =0.011$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>60</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>$X^2 = 9.546, df=1, p =0.002$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>$X^2 = 5.494, df=1, p =0.001$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.16 shows the percent distribution of religious influence on tobacco use by race. As the table shows, low religious influence increases the likelihood of adolescents using tobacco across the race groups. Furthermore, the table shows that compared to other race groups, black adolescents are the least likely to use tobacco. For instance, when religious influence is high, only 23% of blacks said they had ever used tobacco compared to 47% and 60% of whites and coloureds respectively. Conversely, when religious influence is low, only 32% of blacks said they had ever used tobacco compared to 60% and 70% of whites and coloureds respectively.

<table>
<thead>
<tr>
<th>Race</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>$X^2 = 9.393$, $df = 1$, $p = 0.002$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>82</td>
<td>67</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>$X^2 = 11.289$, $df = 1$, $p = 0.001$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coloured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>72</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>$X^2 = 17.150$, $df = 1$, $p = 0.000$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The importance of religion for adolescents of all ethnic groups is evident in Table 5.17, where there is a negative association between religion and alcohol use by adolescents. Like tobacco use, religion is negatively associated with alcohol use regardless of ethnic background. For example, the proportion of black adolescents who have ever used alcohol drops by 14% from 49% to 35% when religious influence increases from low to high. In the case of whites, there is a 15% drop in the proportion who have ever used alcohol from 82% to 67%. Finally, in the case of coloureds, there is a 19% drop in the proportion who have ever used alcohol from 72% to 53%. Again, black adolescents are the least likely to use alcohol, while whites are the most likely to use this substance.

5.4 Multivariate Analyses

In this section, we look at the multivariate analyses by examining the relationship between the three central independent variables, that is, peer, community, and religious influences on the one hand and adolescent substance use behaviour on the other hand. We also control for the following variables: Age and gender of the respondent, religious preference, family structure, and the respondent’s perception of his/her family’s relative socio-economic status.
Because of the fact that our first Dependent variable, “ever use” of alcohol/tobacco is binary, we employ logistic regression, while we use analysis of variance (ANOVA) to analyse the second set of dependent variables, “Frequency of alcohol/tobacco use”. In this part of the analyses, we show only the significant relationships.

Tables 5.18 and 5.19 show the results for the logistic regression and analysis of variance for alcohol use respectively. As the table shows, compared to Coloured adolescents, African adolescents are the least likely to use alcohol followed by white adolescents. Of the three central variables, we found that when an adolescent is strongly connected to his or her peers, they are much more likely to use alcohol, while strong attachment to religion is negatively associated with alcohol use; community social control does not affect adolescent drinking behaviour. Male adolescents are more likely than their female counterparts to not only drink, but also drink more frequently. Adolescents who live with both parents at home are less likely than those who live with one parent to either drink or drink more frequently, while those who come from families with higher or average socioeconomic status are more likely than those from poorer families to drink. In terms of religious affiliation, we found that adolescents who profess the Muslim faith are the least likely to drink compared to Catholics, and they followed by adolescents who belong to the Protestant faiths.
On the other hand, Adolescents who are Catholic are the most likely to drink compared to those Catholics and those who do not profess any faiths follow them.

Table 5.18: Significant Coefficients for a general Regression Model of the Log odds of Using Alcohol (Yes=0; No=1)

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>S.E.</th>
<th>Odds Ratio</th>
<th>df</th>
<th>P</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-.191</td>
<td>.043</td>
<td>19.749</td>
<td>1</td>
<td>.000</td>
<td>826</td>
</tr>
<tr>
<td>RACE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African</td>
<td>2.029</td>
<td>.198</td>
<td>104.564</td>
<td>1</td>
<td>.000</td>
<td>7.606</td>
</tr>
<tr>
<td>White</td>
<td>.315</td>
<td>.181</td>
<td>3.015</td>
<td>1</td>
<td>.082</td>
<td>1.370</td>
</tr>
<tr>
<td>Peer influence</td>
<td>-.335</td>
<td>.109</td>
<td>9.338</td>
<td>1</td>
<td>.002</td>
<td>.716</td>
</tr>
<tr>
<td>Religious influence</td>
<td>.635</td>
<td>.130</td>
<td>23.669</td>
<td>1</td>
<td>.000</td>
<td>1.886</td>
</tr>
<tr>
<td>Male</td>
<td>-.336</td>
<td>.130</td>
<td>6.693</td>
<td>1</td>
<td>.010</td>
<td>.714</td>
</tr>
<tr>
<td>Both parents</td>
<td>.276</td>
<td>.153</td>
<td>3.237</td>
<td>1</td>
<td>.072</td>
<td>1.318</td>
</tr>
<tr>
<td>Average SES</td>
<td>-.272</td>
<td>.156</td>
<td>3.034</td>
<td>1</td>
<td>.082</td>
<td>.761</td>
</tr>
<tr>
<td>Higher SES</td>
<td>-.129</td>
<td>.193</td>
<td>.445</td>
<td>1</td>
<td>.506</td>
<td>.879</td>
</tr>
<tr>
<td>RELIGION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim</td>
<td>3.233</td>
<td>.302</td>
<td>114.722</td>
<td>1</td>
<td>.000</td>
<td>25.352</td>
</tr>
<tr>
<td>Protestant</td>
<td>.281</td>
<td>.152</td>
<td>3.430</td>
<td>1</td>
<td>.064</td>
<td>1.325</td>
</tr>
<tr>
<td>Catholic</td>
<td>-.394</td>
<td>.223</td>
<td>3.110</td>
<td>1</td>
<td>.078</td>
<td>.675</td>
</tr>
<tr>
<td>No preference</td>
<td>-.598</td>
<td>.315</td>
<td>3.597</td>
<td>1</td>
<td>.058</td>
<td>.550</td>
</tr>
<tr>
<td>Intercept</td>
<td>1.307</td>
<td>.755</td>
<td>2.993</td>
<td>1</td>
<td>.084</td>
<td>3.694</td>
</tr>
</tbody>
</table>

Model chi-square: 406.355
Degrees of freedom: 18

*Model chi-square is significant at p < .001

Reference categories:
Race=Coloured; Gender=Female; Family structure=Single-parent; Social Class=Poor; Religious preference=Other

55
Table 5.19: Significant Coefficients for the Analysis of Variance of the Frequency of Alcohol Use

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>-46.894</td>
<td>10.659</td>
<td>-4.400</td>
<td>.000</td>
</tr>
<tr>
<td>Age</td>
<td>3.760</td>
<td>.608</td>
<td>.234</td>
<td>6.180</td>
</tr>
<tr>
<td>Religious influence</td>
<td>-3.943</td>
<td>1.707</td>
<td>-.088</td>
<td>-2.310</td>
</tr>
<tr>
<td>Male</td>
<td>5.601</td>
<td>1.691</td>
<td>.125</td>
<td>3.312</td>
</tr>
<tr>
<td>Both parents</td>
<td>-3.514</td>
<td>1.987</td>
<td>-.073</td>
<td>-1.769</td>
</tr>
<tr>
<td>Average SES</td>
<td>3.759</td>
<td>2.192</td>
<td>.083</td>
<td>1.715</td>
</tr>
<tr>
<td>Higher SES</td>
<td>4.548</td>
<td>2.607</td>
<td>.085</td>
<td>1.745</td>
</tr>
<tr>
<td>African</td>
<td>-6.568</td>
<td>2.590</td>
<td>-.122</td>
<td>-2.536</td>
</tr>
<tr>
<td>R-square</td>
<td>.104</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F=4.708; p<.001

Reference categories:
Race=Coloured; Gender=Female; Family structure=Single-parent; Social Class=Poor; Religious preference=Catholic.

Tables 5.20 and 5.21 show the multivariate analyses results for our second set of dependent variables, namely, ever and frequency of tobacco use. Like alcohol use, older adolescents are more likely to use tobacco and on a more frequent basis too. Although the association between peer connection and tobacco use is insignificant, when adolescents are connected to their peers strongly, they are more likely to smoke frequently than those who are less connected to their peers.
Again, like alcohol use, Africans are the least likely to smoke compared to coloureds, followed by whites. Also, again, religious influence is negatively associated with smoking, but, unlike drinking, community social control is positively associated with adolescent smoking. As far as smoking is concerned, we found no differences between males and females, although males are more likely to smoke on a more regular basis than females. Adolescents who live with both parents are less likely to smoke and on less frequently compared to those who live only one parent.

Like drinking, adolescents from higher socio-economic status families are more likely than their counterparts from poorer families to smoke. Finally, although adolescents who are Protestants are more likely to smoke, those who profess the Islamic faith tend to smoke more frequently.
Table 5.20: Significant Coefficients for a General Regression model of the log odds of using tobacco (Yes=0; No=1)

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>S.E.</th>
<th>Odds Ratio</th>
<th>df</th>
<th>P</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-.124</td>
<td>.041</td>
<td>9.259</td>
<td>1</td>
<td>.002</td>
<td>.883</td>
</tr>
<tr>
<td><strong>RACE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African</td>
<td>1.668</td>
<td>.181</td>
<td>84.827</td>
<td>1</td>
<td>.000</td>
<td>5.299</td>
</tr>
<tr>
<td>White</td>
<td>.464</td>
<td>.153</td>
<td>9.219</td>
<td>1</td>
<td>.002</td>
<td>1.591</td>
</tr>
<tr>
<td>Religious Influence</td>
<td>.544</td>
<td>.119</td>
<td>20.894</td>
<td>1</td>
<td>.000</td>
<td>1.723</td>
</tr>
<tr>
<td>Community Influence</td>
<td>-.210</td>
<td>.119</td>
<td>3.134</td>
<td>1</td>
<td>.077</td>
<td>.810</td>
</tr>
<tr>
<td>Both parents</td>
<td>.395</td>
<td>.143</td>
<td>7.643</td>
<td>1</td>
<td>.006</td>
<td>1.484</td>
</tr>
<tr>
<td>Average SES</td>
<td>-.263</td>
<td>.150</td>
<td>3.057</td>
<td>1</td>
<td>.080</td>
<td>.769</td>
</tr>
<tr>
<td>Higher SES</td>
<td>-.351</td>
<td>.181</td>
<td>3.763</td>
<td>1</td>
<td>.052</td>
<td>.704</td>
</tr>
<tr>
<td><strong>RELIGION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protestant</td>
<td>.285</td>
<td>.143</td>
<td>3.991</td>
<td>1</td>
<td>.046</td>
<td>1.330</td>
</tr>
<tr>
<td>Intercept</td>
<td>1.101</td>
<td>.718</td>
<td>2.351</td>
<td>1</td>
<td>.125</td>
<td>3.006</td>
</tr>
<tr>
<td>Model Chi-square*</td>
<td>203.659</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees of freedom</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Model chi-square is significant at p< .001

Reference categories:
Race=Coloured; Gender=Female; Family structure=Single-parent; Social Class=Poor; Religious preference=Other
Table 5.21: Significant Coefficients for the Analysis of Variance of Frequency of Tobacco Use

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Coefficients</th>
<th>Std. Error</th>
<th>Standardized Coefficients</th>
<th>Beta</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>-68.332</td>
<td>21.955</td>
<td></td>
<td></td>
<td>-3.112</td>
<td>.002</td>
</tr>
<tr>
<td>Age</td>
<td>6.694</td>
<td>1.281</td>
<td>.222</td>
<td>.076</td>
<td>5.224</td>
<td>.000</td>
</tr>
<tr>
<td>Peer influence</td>
<td>5.823</td>
<td>3.087</td>
<td>.076</td>
<td>1.886</td>
<td>.060</td>
<td></td>
</tr>
<tr>
<td>Religious influence</td>
<td>-13.926</td>
<td>3.354</td>
<td>-.169</td>
<td></td>
<td>-4.152</td>
<td>.000</td>
</tr>
<tr>
<td>Male</td>
<td>7.811</td>
<td>3.375</td>
<td>.095</td>
<td>.104</td>
<td>2.314</td>
<td>.021</td>
</tr>
<tr>
<td>Living alone</td>
<td>59.320</td>
<td>23.603</td>
<td>.104</td>
<td></td>
<td>2.513</td>
<td>.012</td>
</tr>
<tr>
<td>Both Parents</td>
<td>-7.630</td>
<td>3.962</td>
<td>-.085</td>
<td></td>
<td>-1.926</td>
<td>.055</td>
</tr>
<tr>
<td>African</td>
<td>-21.988</td>
<td>5.637</td>
<td>-.199</td>
<td>.152</td>
<td>3.078</td>
<td>.002</td>
</tr>
<tr>
<td>Muslim</td>
<td>17.521</td>
<td>5.692</td>
<td>.152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R-Square</td>
<td>.159</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F=6.125; p<.001

Reference categories:
Race=Coloured; Gender=Female; Family structure=Single-parent; Social Class=Poor; Religious preference=Catholic.
5.5 Conclusions and Discussion

The aim of this study was to investigate the impact of peer, community and religious influences on alcohol and tobacco use among high school adolescents from three different dominant groups of South Africa i.e. African, coloured and white adolescents. The investigations were based on two perceived major factors such as their family structure and their family’s socio-economic status, which may either increase or decrease the likelihood of adolescent substance use.

Consistent with other studies, our study found that there is a relationship between substance use, gender and age e.g. male adolescents are more likely than their female counterparts to drink more and smoke more frequently, while the frequency of tobacco and alcohol use increases with age.

In terms of family structure, as it is perceived from the social control theory that adolescents from intact families are less likely to engaged in deviant behaviors than those from single parent families, the study confirms that adolescents who lived with both parents are less likely to drink or smoke than those who live with single parents. Social control theory on this view stresses the importance of family as an institution of shaping adolescent behaviors, which is to meet their needs and monitor their behaviors (Brooks-Gunn et al, 1993)
Socio-economic status of the family have a negative influence on adolescent substance use as adolescents from higher or average families are more likely to drink or smoke than those who come from poorer families. As expected adolescents from richer families have more resources to access alcohol or tobacco or other hard drugs. According to the study’s findings and the reality of South African socio-economic structure, whites are in the highest level of the hierarchy followed by coloured then black at the lowest level. Although this can be caused by number of factors, this study is not interested in that but to the fact that it confirms that White and Coloured adolescents are more likely to drink or smoke more than their African counterparts.

Peer influence as one of our independent variables against adolescent substance use appeared to be playing a major role in increasing the likelihood of this behavior. Findings shows that when adolescents are strongly connected to their peers they are more likely to use alcohol, while in tobacco use peer connection increases the frequency of use than the level of ‘ever use’. Social learning theory can clearly explain the association between peer influence and substance use as modeling behavior from others as most anti-social behaviors are learnt. Consistent with the principles of social learning theory, its framework posits that peers influence alcohol use in two ways either directly or indirectly (Wood, Read, Palfai & Stevenson, 2001).
Like the most studies, religious influence found to be a control measure for adolescent substance use behaviors. Social control theory view substance use behavior as a result from erosion of emotional ties to important agents of socialization such as church, school and family that would have shaped adolescent behavior. It was found that religious affiliation has an impact on adolescent substance use hence adolescents who profess the Muslim faith are least likely to drink or smoke compared to Catholics and those who had no preference, while those who profess Protestants faith are more likely to smoke compared to Islamic faith who smoke more frequently than others.

Our third independent variable, community influence does not affect adolescent drinking behavior while it does in terms of smoking behaviors. The study used a social control approach in the neighborhood where one would see it as a limitation of the study, maybe if we had looked at the social disorganization in the neighborhood like crime and accessibility of substance may have yielded different results in this regard. This can be of interest if I pursue this for further studies in this field.

The field of adolescent substance use and prevention need to build their prevention strategies around religion. Throughout the study, it has been clear that religious involvement is associated with the least likelihood of adolescent substance use.
According to Bahr et al (1995) involvement in a religious organization may decrease the likelihood of drug use in several ways e.g. may provide a network of support and friendship that may insulate adolescents from opportunities to use drugs, may provide meaning to life that makes drug use less attractive and may reinforce personal beliefs against drug use. However, (Litchfield, Thomas, & Li 1997) found that private religiosity may be more important than public religiosity, which means families and churches could encourage this form of religiosity to adolescents.
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America.
Youth and Family Project

English Language Version
INSTRUCTIONS

Please read every question carefully and answer as honestly as possible. There are no right or wrong answers to any of these questions. We are interested only in what you think and feel. Remember, that your answers are completely confidential. No one will ever know what your answers are. Most of the questions ask you to mark a number for the best answer.

Which parents or guardians do you live with now? (Mark one answer only)
1. Both my mother and father in the same household
2. Only my mother
3. My mother and stepfather
4. Only my father
5. My father and stepmother
6. Some of the time in my mother's home and some in my father's
7. Other relatives (aunt, uncle, grandparents, etc.)
8. Guardian or foster parent who is not a relative
9. No parents or guardians (I live alone or with friends)

MARKING INSTRUCTIONS
- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.

Incorrect Marks

Correct Mark

Another example of marking numbers is:
(Mark one answer only)

My Mother or Father is a person who...
1. Approximately the same as you
2. Somewhat better than you
3. Much better than you
4. Much worse than you
5. Believes in having a lot of rules and sticking with them

When you answer this question and other questions about your parents, think about the mother and father you spend most time with.

Some questions ask you to write in a number. For example:

4. How many brothers and sisters do you have? (Fill in a number)

Some questions ask you to mark the appropriate line. For example:
1. I do most things O.K.
2. I do many things O.K.
3. I do everything wrong

Remember, there are no right or wrong answers.
Just mark whatever you think or feel.
HERE ARE SOME INTRODUCTORY QUESTIONS

1. What is your sex?
   1. Male
   2. Female

2. How old are you? ________________________

3. To which ethnic/national group do you belong?
   1. African
   2. American (African)
   3. American (Anglo)
   4. American (Asian)
   5. American (Hispanic)
   6. American (Indian)
   7. Arab
   8. Asian
   9. Australian
  10. Australian (Aboriginal)
  11. Australian (Torres Strait Islander)
  12. Indian
  13. European
  14. Other ________

HERE ARE SOME QUESTIONS ABOUT SCHOOL

1. Compared to last year, how much do you like school this year? (Mark a number)
   Much Less than Last year — 1 2 3 4 5 6 7 — Much more than Last year
   1. 2. 3. 4. 5. 6. 7. 8. 9.

2. How much need is there at your school for more rules? (Mark a number)
   EXTREME NEED
   MUCH NEED
   SOME NEED
   LITTLE NEED
   NO NEED AT ALL
   a. stop stealing? __________
   b. stop drug use? __________
   c. stop violence and fighting? __________

3. How many of your teachers:
   (Mark one number for each)
   MOST
   ABOUT HALE
   SOME
   NONE
   a. don’t care if you get bad grades? __________
   b. believe you can do well in school? __________
   c. are willing to help you if you need help on schoolwork? __________
   d. would be willing to help you if you told them about a problem you had? __________
   e. really listen to what you have to say? __________

4. How many of your teachers this year treat you more like a grown-up than your last year’s teachers? (Mark one answer)
   All teachers 2. About half 3. No teachers

5. How much do each of the following people in your school care about you as a person? (Mark one number for each)
   NOT AT ALL
   SOME
   A LOT
   a. the principal and assistant principal. __________
   b. other adults __________
   c. teachers __________

6. In general, how well did you do in school? Would you say your grades were:
   1. well above average,
   2. somewhat above average,
   3. average,
   4. somewhat below average,
   5. well below average?

7. On average over the school year, how many hours per week do you spend on school homework — including time you spend on homework both while at school and out of school? (Mark one answer only)
   1. 0 hours
   2. 1-4 hours
   3. 5-9 hours
   4. 10-14 hours
   5. 15-19 hours
   6. 20-24 hours
   7. 25 or more hours

PLEASE DO NOT WRITE IN THIS AREA

001797
8. Please answer these questions yes or no about your Math class: (Mark no or yes for each)
   a. Can you get up and walk around the classroom when you want to?  [ ] [ ]
   b. Do you decide where you sit in class?  [ ] [ ]
   c. Do you help to decide how much homework you get?  [ ] [ ]
   d. Do you and the other kids in class decide together what the classroom rules are?  [ ] [ ]
   e. When you have finished your work in class, can you decide what you do next?  [ ] [ ]

9. During the past 30 days, how often did one of your parents: (Mark one number for each)
   * OFTEN
   * SOMETIMES
   * RARELY
   * NEVER
   a. Restrict the amount of time you could watch television?  [ ] [ ] [ ] [ ]
   b. Check to see whether your homework was done?  [ ] [ ] [ ] [ ]
   c. Go over your homework with you?  [ ] [ ] [ ] [ ]
   d. Check over papers you brought home that a teacher had graded?  [ ] [ ] [ ] [ ]
   e. Set a time you had to be home on school nights?  [ ] [ ] [ ] [ ]
   f. Set a time you had to be home on the weekend?  [ ] [ ] [ ] [ ]

10. How likely is it that you will do each of the following things? (Mark one number for each)
    * DEFINITELY WOULD
    * PROBABLY WOULD
    * PROBABLY WOULD NOT
    * DEFINITELY WOULD NOT
    a. Graduate from high school  [ ] [ ] [ ] [ ]
    b. Attend a technical or vocational school  [ ] [ ] [ ] [ ]
    c. Graduate from a two-year college program  [ ] [ ] [ ] [ ]
    d. Graduate from a four-year college or university  [ ] [ ] [ ] [ ]
    e. Attend graduate or professional school after college  [ ] [ ] [ ] [ ]

---

HERE ARE SOME QUESTIONS ABOUT HOW YOU FEEL.

Mark one sentence from each group that best describes your feelings during the past TWO WEEKS.

1. ○ I am sad once in a while
   ○ I am sad many times
   ○ I am sad all the time

2. ○ Nothing will ever work out for me
   ○ I am not sure if things will work out for me
   ○ Things will work out for me O.K.

3. ○ I do most things O.K.
   ○ I do many things O.K.
   ○ I do everything wrong
   ○ I hate myself
   ○ I do not like myself
   ○ I like myself

4. ○ I feel like crying every day
   ○ I feel like crying many days
   ○ I feel like crying once in a while

5. ○ Things bother me all the time
   ○ Things bother me many times
   ○ Things bother me once in a while

6. ○ I look O.K.
   ○ There are some bad things about my looks
   ○ I look ugly

7. ○ I do not feel alone
   ○ I feel alone many times
   ○ I feel alone all the time

8. ○ I have plenty of friends
   ○ I have some friends, but I wish I had more
   ○ I do not have any friends

9. ○ Nobody really loves me
   ○ I am not sure if anybody loves me
   ○ I am sure that somebody loves me

---

PLEASE DO NOT WRITE IN THIS AREA
Mark one sentence from each group that best describes your feelings during the past TWO WEEKS.

11. How often do you feel lonely when you are:
   (Mark one answer for each)
   - at home? 1 2 3 4
   - at school? 1 2 3 4
   - with the kids you spend time with? 1 2 3 4
   - in your neighborhood? 1 2 3 4
   - in religious settings? 1 2 3 4

12. How often do you feel this way?
   (Mark one answer for each)
   - I lack companionship. 1 2 3 4
   - I feel left out. 1 2 3 4
   - I am no longer close to anyone. 1 2 3 4
   - I feel isolated from others. 1 2 3 4

HERE ARE SOME QUESTIONS ABOUT YOUR PARENTS.

When you think about "parents" think about the parent(s) or guardian(s) you live with most of the time. Please mark the number that best describes how much each statement is like your mother, and mark the number that best describes how much each statement is like your father.

My Mother or Father is a person who...

1. makes me feel better after talking over my worries with he/her. 1 2 3 4
2. spanks me so I will learn respect for my elders. 1 2 3 4
3. changes the subject, whenever I have something to say. 1 2 3 4
4. respects me even if I disagree with her or him. 1 2 3 4
5. smiles at me very often. 1 2 3 4
6. listens to me when I have something to say. 1 2 3 4
7. when I really upset her/him, will lose patience and punish me more severely than she/he wants to. 1 2 3 4
8. does nice things for me. 1 2 3 4
9. is able to make me feel better when I am upset. 1 2 3 4
10. is very strict with me. 1 2 3 4
11. respects the way I feel and think about things. 1 2 3 4
12. blames me for other family members' problems. 1 2 3 4
13. values who I am as an independent person. 1 2 3 4
14. enjoys doing things with me. 1 2 3 4
15. is verbally abusive with me. 1 2 3 4
16. gives hard punishment. 1 2 3 4
17. cheers me up when I am sad. 1 2 3 4
18. ridicules me. 1 2 3 4
19. punishes hard, so I will remember it for a long time. 1 2 3 4
20. encourages me to express my feelings and opinions. 1 2 3 4
21. gives me a lot of care and attention. 1 2 3 4
My Mother or Father is a person who...

22. is cruel to me. | 1 2 3 4 5 6
23. brings up my past mistakes when she/he criticizes me. | 1 2 3 4 5 6
24. is very critical of me. | 1 2 3 4 5 6
25. makes me feel like the most important person in her/his life. | 1 2 3 4 5 6
26. is rude to me. | 1 2 3 4 5 6
27. ofteninterrupts me. | 1 2 3 4 5 6
28. believes in showing her/his love for me. | 1 2 3 4 5 6
29. is compassionate. | 1 2 3 4 5 6
30. is less friendly with me, if I do not see things her/his way. | 1 2 3 4 5 6
31. punishes me for things she/he previously told me were okay. | 1 2 3 4 5 6
32. is always trying to change how I feel or think about things. | 1 2 3 4 5 6
33. gives of his or her time for me. | 1 2 3 4 5 6
34. often praises me. | 1 2 3 4 5 6
35. will avoid looking at me when I have disappointed her/him. | 1 2 3 4 5 6
36. gives me compliments. | 1 2 3 4 5 6
37. lets me go out any evening I want. | 1 2 3 4 5 6
38. is easy to talk to. | 1 2 3 4 5 6
39. if I have hurt her/his feelings, stops talking to me until I please her/him again. | 1 2 3 4 5 6
40. sacrifices for me. | 1 2 3 4 5 6
41. lets me do anything I like to do. | 1 2 3 4 5 6
42. lets me do something one day and the next day I get into trouble for doing the same thing. | 1 2 3 4 5 6
43. doesn't blame me for other people's problems. | 1 2 3 4 5 6
44. hugs me often. | 1 2 3 4 5 6
45. lets me finish my sentences when I am talking to him or her. | 1 2 3 4 5 6
46. kisses me often. | 1 2 3 4 5 6
47. loves me even if I don't see things the same as her or him. | 1 2 3 4 5 6
48. frequently changes the rules I am supposed to follow. | 1 2 3 4 5 6
49. lets me go any place I please without asking. | 1 2 3 4 5 6

50. How much does your mother REALLY know... (Mark one answer for each)
   KNOWS A LOT
   KNOWS A LITTLE
   DOESN'T KNOW

   a. Who your friends are?    1 2 3
   b. Where you go at night?   1 2 3
   c. How you spend your money? 1 2 3
   d. What you do with your free time? 1 2 3
   e. Where you are most afternoons after school? 1 2 3

51. How much does your father REALLY know...
   (Mark one answer for each)

   KNOWS A LOT
   KNOWS A LITTLE
   DOESN'T KNOW

   a. Who your friends are? 1 2 3
   b. Where you go at night? 1 2 3
   c. How you spend your money? 1 2 3
   d. What you do with your free time? 1 2 3
   e. Where you are most afternoons after school? 1 2 3

UNIVERSITY of the WESTERN CAPE
52. How would you rate your relationship with your mother? (Mark the number that best describes your relationship)

   POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT

53. How would you rate your relationship with your father? (Mark the number that best describes your relationship)

   POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT

54. In general, how do you and your mother make decisions?
   a. She tells me just what to do.
   b. We discuss it and then we decide together.
   c. She usually lets me decide by myself.

55. In general, how do you and your father make decisions?
   a. He tells me just what to do.
   b. We discuss it and then we decide together.
   c. He usually lets me decide by myself.

56. How often do you take part in family decisions that concern you?
   a. never
   b. seldom
   c. sometimes
   d. often
   e. always

57. How often do you think you should take part in family decisions that concern you?
   a. never
   b. seldom
   c. sometimes
   d. often
   e. always

HERE ARE SOME QUESTIONS ABOUT HOW YOU FEEL ABOUT YOURSELF.

1. Please mark how much you agree with these statements.
   (Mark one number for each)

   STRONGLY DISAGREE
   DISAGREE
   NEITHER AGREE NOR DISAGREE
   AGREE
   STRONGLY AGREE

   a. I am able to do things as well as most people.
   b. I certainly feel useless at times.
   c. At times I think I am no good at all.
   d. On the whole, I am satisfied with myself.
   e. I feel I do not have much to be proud of.
   f. I wish I could have more respect for myself.
   g. I take a positive attitude toward myself.
   h. I feel that I have a number of good qualities.
   i. All in all, I am inclined to feel that I am a failure.
   j. I feel that I'm a person of worth, at least on an equal plane with others.

2. How well do the following statements describe your feelings about others? (Mark one answer for each)

   DESCRIBES ME VERY WELL
   DESCRIBES ME PRETTY WELL
   DESCRIBES ME SOMewhat
   DESCRIBES ME ONLY A LITTLE
   DOES NOT DESCRIBE ME WELL

   a. When I see someone being taken advantage of, I feel kind of protective towards them.
   b. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.
   c. I often have tender, concerned feelings for people less fortunate than I.
   d. I would describe myself as a pretty soft-hearted person.
   e. Sometimes I don't feel very sorry for other people when they are having problems.
   f. Other people's misfortunes do not usually disturb me a great deal.
   g. I am often quite touched by things that I see happen.
1. Have you ever purposely damaged or destroyed property?
   - Yes
   - No
   How many times have you done this in the past six months?

2. Have you ever used alcoholic beverages, beer, wine, hard liquor?
   - Yes
   - No
   How many times have you done this in the past six months?

3. Have you ever stolen or tried to steal something of low value?
   - Yes
   - No
   How many times have you done this in the past six months?

4. Have you ever run away from home?
   - Yes
   - No
   How many times have you done this in the past six months?

5. Have you ever stolen or tried to steal things of high value?
   - Yes
   - No
   How many times have you done this in the past six months?

6. Have you ever been involved in gang fights?
   - Yes
   - No
   How many times have you done this in the past six months?

7. Have you ever used marijuana?
   - Yes
   - No
   How many times have you done this in the past six months?

8. Have you ever hit or threatened to hit someone?
   - Yes
   - No
   How many times have you done this in the past six months?
HERE ARE SOME MORE QUESTIONS ABOUT YOUR FAMILY.

1. When your mother and father disagree, how often do they do the following in front of you (so you can see or hear)? (Mark one number for each)

   a. Threaten each other                    1 2 3 4
   b. Yell at each other                    1 2 3 4
   c. Insult (show disrespect for) each other 1 2 3 4
   d. Call each other names                 1 2 3 4

2. Please read each sentence and decide how often this happens to you. (Mark one number for each)
   a. How often does one of your parents try to get you to side with one of them? 1 2 3 4
   b. How often does one of your parents send a message to the other one through you because they don’t want to talk to the other parent? 1 2 3 4
   c. How often do you feel caught in the middle when your parents fight? 1 2 3 4
   d. How often do you feel torn between your parents? 1 2 3 4

3. In the last 6 months, how often have you had open disagreements with your mother or father or step-parent about each of the following? (Mark one number for each)

   a. How I dress                           1 2 3 4 5 6
   b. Helping around the house              1 2 3 4 5 6
   c. School                                1 2 3 4 5 6
   d. Getting along with other family members 1 2 3 4 5 6
1. How many close friends do you have?  
If none, mark "none". Do not include family members.  
   1  2  3  4  5  6  7  8  9  10  11  12  
   None  

2. Among your close friends, how important is it to THEM that they: (Mark one answer for each)  
   VERY IMPORTANT  
   SOMewhat IMPORTANT  
   NOT IMPORTANT  
   a. study?  
   1  2  3  
   b. play on school sports teams?  
   1  2  3  
   c. participate in school organizations (e.g. clubs, art, music)?  
   1  2  3  
   d. get good grades?  
   1  2  3  
   e. be popular/wall-liked?  
   1  2  3  
   f. get into trouble?  
   1  2  3  
   g. participate in religious activities?  
   1  2  3  
   h. go to parties?  
   1  2  3  
   i. get together with friends?  
   1  2  3  
   j. have a reputation of being tough?  
   1  2  3  

3. How many of your friends do the following things? (Mark one number for each)  
   a. purposely damage or destroy property?  
   1  2  3  4  5  
   b. use alcoholic beverages; beer, wine, hard liquor?  
   1  2  3  4  5  
   c. steal or try to steal things of high value?  
   1  2  3  4  5  
   d. run away from home?  
   1  2  3  4  5  
   e. steal, or try to steal things of low value?  
   1  2  3  4  5  
   f. get in fights at school?  
   1  2  3  4  5  
   g. are involved in gang fights?  
   1  2  3  4  5  
   h. use marijuana?  
   1  2  3  4  5  
   i. hit or threaten to hit people?  
   1  2  3  4  5  
   j. use hard drugs such as heroin, cocaine, and LSD?  
   1  2  3  4  5  
   k. use tobacco?  
   1  2  3  4  5  

4. Please mark the response that best describes your parents' involvement in your friendship relations. (Mark one answer for each)  
   VERY OFTEN  
   FAIRLY OFTEN  
   SOMETIMES  
   ONCE IN A WHILE  
   NEVER  
   a. My parents like the young people I select as friends.  
   1  2  3  
   b. After I have been out with my friends, I enjoy telling my parents about my friends and I did.  
   1  2  3  
   c. My parents enjoy talking with the friends I bring home.  
   1  2  3  
   d. My parents worry about the friends with whom I associate.  
   1  2  3  
   e. I feel comfortable bringing friends home.  
   1  2  3  

PLEASE DO NOT WRITE IN THIS AREA
5. In answering the following questions, please think of your best same-sex friend (for example: if you are a girl, think of your best girlfriend). (Mark one answer for each)

**EVERY DAY**

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**A FEW TIMES A WEEK**

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2. How frequently do you attend religious services/traditional spiritual ceremonies? (Mark one)

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<th>Mark</th>
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<td>Regular attendance (weekly)</td>
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<tr>
<td>Fairly regular attendance (almost weekly)</td>
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<tr>
<td>Frequent attendance (at least monthly)</td>
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<tr>
<td>Occasionally (several times a year)</td>
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<tr>
<td>Only on special occasions</td>
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<td>Never</td>
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3. How religious do you consider yourself to be?

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<td>Very religious</td>
<td>[ ]</td>
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<td>Moderately religious</td>
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<td>Not religious at all</td>
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4. In the last month, about how often did you do the following things on your own? (Mark one number for each)

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<td>Prayed privately</td>
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<td>Thought seriously about religion/spirituality</td>
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5. Do you plan to do special service for your religion (for example: serve a mission; or become a minister, priest, nun, rabbi, traditional healer/leader, etc.)?
   6. I'm not involved in religion

HERE ARE SOME QUESTIONS ABOUT WHAT SOME PEOPLE DO OR FEEL.

1. Below is a list of items that describe kids. Think of how you are now or during the past 6 months and please mark the question if the item is very true or often true of you. Mark the question if the item is somewhat or sometimes true of you. If the item is not true of you, mark the question.

   VERY TRUE OR OFTEN TRUE
   SOMewhat TRUe OR SOMETIMES TRUE
   NOT TRUE

   a. I feel lonely
   b. I destroy my own things
   c. I destroy things belonging to others
   d. I disobey at school
   e. I feel life just isn't worth living
   f. I get in many fights
   g. I hang around with kids who get in trouble
   h. I have been thinking of ways to kill myself
   i. I lie or cheat
   j. I physically attack people
   k. I scream a lot

   VERY TRUE OR OFTEN TRUE
   SOMewhat TRUe OR SOMETIMES TRUE
   NOT TRUE

   1. I steal things from places other than home
   m. I swear or use dirty language
   n. I threaten to hurt people
   o. I cut classes or skip school
   p. I am unhappy, sad, or depressed
   q. I use alcohol or drugs for nonmedical purposes
   r. I feel confused or in a fog

HERE ARE SOME QUESTIONS ABOUT YOUR NEIGHBORHOOD.

1. How do you feel about your neighborhood as a place to live? Would you say it is...
   1. Excellent
   2. Good
   3. Average
   4. Bad
   5. Very bad

2. Of all the kids that live in your neighborhood, about how many would you say you know fairly well? Is it...
   1. None
   2. About 1/4
   3. About 3/4
   4. Almost all

3. Here are some problems that arise in neighborhoods. Are the following problems in your neighborhood?
   (Mark one number for each)

   a. Litter or trash on the sidewalks and streets
   b. Graffiti on buildings and walls
   c. Alcoholics and excessive drinking in public
   d. Vacant or abandoned houses or storefronts
   e. Burglary
   f. Sale of drugs/alcohol

PLEASE DO NOT WRITE IN THIS AREA  @@1797
4. In the last 6 months, how often have you seen or spent time with the following people? (Mark one number for each)

Every day
A few times a week
About once a week
2-3 times a month
About once a month
Less than once a month
Not at all

a. Neighbors (adults) 1 2 3 4 5 6 7
b. Parents of friends 1 2 3 4 5 6 7
c. Church leaders 1 2 3 4 5 6 7
d. Community leaders 1 2 3 4 5 6 7

5. How much do you agree with the following sentences?

Agree
Neither agree nor disagree
Disagree
Strongly disagree

a. My neighbors are always butting into my business. 1 2 3 4
b. My neighbors are noisy. 1 2 3 4
c. My neighbors are always watching what I'm doing. 1 2 3 4

6. If a group of neighborhood children were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it?

1. Very unlikely
2. Unlikely
3. Neither likely or unlikely
4. Likely
5. Very likely

7. If some children were spray-painting graffiti on a local building, how likely is it that your neighbors would do something about it?

1. Very unlikely
2. Unlikely
3. Neither likely or unlikely
4. Likely
5. Very likely

8. If a child was showing disrespect to an adult, how likely is it that people in your neighborhood would scold that child?

1. Very unlikely
2. Unlikely
3. Neither likely or unlikely
4. Likely
5. Very likely

9. How often does your family provide help to:

More than once a month
About once a month
Less than once a month
Not at all

a. other community members 1 2 3 4
b. friends 1 2 3 4
c. extended family members (e.g., aunts, uncles, etc.) 1 2 3 4

HERE ARE SOME MORE QUESTIONS ABOUT YOUR FAMILY.

1. Has your mother ever been: (Mark all that apply)

1. Married?
2. Divorced?
3. Separated?
4. Remarried?
5. Widowed?

2. Has your father ever been: (Mark all that apply)

1. Married?
2. Divorced?
3. Separated?
4. Remarried?
5. Widowed?

3. Which parents or guardians do you live with now? (Mark one)

1. Both my mother and father in the same household
2. Only my mother
3. My mother and stepparent
4. Only my father
5. My father and stepmother
6. Some of the time in my mother's home and some
   in my father's
7. Other relatives (aunt, uncle, grandparents, etc.)
8. Guardian or foster parent who is not a relative
9. No parents or guardians (I live alone or with friends)
4. My father, stepfather, or male guardian:
(Mark the one that best describes what your father does)
① Works full-time
② Has a regular part-time job
③ Works only during certain times of the year or once in a while
④ Goes to school full-time
⑤ Does not work for pay and is not in school full-time
⑥ Is in the military

6. Compared to other kids your age, how well-off do you think your family is? (Mark one)
① We are a lot poorer than most.
② We are a little poorer than most.
③ We have about the same amount of money as most.
④ We are a little richer than most.
⑤ We are a lot richer than most.

5. My mother, stepmother, or female guardian: (Mark the one that best describes what your mother does)
① Works full-time
② Has a regular part-time job
③ Works only during certain times of the year or once in a while
④ Goes to school full-time
⑤ Does not work for pay and is not in school full-time
⑥ Is in the military

7. Do you have enough money to:
(Mark one number for each)

a. do fun things your friends do? ① ②
b. participate in school activities? ① ②
c. pay school fees? ① ②
d. buy food? ① ②

---

I HERE ARE SOME STATEMENTS ABOUT THINGS THAT SOMETIMES HAPPEN.

a. Below is a list of things that sometimes happen to people. Please mark how recently these things have happened. Mark if they have never happened, happened sometime in your life, or happened in the last 6 months.

1. Moving to new home
2. New brother or sister
3. Serious illness or injury of family member
4. Parents divorce
5. Increased number of arguments between parents
6. Mother or father lost job
7. Death of a family member
8. Parents separated
9. A parent has to be gone a lot
10. Brother or sister leaving home
11. Parent getting into trouble with law
12. Parent getting a new job
13. New stepmother or stepfather
14. Parent going to jail
15. Change in parents' financial status
16. Trouble with brother or sister
17. Increase in number of arguments with parents
18. Financial problems related to family farm or family business

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UNIVERSITY of the WESTERN CAPE

HAPPENED IN THE LAST 6 MONTHS
HAPPENED IN YOUR LIFETIME
NEVER HAPPENED

[Mark options]
1. How true are the following statements?
(Mark one number for each)

VERY OFTEN / ALWAYS TRUE
OFTEN / USUALLY
OCCASIONALLY / SOMETIMES
SOMETIMES / RARELY
NEVER / ALMOST NEVER TRUE

a. I enjoy doing things and talking with peers. 1 2 3 4 5
b. I get into conversations with adults (e.g., teachers, staff) at the school. 1 2 3 4 5
c. I share feelings and ideas with peers. 1 2 3 4 5
d. I actively participate in topic clubs (e.g., political, history, Honor Society). 1 2 3 4 5
e. I talk to teachers and staff about things other than class. 1 2 3 4 5
f. I actively participate in the school newspaper or yearbook. 1 2 3 4 5
g. I help other students who might need assistance (e.g., lost in the building, sick or hurt). 1 2 3 4 5
h. I ask questions in class when I don't understand the material. 1 2 3 4 5

Please do not write in this area
PLEASE WRITE BRIEF ANSWERS TO THESE QUESTIONS

1. What are some characteristics of young people your age that you admire?

______________________________________________________________________________________________________________________________________________________________

2. What are some things that young people your age do that you do not approve of?

______________________________________________________________________________________________________________________________________________________________

Please list 4 specific things that your parents do which make you feel like they love you.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

Please list 4 specific things that your parents do which make you wonder if they love you.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

What do you like most about your family?

______________________________________________________________________________________________________________________________________________________________

What do you like least about your family?

______________________________________________________________________________________________________________________________________________________________

This study has asked you to talk about some very personal things about your life and we appreciate very much your honesty in answering these questions. Your answers will be kept completely private and will not be shared with anyone.

Some students have a hard time with feelings about themselves or they get involved in dangerous behaviors. If you are concerned about yourself and feel like you would like to have some help with any of the problems that were discussed in this study, please sign your name on the line below and the school counselor will contact you to tell you how you can get help.

X

Thank You Very Much!

______________________________________________________________________________________________________________________________________________________________
Lees asseblief elke vraag goed deur en antwoord so eerlik moontlik. Daar is nie 'n korrekte antwoord op die vrae nie. Ons stel slegs belang in wat jy dink en voel. Onthou dat jou antwoorde volkome vertroulik is. Niemand sal ooit weet wat jou antwoorde was nie. By die meeste van die vrae moet jy net die nommer by die beste antwoord merk.

By watter ouers of voogde leef jy nou? (Merk slegs een antwoord)
1. Beide my moeder en vader in diesellede huis
2. Slegs my moeder
3. My moeder en stiefpapa
4. Slegs my vader
5. My vader en stiefmama
6. Soms in my moeder se huis en soms in my vader se huis
7. Ander familieledes (tante, oom, grootouers, ens.)
8. Voog of pleegouer wat nie 'n familieled is nie
9. Geen ouers of voogtie (ek bly alleen of met vriende)

INSTRUKSIES OM TE MERK
- Gebruik slegs 'n HB potlood.
- Moenie ink, rotsbalpen ("ballpoint pen"), of 'n veelpuntstif gebruik nie.
- Maak duidelike merke waar die sirkel heeltemal vul.
- Wis alle merke wat jy wil verander netjies uit.

Verkeerde merke
Korrekte merk

'n Andere voorbeeld om nommers te merk is:
(Merk slegs een antwoord)

My Moeder of Vader is 'n persoon wat...
1. In my reën glo en daarby
2. Baie gelukkig
3. Noot en reg
4. Baie stil en rustig

Wanneer jy hierdie vraag en ander vrae omtrent jou ouers baantwoord, moet jy dink aan die moeder en vader met wie jy die meeste tyd deurbring.

Sommige vrae vra vir jou om 'n nommer in te skryf.
Byvoorbeeld:

4. Hoeveel broers en susters het jy?
(Vul die getal in)

Sommige vrae versoek jou om die gepaste lyn te merk. Byvoorbeeld:

1. Ek doen die meeste dinge oorlaat.
2. Ek doen baie dinge oorlaat.
3. Ek doen alles verkeerd.

Merk slegs wat jy dink of voel.

Onthou, daar is nie korrekte of verkeerde antwoorde nie.
**A**

**Hier is 'n paar inleidende vrae**

(Vul asseblief die oop ruimtes in of merk die korrekte nommers.)

1. Wat is jou geslag?
   - Manlik
   - Vroulik

2. Hoe oud is jy?

3. Aan watter etniese/nasionale groep behoort jy?
   1. Afrikaan
   2. Amerikaan (Afrikaan)
   3. Amerikaan (Anglo)
   4. Amerikaan (Asiatic)
   5. Amerikaan (Spaans)
   6. Amerikaans (Indiëraan)
   7. Australiëër (Torres-Straat-Eilanders)
   8. Ander
   9. Arabier
   10. Asiëër
   11. Australiëër
   12. Australiëër (Inboorling)
   13. Europiëër
   14. Indiëër
   15. Kleding

**B**

**Hier is 'n paar vrae omtrent jou skool**

1. Hoe hou jy van jou skool vanjaar in vergelyking met verlede jaar? (Merk 'n nommer)
   - Baie
   - Minders as
   - Baie

2. Hoeveel behoefte is daar by jou skool aan meer reeds om?
   (Merk 'n nommer)
   - Uiterste behoefte
   - Groot behoefte
   - Niewte/Lepende behoefte
   - Min behoefte
   - Geen behoefte

3. Hoeveel van jou onderwysers:
   (Merk 'n nommer vir elk)
   - Almal
   - Die meeste
   - "Niewte/Lepende" behoefte
   - Min behoefte
   - Geen behoefte

4. Hoeveel van jou onderwysers vanjaar behandel jou meer soos 'n volwassene as jou onderwysers van verlede jaar? (Merk een antwoord)
   - Al die onderwysers
   - Omring die helfte
   - Geen onderwysers

5. Hoeveel geskool is van die volgende mense in jou skool vir jou om as 'n persoon?
   - Glaad nie
   - Sommige
   - Baie

6. Hoe goed het jy oor algeem in die skool gevaar?
   - Ja, jy sê dat jou punte was:
     1. baie heer as die gemiddelde
     2. effens bo die gemiddelde
     3. gemiddelde
     4. effens laer as die gemiddelde
     5. baie laer as die gemiddelde

7. Gemiddeld oor die laaste jaar, hoeveel uur per week bestee jy aan skool-huiswerk – insluitend die tyd wat jy aan huiswerk bestee, terwyl jy by die skool is en buite die skool is? (Merk slegs een antwoord)
   - 0 uur
   - 1 - 4 uur
   - 5 - 9 uur
   - 10 - 14 uur
   - 15 - 19 uur
   - 20 - 24 uur
   - 25 of meer uur

**MOET ASSEBLIEF NIE IN HIERDE AREA SKRYF NIE**
8. Antwoord hierdie vrae asseblief ja of nee omtrent jou Wiskunde-klas: (Merk nee of ja vir elkeen)

   a. Kan jy opstaan en in die klaskamer rondloop wanneer jy wil?
   b. Besluit jy self waar jy in die klas sit?
   c. Help jy om te besluit waar jy in die klas sit?
   d. Besluit jy en die ander kinders in die klas saam wat die klasreëls is?
   e. Wanneer jy met jou werk in die klas klaar is, kan jy besluit wat jy dan moet doen?

   JA   NEE
   1  2

9. Hoe dikwels het een van jou ouers gedurende die afgelope 30 dae: (Merk een syfer by elkeen)

   a. Die hoeveelheid tyd wat jy televisie kon kyk, beperk?
   b. Nagegaan om te sien of jou huiswerk klaar gedoen is?
   c. Saam met jou oor jou huiswerk gegaan?
   d. Werk nagegaan wat die onderwyser gemaak het en wat jy huis toe gebring het?
   e. 'n Tyd gestel wanneer jy by die huis moet wees gedurende skooltyd?
   f. 'n Tyd gestel wanneer jy by die huis moet wees gedurende die naweek?

10. Hoe moontlik is dit dat jy een van die volgende dinge sal doen? (Merk een syfer by elkeen)

   SAL BESLIS
   SAL MOONTLIK
   SAL MOONTLIK NIE
   SAL BESLIS NIE

   a. Hoërskool klaarmaak
   b. 'n Tegniese of beroepskoöls-kollege bywoon?
   c. Klaarmaak met 'n twee-jarige kollege-program?
   d. Gradueer by 'n drie- of vierjarige kollege of universiteit?
   e. 'n Na-graadse of professionele program na kollege of universiteit bywoon?

C HIER IS SEKERE VRAE OOR HOE JY VOEL

Merk een sin by elke groep wat jou gevoelens gedurende die afgelope TWEE WEKE die beste beskrywe.

   1. Ek is nou en dan treurig
   2. Ek is baie dikwels treurig
   3. Ek is al die tyd treurig
   4. Ek haat myself
   5. Ek haat myself
   6. Ek is nie sekere of dinge vir my sal uitwerk nie
   7. Ek is nie sekere of dinge vir my sal uitwerk nie
   8. Ek is nie sekere of dinge vir my sal uitwerk nie
   9. Ek is nie sekere of dinge vir my sal uitwerk nie
   10. Ek is nie sekere of dinge vir my sal uitwerk nie

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE
11. Hoe dikwels voel jy eenzaam wanneer jy:
(Merk een antwoord by elkeen)

a. by die huis is?

b. by die skool is?

c. saam met die kinders is met wie jy lyd saam deurbring?

d. in jou buurt is?

e. in 'n godsdienstige omgewing is?

12. Hoe dikwels voel jy op hierdie manier?
(Merk een antwoord by elkeen)

a. Ek het te min vriendskappe

b. Ek voel uitgelaat

c. Ek is nie meer na aan enigeen nie

d. Ek voel geisoleer van ander

---

**HIER IS SEKERE VRAE OMTRENT JOU OUERS**

Wanneer jy aan "ouers" dink, moet jy dink aan die ouer(s) of voog(de) met wie jy die meeste saamlewe. Merk asseblief die syfer wat die beste beskrywe hoedat elke stelling soos jou moeder is, en merk die syfer wat die beste beskrywe hoedat elke stelling soos jou vader is.

**Moeder**

1. my beter laat voel nadat ek oor my bekommernisse ("worries") met haar hom gespreek het
2. my pak gee sodat ek respek vir die ouer mens en leer
3. die onderwerp verander wanneer ek iets het om te sê
4. my respek leer selfs indien ek van haar of hom versoek
5. baie dikwels teenoor my glimlag
6. na my luister wanneer ek iets te sê het
7. wanneer ek haar/hom regtig ontstel, haar/hom geduld sal verloor en my dan ernstiger straf as wat sy/hy wou
8. aangeven dinge vir my doen
9. in staat is om my beter te laat voel wanneer ek ontstel is
10. wat baie streng met my is
11. my respek leer oor hoe ek oor dinge dink en voel
12. my blommer vir die probleme van ander gesinsledes
13. my waardeer vir wie ek is as 'n onafhanklike persoon
14. dit geniet om dinge saam met my te doen
15. belede gevoelige word teenoor my gebruik
16. hard straf uiteindelik
17. my opbeur wanneer ek treurig is
18. my spot
19. hard straf sodat ek dit vir 'n lang tyd sal onthou
20. my aanspreek op my gevoelens en opinies uit te spreek
21. baie sorg en aandag aan my beste

**Vader**

1. my beter laat voel nadat ek oor my bekommernisse ("worries") met haar hom gespreek het
2. my pak gee sodat ek respek vir die ouer mens en leer
3. die onderwerp verander wanneer ek iets het om te sê
4. my respek leer selfs indien ek van haar of hom versoek
5. baie dikwels teenoor my glimlag
6. na my luister wanneer ek iets te sê het
7. wanneer ek haar/hom regtig ontstel, haar/hom geduld sal verloor en my dan ernstiger straf as wat sy/hy wou
8. aangeven dinge vir my doen
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18. my spot
19. hard straf sodat ek dit vir 'n lang tyd sal onthou
20. my aanspreek op my gevoelens en opinies uit te spreek
21. baie sorg en aandag aan my beste

---

**MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE**

[Drawing of a key with symbols]
22. ware is teenoor my
23. praat van die dinge wat ek in die verlede gemaak het wanneer sy'hy my kritiseer
24. baie krities teenoor my is
25. my laasteal hy is die belangrikste persoon in haar/sy lewe is
26. onbeskoor teenoor my is
27. my dikwels onderbreek
28. daarin gie om haar/sy liefde vir my te wys
29. vol medelye is (voel saam)
30. minder vriendelik teenoor my is, as ek nie dinge soos sy'hy sien nie
31. my straf vir dinge wat sy'hy voortreek in sy gesè in die haak is
32. altyd probeer om te verander hoe ek oor dinge voel en dink
33. bestee van sy of haar tyd aan my
34. my dikwels prys
35. dit sal vermy om na my te kyk wanneer ek haar/hom teleurgestel het
36. kompliumente aan my goe
37. my toelaat om enige aard wat ek wil, uit te gaan
38. maklik is om mee te praat
39. indien ek haar/sy gevoelens seer ongemaak het, ophou om met my te praat totdat ek haar/hom weer tevrede stel
40. baie vir my opoofre
41. my toelaat om enige iets wat ek wil, te doen
42. my toelaat om die een dag een ding te doen en die volgende dag kom ek in die moeilikheid as ek dieselfde ding doen
43. my nie vir ander mense se probleme blamoor nie
44. my dikwels omhels
45. my toelaat om my sinno klaar te maak wanneer ek met hom of haar praat
46. my dikwels soen
47. my lief he Sitte al dink ek nie dieselfde oor dinge as sy of hy nie
48. dikwels die reëls wat ek verondersteel is om te volg, verander
49. my toelaat om na enige plek te gaan sonder dat ek hoef te vra

50. Hoeveel weet jou moeder REGTIG..... (Mark een antwoord by elkeen)

<table>
<thead>
<tr>
<th>WEET BAE</th>
<th>WEET 'N DIETJE</th>
<th>WEET NIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
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<tr>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>a. Wie jou vriende is?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Waar jy saans heengoan?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Hoe jy jou geld beeste?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Wat jy met jou vryetsyd doen?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Waar jy die meeste middae na skool is?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

51. Hoeveel weet jou vader REGTIG..... (Mark een antwoord by elkeen)

<table>
<thead>
<tr>
<th>WEET BAE</th>
<th>WEET 'N DIETJE</th>
<th>WEET NIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
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<td>1</td>
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<td>1</td>
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<td>4</td>
<td>1</td>
<td>3</td>
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<tr>
<td>5</td>
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<td>3</td>
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<tr>
<td>a. Wie jou vriende is?</td>
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</tr>
<tr>
<td>e. Waar jy die meeste middae na skool is?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
52. Hoe sal jy jou verhouding met jou moeder beoordeel? (Merk die syfer wat jou verhouding die beste beskrywe)

- SWAK 1 2 3 4 5 6 7

UITSTEKENDE

53. Hoe sal jy jou verhouding met jou vader beoordeel? (Merk die syfer wat jou verhouding met die beste beskrywe)

- SWAK 1 2 3 4 5 6 7

UITSTEKENDE

54. Oor die algemeen, hoe maak jy en jou moeder besluitie?

- Sy sê my presies wat gedaan moet word.
- Ons bespreek dit en dan besluit ons saam.
- Sy laat my gewoonlik toe om self te besluit.

55. Oor die algemeen, hoe maak jy en jou vader besluite?

- Hy sê my presies wat gedaan moet word.
- Ons bespreek dit en dan besluit ons saam.
- Sy laat my gewoonlik toe om self te besluit.

56. Hoe dikwels neem jy deel aan gesinsbesluite wat jou raak?

- rooil
- weinig
- dikwels
- altyd

57. Hoe dikwels dink jy dat jy aan gesinsbesluite wat jou raak, behoort deel te neem?

- rooil
- weinig
- dikwels
- altyd

HIER IS SEKERE VRAE OOR HOE JY OOR JOUSELF VOEL

1. Merk asseblief in watter mate jy met hierdie stellings saamsiel (Merk een syfer by elkeen)

<table>
<thead>
<tr>
<th>Stelling</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Ek is in staat om dinge so goed soos die meeste mense te doen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Soms voel ek regtig nulleloos</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c. Soms dink ek dat ek vir niks goed is nie</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Oor die algemeen is ek met myself tevrede</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>e. Ek voel dat ek nie veel het om op trots te wees nie</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f. Ek wens dat ek meer respek vir myself kon hê</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>g. Ek het 'n positiewe houding teenoor myself</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h. Ek voel dat ek 'n aantal goeie hoedanighede het</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>i. Indien ek alles in ag neem, is ek geneig om te voel dat ek 'n mislukking is.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>j. Ek voel dat ek 'n persoon van waarde is, ten minste op gelyke vlak met ander mense.</td>
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2. Hoe goed beskryf die volgende stelling jou gevoelens omtrent andere? (Merk een antwoord by elkeen)

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</tr>
</thead>
<tbody>
<tr>
<td>a. Wanneer ek opmerk dat iemand misbruik word, voel ek beskermend teenoor haar/hom</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. Wanneer ek opmerk dat iemand onregverdig behandeld word, voel ek soms nie baie jammer vir haar/hom nie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Ek het dikwels sagte, besorgde gevoelens vir mense wat minder gelukkig as ek is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Ek sal myself as 'n redelik saghartige persoon beskryf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Soms voel ek nie baie jammer vir ander mense wanneer hulle probleme het nie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Ander mense se ongeluk ontsel my gewoonlik nie baie nie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Ek voel dikwels heel geraak deur die dinge wat ek sien gebeur</td>
<td></td>
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</tr>
</tbody>
</table>
1. Het jy al ooit eendom doelbewus beskodig of vernietig?
   - Ja >>> Indien ja,
   - Nee

2. Het jy al ooit alkoholiese drank, bier, wyn of sterk drank gebruik?
   - Ja >>> Indien ja,
   - Nee

3. Het jy al ooit iets met 'n lae waarde gesteel of probeer steel?
   - Ja >>> Indien ja,
   - Nee

4. Het jy al ooit van die huis af weggeloop?
   - Ja >>> Indien ja,
   - Nee

5. Het jy al ooit dinge met hoe waarde gesteel of probeer steel?
   - Ja >>> Indien ja,
   - Nee

6. Was jy al ooit by bende-("gang") gevegte betrokke?
   - Ja >>> Indien ja,
   - Nee

7. Het jy al ooit marihuana (dagga) gebruik?
   - Ja >>> Indien ja,
   - Nee

8. Het jy al ooit iemand geslaan of gedreig om iemand te slaan?
   - Ja >>> Indien ja,
   - Nee

MOET ASGELIF NIE IN Hierdie Area SKRYF NIE
HIER IS NOG 'N PAAR VRAE OOR JOU GESIN

1. Wanneer jou moeder en vader stry (nie ooreenstem nie), hoe dikwels doen hulle die volgende in jou teenwoordigheid (sodat jy hulle kan sien of hoor)?
(Merk een syfer by elkeen)

   a. Mekaar draig
   b. Op mekaar skree
   c. Mekaar beleedig (minagting toon)
   d. Vir mekaar name toesnou

2. Lees asseblief elke sin en besluit dan hoe dikwels dit met jou gebeur.
(Merk een syfer by elkeen)

   a. Hoe dikwels probeer een van jou ouers dat jy een van hulle se kant kies?
   b. Hoe dikwels praat een van jou ouers deur jou met dié ander ouer omdat sy/ hy nie met dié ander ouer wil praat nie?
   c. Hoe dikwels voel jy vasgevang in die middel wanneer jou ouers stry of baklei?
   d. Hoe dikwels voel jy verdeeld (versgeur) tussen jou ouers?

3. Gedurende die laaste ses (6) maande, hoe dikwels het jy openlike verskille met jou moeder of vader of stiefouer oor elk van die volgende gehad?
(Merk een syfer by elkeen)

   a. Hoe ek aantrek
   b. Rondom die huis help
   c. Skool
   d. Klaarkom met ander gesinslede

MOET ASSEBLOF NIE IN HIERDIE AREA SKRYF NIE
   ○ 2 3 4 5 6 7 8 9

2. By jou noue vriende, hoe belangrik is dit vir HULLE dat hulle:
   (Merk een antwoord by elkeen)
   • 1 2 3 4

   a. studeer?
   b. in die skool se sportspanne speel?
   c. deelneem in die skool se organisasies (bv. klubs, kuns, musiek)?
   d. goeie punte behaal?
   e. gewild/ populêr is?
   f. in die moeilikheid beland?
   g. aan gesindstigte aktiwiteite deelneem?
   h. partytjies bywoon?
   i. bymekaar kom met vriende?
   j. 'n reputasie het dat hulle gedug ("tough") is?

   BAIE BELANGRIK
   IETWAT BELANGRIK
   NIE BELANGRIK

3. Hoeveel van jou vriende doen die volgende dinge?
   (Merk een syfer by elkeen).

   a. beskadig of verniel elendem opstellik?
   b. gebruik alkoholieke drank: bier, wyn of sterk drank?
   c. dinge met 'n hoë waarde steel of probeer steel?
   d. van die huis af we gloop?
   e. dinge met 'n lae waarde steel of probeer steel?
   f. in baklery by die skool betrokke raak?
   g. is by bendê-gevegte betrokke?
   h. gebruik marijuana (dagga)?
   i. slaan of drel om mense te slaan?
   j. gebruik harde dwelmiddels soos heriet, kokain en LSD?
   k. gebruik tabak?

   ALMAL DIE MEESTE
   OMTRENT DIE HELTE
   SOMMIGE
   GEEN

   BAIE DIKWELS
   REDELIK DIKWELS
   SOMS
   NOU EN DAN
   NOOT

   a. My ouers hou van die jong mense wat ek as vriende kies.
   b. Nadat ek saam met my vriende uit was, geniet ek dit om vir my ouers te vertel wat ek en my vriende gedoen het.
   c. My ouers geniet dit om met die vriende wat ek huis toe bring te gesels.
   d. My ouers is bekommerd oor die vriende met wie ek assosieer.
   e. Ek voel gemaklik om vriende huis toe te bring.

   MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE
   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○
5. Wanneer jy die volgende vrae beantwoord, dink asseblief aan jou beste selfde-geslag-vriend (byvoorbeeld: indien jy ‘n dogter is, dink aan jou beste meisie-vriend). (Merk een antwoord by elkeen)

- **ELKE DAG**
  - ’N PAAR KEER PER WEEK
  - EEN KEER PER WEEK
  - EEN KEER PER MAAND
  - NOIT

### a. Hoe dikwels bel jy hierdie vriend?
- 1
- 2
- 3
- 4

### b. Indien jy met iets hulp nodig het, hoe dikwels kan jy op hierdie vriend steunmaak om jou te help?
- 1
- 2
- 3
- 4

### c. Wanneer hierdie vriend van jou verskil, hoe dikwels laat hy of sy jou voel dat jou idees nie so goed soos sy of hare is nie?
- 1
- 2
- 3
- 4

### d. Hoe dikwels hel dié vriend jou om die regte ding te doen?
- 1
- 2
- 3
- 4

### e. Hoe dikwels irriteer of verpese hierdie vriend jou?
- 1
- 2
- 3
- 4

### f. Hoe dikwels gaan jy en hierdie vriend na mekaar se huise toe?
- 1
- 2
- 3
- 4

### g. Hoe dikwels vertel jy vir hierdie vriend dinge omtrent jouself wat jy nie vir die meeste ander kinders sal vertel nie?
- 1
- 2
- 3
- 4

### h. Hoe dikwels moedig hierdie vriend jou aan om dinge te doen wat verkeerd is?
- 1
- 2
- 3
- 4

### i. Hoe dikwels laat hierdie vriend jou voel dat jou idees en opinies belangrik en waardevol is?
- 1
- 2
- 3
- 4

### j. Hoe dikwels voel jy dat dit moeilik is om met hierdie vriend oor die weg te kom?
- 1
- 2
- 3
- 4

### k. Hoe dikwels gaan jy en hierdie vriend saam na plekke soos die bioskoop, skatsarena, winkels of ’n sportgeleenheid?
- 1
- 2
- 3
- 4

### l. Wanneer jy ’n ding goed gedaan het, hoe dikwels prys en wens hierdie vriend jou geluk?
- 1
- 2
- 3
- 4

### m. Hoe dikwels vernaam hierdie vriend jou?
- 1
- 2
- 3
- 4

### n. Hoe dikwels moedig hierdie vriend jou aan om die reëls na te volg?
- 1
- 2
- 3
- 4

---

### 1. Wat is jou godsdienstige voorkeur?
- Anglikaan
- Atals
- Boeddhist
- Hindoe
- Joods
- Moomoon
- Moslem
- Nie-godsdienstig
- Nie-sektariesse Christen
- Pinkster-godsdienst
- Protestant
- Rooms Katholiek
- Russies/Grieks-Crondoks
- Sese Dae-Adventis
- Shamanis
- Shinto
- Sikh
- Traditionele Godsdienst
- Geen voorkeur

### 2. Hoe dikwels woon jou godsdienstige dienste/tradisionele godsdienstige ceremonies by? (Merk een)
- Gereelde wyoning (weekliks)
- Redelik gereelde wyoning (byna weekliks)
- Wyoning dikwels (ton minste maandelikse)
- Geleentheidswyoning (verskeie kere per jaar)
- Slegs spesiale geleenthede
- Nooit

### 3. Hoe godsdienstig dink jy is jy?
- Ultra godsdienstig
- Baie godsdienstig
- Makli godsdienstig
- Lakwat godsdienstig
- Glad nie godsdienstig

### Gedurende die laaste maand, hoe dikwels het jy die volgende ding op jou die gedaan?
(Merk een syfer by elkeen)

- Die heilige skrif op jou eie gelees
- In die privaat gebied
- Ernstig oor die godsdienstige geestelike gedink
- Met jou vriende oor godsdienste oor geestelike gespraa
HIER IS 'N PAAR VRAE OOR WAT SOMMIGE MENSE DOEN OF VOEL

Hieronder is 'n lys van items wat kinders beskryve. Dink hoe jy nou is of gedurende die afgelope seis (6) maande was, en merk asseblief die 1 indien die item baie waar of dikwels waar is van jou. Merk die 2 indien die item iets wat of soms waar is van jou. Indien die item nie waar is van jou nie, merk die 3.

<table>
<thead>
<tr>
<th>BAIE WAAR OF DIKWELS WAAR</th>
<th>IETWAT WAAR OF SOMS WAAR</th>
<th>NIE WAAR NIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ek voel eenzaam</td>
<td>1 2 3</td>
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<tr>
<td>b. Ek vernietig my die goed</td>
<td>1 2 3</td>
<td></td>
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<tr>
<td>c. Ek vernietig goed wat aan andere behoort</td>
<td>1 2 3</td>
<td></td>
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<tr>
<td>d. Ek is ongehoorsaam by die skool</td>
<td>1 2 3</td>
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<tr>
<td>e. Ek voel dat die lewe nie die moeite waard is nie</td>
<td>1 2 3</td>
<td></td>
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<tr>
<td>f. Ek raak by baie baklery betrokke</td>
<td>1 2 3</td>
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<tr>
<td>g. Ek beweeg saam met kinders wat in die moeilikheid beland</td>
<td>1 2 3</td>
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<tr>
<td>h. Ek het al aan maniero gedink om myself om die lewe te bring</td>
<td>1 2 3</td>
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</tr>
<tr>
<td>i. Ek liet en vernouk</td>
<td>1 2 3</td>
<td></td>
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<tr>
<td>j. Ek val mense fisies aan</td>
<td>1 2 3</td>
<td></td>
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<tr>
<td>k. Ek skree baie</td>
<td>1 2 3</td>
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<tr>
<td>l. Ek steel goed van ander plekke behalwe van my ouerhuis</td>
<td>1 2 3</td>
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<tr>
<td>m. Ek swets of gebruik vuil taal</td>
<td>1 2 3</td>
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<tr>
<td>n. Ek dreig om mense seer te maak</td>
<td>1 2 3</td>
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<tr>
<td>o. Ek bank (loop weg uit die klas) of draai stoekies</td>
<td>1 2 3</td>
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<tr>
<td>p. Ek is ongelukkig, treurig, of depressief</td>
<td>1 2 3</td>
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<tr>
<td>q. Ek gebruik alkoohol of dwelmiddels vir nie-medisinnale doeleinde</td>
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<tr>
<td>r. Ek voel deurmaak of verward</td>
<td>1 2 3</td>
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HIER IS 'N PAAR VRAE OOR JOU BUURT

1. Hoe voel jy oor jou buurt as 'n plek om in te lewe? Sal jy sê dit is ........ (Merk een)
   - Uitstekend
   - Goed
   - Gemiddeld

2. Van al die kinders wat in jou buurt bly, van hoeveel sou jy kan sê dat hulle redelik goed ken? Dit is......
   (Merk een)
   - Geen
   - Omtrent 'n kwart (¼)
   - Omtrent die helfte (½)

3. Hier is sommige probleme wat in buurte voorkom. Bestaan die volgende probleme in jou buurt?
   (Merk een of by elkeen)
   - Vullis of afvalgoed op die sypaardjes en strate
   - Graffiti op geboue en mure
   - Alkooholiste en oormatige drinkery in die openbaar
   - Leë of verlatte huise of winkels
   - Diefstal
   - Verkoop van dwelmis/alkohol

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE
4. Gedurende die afgelope ses (6) maande, hoe dikwels het jy die volgende manse gesien of tyd saam met hulle deurgebring?
(Merk een syfer by elkeen)

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**ELKE DAG**

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- a. Bure (volwassenes)
- b. Ouers van vriende
- c. Kerkleiers
- d. Gemeenskapsleiers

5. In hoe 'n mate stem jy saam met die volgende sinne?

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- STERK SAMSTEM
- SAAMSTEM
- NIE EEN VAN SAAMSTEM OF NIE SAAMSTEM
- STEM NIE SAAM
- STERK NIE SAMSTEM

- a. My bure meng allyd by my sake in
- b. My bure is nuuskerig
- c. My bure kyk allyd wat ek doen

6. Indien 'n groep kinders van die buurt stokkies draai en op die straatboek rondstaan, hoe moontlik is dit dat jou bure iets daaromtrent sal doen?

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- a. Baie onwaarskynlik
- b. Onwaarskynlik
- c. Baie waarskynlik

7. Indien 'n paar kinders met spuitvel graffiti op 'n gebou in die omgewing aanbring, hoe waarskynlik is dit dat jou bure iets daaromtrent sal doen?

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- a. Baie onwaarskynlik
- b. Onwaarskynlik
- c. Baie waarskynlik

8. Indien 'n kind onholfik is teenoor 'n volwassene, hoe waarskynlik is dit dat mense in jou buurt daardie kind sal terug wys?

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- a. Baie onwaarskynlik
- b. Onwaarskynlik
- c. Baie waarskynlik

9. Hoe dikwels voorsien jou gesin hulp aan?

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- a. ander gemeenskapslede
- b. vriende
- c. uitgebreide familielede

**L**

**HIER IS NOG 'N PAAR VRAE OOR JOUGESIN**

1. Was jou moeder al ooit:
(Merk eenal wat van toepassing is)

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</table>

- Getroud?
- Geskel?
- Uitmekaar? (lewe apart van vader)
- Weer getroud?
- 'n Wewenaar-moeder?

2. Was jou vader al ooit (Merk eenal wat van toepassing is)

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- Getroud?
- Geskel?
- Uitmekaar? (lewe apart van vader)
- Weer getroud?
- 'n Wewenaar-moeder?

3. Met watter ouers of voogde leef jy nou
(Merk een)

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- Beide my moeder en vader in dieselfde huishouding
- Slegs my moeder
- My moeder en my stiefpa
- Slegs my vader
- My vader en my stiefma
- Soms in my moeder se huis en soms in my vader se huis
- Ander familielede (tante, oom, grootouers, ens.)
- Voog of pleegouer wat nie 'n familie lid is nie
- Nie ouers of voogde nie (ek woon alleen of met vriende)

**MOET ASSEBLIEF NIE IN HIERDIE AREA S KRYF NIE**
4. My vader, stiefpa of manlike voog:
   (Merk die een wat die beste beskrywe wat jou vader doen)
   ① Werk vollyds
   ② Het 'n gereelde deelyds werk
   ③ Werk slegs gedurende sekere tye van die jaar of nou en dan
   ④ Is vollyds op kollegeluniversiteit
   ⑤ Werk nie vir 'n salaris nie en is nie vollyds op kollegeluniversiteit nie
   ⑥ Is in die weermag

5. My moeder, stiefma of vroulike voog:
   (Merk die een wat die beste beskrywe wat jou moeder doen)
   ① Werk vollyds
   ② Het 'n gereelde deelyds werk
   ③ Werk slegs gedurende sekere tye van die jaar of nou en dan
   ④ Is vollyds op kollegeluniversiteit
   ⑤ Werk nie vir 'n salaris nie en is nie vollyds op kollegeluniversiteit nie
   ⑥ Is in die weermag

6. In vergelyking met ander kinders van jou ouerdom, hoe welgesteld (ryk of arm) dink jy is jou gesin? (Merk een)
   ① Ons is baie armer as die meeste mense
   ② Ons is 'n klein bietjie armer as die meeste mense
   ③ Ons het omtrent dieselfde hoeveelheid geld as die meeste mense
   ④ Ons is 'n klein bietjie ryker as die meeste mense
   ⑤ Ons is baie ryker as die meeste mense

8. Het jy genoeg geld om: (Merk een syfer by elkeen)
   a. plesierige ("fun") dinge soos jou vriende te doen? (0-2)
   b. deel te neem aan skoolaktiwiteite? (0-2)
   c. skoolgeld (-looiie) te betaal? (0-2)
   d. kos te koop? (0-2)

---

**HIER IS 'N PAARK STELLINGS OOR DINGE WAT SOMS GEBEUR**

a. Hieronder is 'n lys van dinge wat soms met mense gebeur. Merk asseblief hoe onlangs hierdie dinge gebeur het. Merk indien dit nooit gebeur het nie, die een van die ander tye in jou lewe gebeur het, of gedurende die laaste ses (6) maande gebeur het.

   1. Trek na 'n ander huis
   2. Nuwe broer of suster bygekry (gebore of aangeneem)
   3. Ernstige siekte of besering van 'n gesinslid
   4. Ouers skiel
   5. Vermeerdering in die getal argumente tussen ouers
   6. Moeder of vader verloor werk
   7. dood van 'n gesinslid
   8. Ouers uitleek
   9. 'n Ouer wat noodgedwonge baie weg moet wees
   10. Broer of suster wat die huis verlaat
   11. 'n Ouer wat met die gereg bots
   12. 'n Ouer wat 'n nuwe werk kry
   13. Nuwe stiefma of stiefpa
   14. Ouers gaan troonk loo
   15. Verandering in ouers se finansiële omstandighede
   16. Moeilikheid met broer of suster
   17. Vermeerdering in die aantal argumente met ouers
   18. Finansiële probleme wat verband hou met die gesin sa plaas of die gesin sa besigheid

---

**MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18.
1. Hoe waarg is die volgende stellings?
(Merk een syfer by elkeen)

a. Ek genie! dit om te gesels en om dinge saam met eweknieë (vriende van my ouderdom en stand) te doen 1 2 3 4 5

b. Ek raak betrokke by gesprekke met volwassenes (bv. onderwyser, personeel) deur die skool 1 2 3 4 5

c. Ek deel my gevoelens en idees met eweknieë (vriende van my ouderdom en stand) 1 2 3 4 5

d. Ek neem aktief deel in tema-klubs (bv. politiek, geskiedenis, ekonomie) 1 2 3 5

e. Ek gesels met onderwyser en ander personeeldele oor ander dinge buite skoolwerk 1 2 3 5

f. Ek neem aktief deel aan die skool se koerantjie of die jaarboekkalender 1 2 3 5

g. Ek help ander leerlinge leerders wat hulp nodig mag hé (bv. verdwaal in die gebou, seik of soorgryf het) 1 2 3 5

h. Ek vrae in die klas wanneer ek die leermateriaal nie verstaan nie 1 2 3 5

i. Ek neem aktief deel aan drama (bv. skool-opvoerings) of musiek (bv. die orkos) 1 2 3 5

j. Ek openbaar toegeneenheid ("liking") en besorgdeie teenoor my vriende 1 2 3 5

k. Ek neem aktief deel aan die leerling-bestuur op skool 1 2 3 5

l. Ek neem deel aan klasbesprekings 1 2 3 5

m. Ek voel gemaklik om grappe met onderwyser en ander personeeldele te maak 1 2 3 5

2. Dink aan die soort dinge wat jy gewoonlik voor of na skool doen. Omtrent hoeveel uur bestee jy gewoonlik elke weekdags voor of na skool om die volgende dinge te doen?
(Merk een antwoord by elkeen)

Ngosuku Ngalünye Phambi Okanye Gemva Kwesikolo

Elke Weekdags Voor Of Na Skool

5uur of meer 1 2 3 4 5
1 tot 3 uur 1 2 3 4 5
1 tot 2 uur 1 2 3 4 5
Minder as 1 uur 1 2 3 4 5
Geen tyd; ek doen dit nie

a. Skoolwerk doen

b. Deon dinge saam met vriende of gesels met vriende

c. Neem deel aan sport by die skool

d. Neem deel aan sport, maar nie by die skool nie

e. Neem deel aan ander skool aktiwiteite soos klubs, koor, etc.

f. Bespeel 'n musiekinstrument by die huis

g. Deon onwillige werk

h. Televisie kyk of video-speletjies speel

i. Gebruik 'n persoonlike rekenaar ("computerPC")

j. Deon huishoudlike werk (in en om die huis) wat jou ouers verwyk dat jy moet doen

k. Neem deel aan gemeenskaps-aktiwiteite soos die Scouts, ontspanningsprogramme, dans en musieklusses, ens.

l. Neem deel aan aktiwiteite wat met die kerk in verband staan

m. Deon dinge saam met ander lede van jou gesin (ma, pa, broers en susters)

n. Werk in die gesin of familie-besigheid

o. Is besig in 'n werk vir betaling

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

15
1. Wat is sommige van die kenmerke van jongmense, so oud soos jy, wat jy bewonder?

2. Wat is sommige van die dinge wat jongmense, so oud soos jy, doen wat jy nie goedkeur nie?

Maak asseblief 'n lys van vier (4) spesifieke dinge wat jou ouers doen wat jou laat voel dat hulle jou liefhet.

1  2  3  4

Maak asseblief 'n lys van vier (4) spesifieke dinge wat jou ouers doen wat jou laat wonder of hulle jou liefhet.

1  2

Waarvan hou jy die meeste van jou gesin?

Waarvan hou jy die minste van jou gesin?

Hierdie studie het vir jou gevra om te "praat" oor sommige baie persoonlike dinge in jou lewe en ons het baie waardering vir die eerlike manier waarop jy hierdie vrae beantwoord het. Jou antwoorde sal volkome privaat gehou word en sal nie met enigiemand gedeel word nie.

Sommige leerlinge leerders sukkel vreeslik met hul gevoelens of hulle raak dalk betrokke by gevaarlike gedrag. Indien jy oor jouself bekommerd is en voel dat jy hulp nodig het met enige van die probleme wat in hierdie studie genoem word, dan moet jy jou naam op die lyn hieronder neerskryf. Die onderwyser-voortligter sal jou dan kontak en vir jou sê hoe jy hulp kan kry.

X

Baie Dankie

MOET ASEBLIEF NIE IN HIERDIE AREA SKRYF NIE
Uphando ngolutsha namakhaya

Inguquelelo
ngolwimi
lwesixhosa
IProjekthi yoLutsha nosapho  [Youth and Family Project]

INGuqulelo yoLwimi lwesiXhosa  [Xhosa Language Version]

NCEDA SUKUBHALA KULE NDAWO  [Please do not write in this area]

[p/2]

IMIYALELO


Ngabaphi abazali okanye abagcini chlala nabo ngoku?
(Makisha impendulo enye kuphela)

(1) Ebobabini utata nomama wam kwikhaya elinye
(2) Umama wam kumphela
(3) Umama wam notata omthsha
(4) Utata wam kumphela
(5) Utata wam nomama omthsha
(6) Ngelinye ixesha ndiba sekhayeni likamama wam ngelinye ndibe kwelikatata wam
(7) Ezintesizitha zam (uanti, umalume, abazali abakhulu, njl.njl.)
(8) Umcini okanye umzali omthsha ongezisizitha
(9) Akukho bazali okanye bagcini (Ndhlala ndedwa okanye nezihlobo)

IMIYALELO YOKUMAKISHA

* Sabezisa ipensile enguNomb.2 kumphela.
* Sukusebenzisa i-inki, usiba lokubhalo, okanye ipeni eqinileyo nesibaca ngaphambili
* Makisha ngokuqinileyo uzalise isekile ngokugqibeleleyo.
* Sula kakhulu imakiso ofuna ukuzitshintsha.

Iimaki ezingalunganga  [Incorrect marks]
Imaki elungileyo  [Correct mark]
Onanye umzekelo wokumakisha amanani ngulo:
(Makisha impendulo enye kuphela)

[Umama] NDIFANA NAYE KAKHULU
NDIBUFANA NAYE
ANDIPANI NAYE

[Utata] NDIBUFANA NAYE
NDIFANA NAYE
NDIFANA NAYE KAKHULU

Umama wam okanye uTata ngumuntu o... 3. khoelwa ekubeni abe nemithetho emininzi nayigcinayo. (1) ( ) (3) (1) (2) ( )

Xa Uphendula lo mbutu neminye imibuzo malunga nabazali bakho, cinga ngomama kunye notata ochitha ixesha elininzi naye.

Eminye imibuzo ifuna ukuba ubhale ngokwenombolo. Umzekelo:

4. Bangaphi oobhuti noosisi bakho? [Oobhuti] [Cosisi]
(Faka inani) 0 2
[diagram] 0 4
[diagram]

Eminye imibuzo ifuna ukuba umakishe umgca ofanelekileyo. Umzekelo:
(1) Ndenza uninzi lwezinto kakuhle.
( ) Ndenza izinto ezininzi kakuhle.
(3) Ndenza yonke into ngendlela engalunganga

Khumbula, akukho zimpendulo zilungileyo okanye zingalunganga.

Makisha nje nantoni na oyidingayo okanye oyilavayo.

NCEDA SUKUBHALA KULE NDAWO
[Please use this area]

[p/3]

[A] NANTS'I IMIBUZO YENTSHAYELELO

(Nceda ugcwalise iindawo ezingenanto okanye umakishe iinombolo ezichanekileyo.)

1. Sithini isiini sakho?
(1) Uyindoda
(2) Ubhingile

2. Mingaphi iminyaka yakho?

3. Ingaba leliphi iqela lobuhlanga/lobuzwe lakho?
(1) UmAfrika
(2) UmMelika(ongumAfrika)
(3) UmMelika(oliNgisi)
(4) UmMelika(ongumEshiya)
(5) UmMelika(onguHispani)
(6) UmMelika (oliIndiya)
(7) UmArabhu
(8) UmEshiya
(9) UmOstreliya
(10) UmOstreliya (iNzalelwane)
(11) UmOstreliya (oweZiqithi zeTorres Strait)
(12) NgumYurophu
(13) UmIndiya
(14) Olunye

[B] MANTSi EMiNYE IMIBUzo NGESIKOLO

1. Xa kutheleki swa nonyaka ophelileyo, usithanda kangakanani isikolo kulo nyaka? (Makisha inombolo)

Ngaphantsi kunonyaka ophelileyo
(1) (2) (3) (4) (5) (6) (7)
Ngaphezulu kunonyaka ophelileyo

2. Ingaha kufuneka kangakanani osikolweni sakho ukongezwa kwemithetho ukwenzela ukuba ku: (Makisha inombolo)

IMFUNEKO INKULU KAKHULU
IMFUNEKO INKULU
IMFUNEKO IKHONA NJE
IMFUNEKO INCINANE
AKUKHO MFUNEKO

a. yekwe ubusela? (1) (2) (3) (4) (5)
b. yekwe ukusetyenziswa kakubi kweziyobini? (1) (2) (3) (4) (5)
c. yekwe ubundlobongela nokulu? (1) (2) (3) (4) (5)

3. Bangaphi cotitshala bakho:
(Makisha inombolo enye ngaye ngamnye)

BONKE
ISININZI
SISIQINGATHA
ABATHILE
NAMNYE

a. abangakhathaliyo xa ufumene amangaku aphantsi? (1) (2) (3) (4) (5)
b. abakholelwa ekubeni ungenza ngcono esikolweni? (1) (2) (3) (4) (5)
c. abazimiseleyo ukukunceda xa ufuna uncedo ngomsebenzi wesikolo? (1) (2) (3) (4) (5)
d. abangathanda ukukunceda xa uhaxelele ngengxaki yakho obumayo? (1) (2) (3) (4) (5)
e. abamamela ngenyameko kwinto oyithethayo? (1) (2) (3) (4) (5)

4. Bangaphi cotitshala bakho kulo nyaka abakuthatha njengomuntu okhulileyo kuneetitshala zakho zonyaka ophelileyo?
(Makisha impendulo enye)
5. Bangaphi kwaba balandelayo abantu kwisikolo sakho abakhathalayo ngawe njengomuntu?
(Makisha inombolo enye ngomuntu ngamnye)
AKUKHO NAMNYE
ABATHILE
BANINZI

a. ingununu nesekala lakhe (1)(2)(3)
b. abanye abantu abadala (1)(2)(3)
c. ootitshala (1)(2)(3)

6. Xa kukonke, wenze kakuhle kungakanani na esikolweni?
Ingaba ungathi amangaku akho ebe-:

(1) ngaphethu lea kokulindelekhileyo,
(2) ngaphethu nje kokulindelekhileyo
(3) lindelekle
(4) ngaphantsana kokulindelekhileyo, okanye
(5) ngaphantsi lea kokulindelekhileyo?

7. Xa kuthelekiiswa kunyaka wesikolo, zingaphi iiyure ngeveki ozhitha kumsebenzi wesikolo ekhaya - kuquka ixesha ozhitha kumsebenzi wesikolo kokubini xa usesikolweni naxa ungekho sesikolweni? (Makisha impendulo enye kuphela)

(0) Iiyure eziyi-0
(1) Iiyure eNde ukuya kwezi-1
(2) Iiyure ezi-5 ukuya kwezi-9
(3) Iiyure ezili-10 ukuya kwezi-14
(4) Iiyure ezili-15 ukuya kwezi-19
(5) Iiyure ezingama-20 ukuya kwezi-24
(6) Iiyure ezingama-25 ngaphethu

NCEDA UNGABHALI KULE NDAMO
[Please do not write in this area]

[p/4]

8. Nceda uphendule le mibuzo ngo-ewe okanye ngo-hayi malunga neklasi yakho vsMaths: (Makisha ngo-ewe okanye ngo-hayi)

EWENAYI

a. Ingaba ungaphakama uhamba-hambe eklasini xa ufuna? (1)(2)
b. Ingaba uyazigqibela apho mawuhlale khona eklasini? (1)(2)
c. Ingaba uyancidisa ekugqiben ngobungakanani bomsebenzi wesikolo owenziwa ekhaya omawuwufumane? (1)(2)
d. Ingaba wena kunya nabanye abantwana eklasini yakho niyagqiba kunya ngokuba kufuneka ibe uye phi imithetho? (1)(2)

e. Xa uwugqible umsebenzi wakho eklasini, ungagqiba ngokulandelwayo omawukwenzee? (1)(2)

9. Kwezi ntsuku zingama-30 zidlulileyo, kungaphaphi omnye kubazali bakho: (Makisha inombolo enye ngombezo ngamnye)

QHO
NGAMAXEISHA ATHILE
MANQAPHANQAPHA
NAKANYE

c. Akuncedise ekwenzeni umsebenzi wesikolo? (1)(2)(3)(4)
e. Abeke ihesha lokuba sekhaya ngobusuku besikolo? (1)(2)(3)(4)

10. Angakanani amathemba okuba unzenza enye yezi zinto zilandelayo? (Makisha inombolo enye ngayi ngamnye)

NGOKUQINISEKILEYO NDAKUYENZA
MHAWUMBI NDINGAYENZA
MHAWUMBI NDINGANGAYENZA
NGOKUQINISEKILEYO ANDYI KUYENZA

a. Ukuphumelela ndishie isikolo esiphakamileyo (1)(2)(3)(4)
b. Ukuya kwisikolo sobugqisa okanye sobiqiso (1)(2)(3)(4)
c. Ukuphumelela ndishie ikholeji yeminyaka emibini (1)(2)(3)(4)
d. Ukuphumelela kwikholeji okanye kwidunivesithi yeminyaka esimine (1)(2)(3)(4)
e. Uye kwisikolo okanye ikholeji yabanezidanga okanye eyabanobuchule obuthile (1)(2)(3)(4)

[C]. NANTSI EMINYE IMIBUZO NGENDLELA OZIVA NGAYO

Makisha isivakalisi sibesinye kuhlelo ngalunye esichaza ngcono indlela ova ngayi kwivekE KZIMBINI ezidlulileyo.

1. () Ndiva kakubi emva kwethuba
   () Ndiva kakubi amaxesha amalinzi
   () Ndiva kakubi ngalo lonke ihesha

2. () Akukho nto iya kuza indilungele
   () Andiqinisekanga ukuba izinto siza kundihambela kakuhle
   () Izinto siza kundihambela kakuhle
3. () Ndenza uninzi lwezinto kakuhle  
   () Ndenza izinto ezininzi kakuhle  
   () Ndenza zonke izinto ngendlela engeyiyo

4. () Ndizazicaphukela  
   () Andizithandi  
   () Ndizazithanda

5. () Ndiva ngathi ndingalila yonke imihla  
   () Ndiva ngathi ndingalila iintsuku ezininzi  
   () Ndiva ngathi ndingalila kanye emva kwethuba elide

6. () Izinto ziyandikkhathaza ngalo lonke ixesha  
   () Izinto ziyandikkhathaza amaxesha amaninzi  
   () Izinto ziyandikkhathaza kanye emva kwethuba elide

7. () Ndikhangaleka ndilungile  
   () Kukho izinto ezimbi ngendlela endijongeka ngayo  
   () Ndikhangaleka ndimbi

8. () Ndiziva ndinedwa  
   () Ndiziva ndinedwa amaxesha amaninzi  
   () Ndiziva ndinedwa ngalo lonke ixesha

9. () Ndinahlobo abaninzi  
   () Ndinahlobo abathile, kodwa ndingwenela ukungu bekebeninzi  
   () Andinaye namnye umnhlobo

10. () Akukho mntu undithandayo nyani  
    () Andiqinisekanga ukuba ukhona umntu undithandayo  
    () Ndiqinisekile ukuba akukho mntu undithandayo

NCEDA UNGABHULI KULE NDAWO
[Please do not write in this area]

[p/5]

Makisha isivakalisi sibe sinye kwezi zilandelayo esichaza kakuhle indlela ove ngayo kwivekile ezimbingeni ezidululeyo.

11. Kukangangaphi uziva ulilo lo xa u-:(Makisha impendulo enye ngombuzo ngamnye)

KAKHULU
NGAMAXESHA ATHILE
PHANTSE NAKANYE
NAKANYE

a. ekhaya? (1)(2)(3)(4)  
b. esikolweni? (1)(2)(3)(4)  
c. kunye nabantuwa ochitha nabo ixesha? (1)(2)(3)(4)  
d. ebhumelwanele bakho? (1)(2)(3)(4)  
e. kwiivindibano zenkolo? (1)(2)(3)(4)
12. Kukangaphi uziva ngolu hlobo? (Makisha impendulo enye ngombuzo ngamnye)

KANINZI
NGAMAXESA ATHILE
PHANTSE NAKANYE
NAKANYE

c. Andikho kufuthane nakwuphi umntu. (1)(2)(3)(4)

[D] NANTSU EMUNYE IMIBUZO NGABAZALI BAKHO

Xa ucinga "ngabazali" cinga ngomzali okanye abazali, okanye ucinge ngeumncini okanye abagcini ohlala ithuba elinizini nabo. Noeda umakishe inombolo echaza ngcono ingxelo nganye malunga nomama, umakishe nechaza ngcono utata wakhlo.

UMama wam okanye uTata wam ngumntu...

UMama

UFANA NAYE KAKHULU
UBUFANA NAYE
AWUFANI NAYE

UTata

AWUFANI NAYE KAKHULU
UBUFANA NAYE
UFANA NAYE KAKHULU

5. uyandincemela amaxesha amaninzi (1)(2)(3)/(1)(2)(3)
6. uyandimamela xa ndinento yokuthetha (1)(2)(3)/(1)(2)(3)
7. xa ndimcaphukisa nyanzi, uphelela ngumonde andohlwaye kakhulu kunokuba efunu. (1)(2)(3)/(1)(2)(3)
8. udenzela izinto ezintle. (1)(2)(3)/(1)(2)(3)
10. ungqongqo kakhulu ngakum. (1)(2)(3)/(1)(2)(3)
11. uyayihlonipha indlela endiva nendibona ngayo izinto. (1)(2)(3)/(1)(2)(3)
12. uyandityhola malunga nengxaki zabanye bosapho. (1)(2)(3)/(1)(2)(3)
13. undixabisile ekwakuxabisile ukuba ndingumntu ozimeleyo.
15. uyathuka kakhulu xa ethetha nam. (1)(2)(3)/(1)(2)(3)
17. undenza ndidleke xa ndingenwabanga. (1)(2)(3)/(1)(2)(3)
18. uhlekisa ngam. (1)(2)(3)/(1)(2)(3)
19. undohlwaya kahphuhlango, ngoko ndisoloko ndicinga ngalo nto. (1)(2)(3)/(1)(2)(3)
20. uyandikhuthaza ukuba ndivakalise izimvo zam nendlela endiva ngayo. (1)(2)(3)/(1)(2)(3)

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[Please do not write in this area]

[p/6]

UMama wam okanye uTata wam ngumuntu...

UMama

UFANA NAYE KAKHULU
UBUFANA NAYE
AWUFANI NAYE

UTata

AWUFANI NAYE KAKHULU
UBUFANA NAYE
UFANA NAYE KAKHULU

22. undikhohlakalele. (1)(2)(3)/(1)(2)(3)
23. undikhumbuza ngeempazamo zam zakudala xa endigxeka.
24. uyandigxeka kakhulu.
25. undenza ndizive ndingumuntu obaluleke kakhulu.
26. ubukhali ngakum.
27. usoloko endiphazamisa.
28. ukholoelwa ekundiboniseni uthando lwakhe.
29. unovelwano.
30. akanabubele kakhulu, xa ndingaziboni njengaye izinto.
31. uyandohlwayela izinto awayethe zilungile.
32. usoloko ezama ukuthintsha indlela endibona nendiva ngayo.
33. undinika ixesha lakhe.
34. usoloko endibonga.
35. akathandi ukundijonga xa ndimphoxile.
36. uyandincoma.
37. uyandivumela ndiphume nangaluphi uchatya.
38. kulula ukuncokola naye.
39. ukuba ndithe ndakhathaza, uyayeka ukuthetha nam de ndibe ndiyamonwabisa kwakhona.
40. uzenza idini ngam.
41. undivumela ukuba ndenze nontoni endiyithandayo.
42. undivumela ukuba ndenze into ethile kodwa ngosuku olulandelayo ndiba senkathazweni ngokwenza kwalo nto inye.
43. akandigxeki endigxekela iingxaki zabanye abantu.
44. usoloko endigona.
45. uyandivumela ukuba ndiggibe into endiyithethayo xa ndithetha naye.
46. usoloko endiphuza.
47. uyandithanda nokuba andiboni zinto njengaye.
48. usoloko etshintsha imithetho ekufanele ndiyilandele.
49. undivumela ukuba ndiye naphi na apho ndithandayo nokuba andicelanga.

50. Umama wakho wazi kangakanani NYANI...
   (Makisha impendulo enye ngombuzo ngamnye)

   WAZI KAKHULU
   WAZI KANCINCNI
   AKAZI NTO
   b. Uyaphi ebusuku?  (1)(2)(3)
   c. Uyichitha njani imali yakho?  (1)(2)(3)
   d. Wenza ntoni ngexesha lakho ongazakakanga ngalo?  (1)(2)(3)
   e. Ubaphi emalanga emva kokubuya esikolweni?  (1)(2)(3)

51. Utata wakho wazi kangakanani NYANI...
   (Makisha impendulo enye ngombuzo ngamnye)

   WAZI KAKHULU
   WAZI KANCINCNI
   AKAZI NTO
   b. Uyaphi ebusuku?  (1)(2)(3)
   c. Uyichitha njani imali yakho?  (1)(2)(3)
   d. Wenza ntoni ngexesha lakho ongazakakanga ngalo?  (1)(2)(3)
   e. Ubaphi emalanga emva kokubuya esikolweni?  (1)(2)(3)

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52. Ingaba ungabulinganisa njani ubuhlobo nomama wakho?  (Makisha
inombolo echa sa ngcono ubuhlobo bakho)

   BUBI - (1)(2)(3)(4)(5)(6)(7) - BUHLE KAKHULU

53. Ingaba ungabulinganisa njani ubuhlobo notata wakho?  (Makisha
inombolo echa sa ngcono ubuhlobo bakho)

   BUBI - (1)(2)(3)(4)(5)(6)(7) - BUHLE KAKHULU
54. Ngokubanzi, ingaba nizithatha njani izigqibo nomama wakho?
(a) Uyandixelela into emandiyenze.
(b) Siyaxoxa sigqibe kunye emva koko.
(c) Usoloko endivumela ukuba ndizithathele izigqibo ngokwam.

55. Ngokubanzi, ingaba nizithatha njani izigqibo notata wakho?
(a) Uyandixelela into emandiyeye.
(b) Siyaxoxa sigqibe kunye emva koko.
(c) Usoloko endivumela ukuba ndizithathele izigqibo ngokwam.

56. Ingaba ubandakanyeka kanganani ekuthatheni izigqibo zosapho ezibandakanya wena?
(a) nakanye
(b) mangaphanqapha
(c) ngamanye amaxesha
(d) amaxesha amaninzi
(e) qho

57. Ingaba ucinga ukuba mawubandakanyekes kungaphi xa kuthatyathwa izigqibo ezibandakanya wena?
(a) nakanye
(b) mangaphanqapha
(c) ngamanye amaxesha
(d) amaxesha amaninzi
(e) qho

[END] NANTSIE EMINYE IMIBUZO MALUNGA NENDLELA OYA NGAYO MALUNGA NAWE.

1. Nceda umakishe ukuba uvimelana kanganani na nezi ngxelo.
(Makisha incombo enye ngombuzo ngamnye)

ANDIVUMI KAKHULU
ANDIVUMI
ANDALI KWAYE ANDIVUMI
NDIYAVUMA
NDIVUMA KAKHULU

b. Ndidla ngokuziva kungekho nto yam ngamanye amaxesha.
c. Ngamanye amaxesha ndiyenie ndicinge ukuba andilunganga kwaphela.
d. Kukonke, ndiyonela kukuba ndim.
e. Ndiziva ndingenenato endingazidla ngayo.
f. Ndingwenela ukuba ndingazihlonipha kakhulu.
g. Ndizijonga ngendlela enethemba.
h. Ndizivela ukuba ndinezinto ezininzi ezintle.
i. Kukonke, ndisoloko ndiziva njengomntu osoloko engaphumeleleli.
j. Ndiziva ukuba ndingumntu oxabisekileyo, noxo ngokulinganayo nabanye.
2. Ingaba ezi ngxelo zilandelayo ziyichaza kangakanani na indlela ova ngayo ngabanye? (Makisha impendulo enye ngombuzo ngamnye)

SINDICHAZA KAKHLE KAKHULU
SINDICHAZA KAKHLE
SIYANDICHAZA NOKWINA
SINDICHAZA KANCINCI
ASINDICHAZA KAKHLE

a. Xa ndibona omnye exhatshwazwa, ndiye ndizive ngathi ndingamkhusela. (1)(2)(3)(4)(5)
b. Xa ndibona omnye ophathwa kakubi, ndiye ngamaxesha ethile ndingabhi nalusizi.
c. Ndisoloko ndinovelwano olunzulu ngabanye abantu abahleleklelileyo kunam.
d. Ndingazichaza njengemuntu onentliziyo ethambileyo.
e. Ngamanye amakesha onibaveli lusizi abanye abantu xa beneengxaki.
f. Amashwa okanye lingozi zabanye abantu zisoloko zindikathaza kakhulu.
g. Ndisoloko ndikathazwa zizinto endizibona zisenzeka.

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[F] NANTSU EMINYE IMIBUZO MALUNSA NEZINTO EZENZWA NGABANYE ABANTU ABASEBANCINCI.

1. Ingaba wawukhe wonakalisa okanye vaphula ipropati ngamabom?

   (1) Ewe - - Ukuba ngu-ewe, Mangaphi amakesha othe wenza le nto kwintyanga ezintandathu ezidululileyo?

   (2) Hayi

2. Ingaba wakhe wazisobenzisa iziselo ezinxilisayo, ibhiya, iwayini, utywala obunamandla?

   (1) Ewe - - Ukuba ngu-ewe, Mangaphi amakesha ozenze ngayo le nto kwintyanga ezintandathu ezidululileyo?

   (2) Hayi

3. Ingaba wakhe waba okanye wazama ukuba into enexabiso eliphantsi?

   (1) Ewe - - Ukuba ngu-ewe, Mangaphi amakesha othe wenza ngayo le nto kwintyanga ezintandathu
4. Ingaba wakhe wabaleka wemka ekhaya?

(1) Ewe — — Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo lco nto kwinyanga ezintandathu ezidlulileyo?

(2) Hayi

5. Ingaba wakhe waba okanye wazama ukuba into onoxabiso eliphezulu?

(1) Ewe — — Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo lco nto kwinyanga ezintandathu ezidlulileyo?

(2) Hayi

5. Ingaba wakhe wabandakanyeka kwimilo yamazona obundlobongela?

(1) Ewe — — Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo lco nto kwinyanga ezintandathu ezidlulileyo?

(2) Hayi

7. Ingaba wakhe wayisebenzisa intsangu?

(1) Ewe — — Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo lco nto kwinyanga ezintandathu ezidlulileyo?

(2) Hayi

8. Ingaba wakhe wabetha okanye woyikisa ngokubetha umntu othile?

(1) Ewe — — Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo lco nto kwinyanga ezintandathu ezidlulileyo?

(2) Hayi

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9. Ingaba wakhe wasibenzisa iziyobisi ezifana nehiroyini, iikhokheyni, neLSD?
(1) Ewe - - Ukuba ngu-ewa, Mangaphi amaxeshu othe wayenza ngawo loo nto kwiniyanga ezintandathu ezidlulileyo?

(2) Hayi

10. Ingaba wakhe walisebenzisa icuba?

(1) Ewe - - Ukuba ngu-ewa, Mangaphi amaxeshu othe wayenza ngawo loo nto kwiniyanga ezintandathu ezidlulileyo?

(2) Hayi

[9] NANTS EMINYE IMIBUZO EYONGEZIWEYO MALUNGA NOSAPHO LWAKOWENU.

1. Xa unama notata wakho bengavumelani, kukangaphi besenza ezi zinto zilandelayo phambi kwakho (ukwenzela ukuba ubone okanye uve)? (Makisha inombolo enye ngombuzo ngamnye)

AMAXESHA AMANINZI
AMAXESHA ATHILE
KANYE EMVA KWETHUBA ELIDE
ABAZANGE NAKANYE

a. Omnye oyikise omnye (1)(2)(3)
b. Bakhwazane (1)(2)(3)
c. Bathuke (babonise ukungahlalosphani) omnye nomnye (1)(2)(3)
d. Banyembanc (1)(2)(3)

2. Nceda funda isivakalisi ngasinye wenze isiggibo sokuba yenzeka kangaphi na le nto kuwe. (Makisha inombolo enye ngombuzo ngamnye)

b. Kukangaphi omnye wabazali bakho ethumela umyalezo komnye ngawo ngenxa yokuba wena awufuni kuthetha nomnye umzali?
c. Kukangaphi usoloko uziva ukuba ubambekile phakathi naphakathi xa abazali bakho besilwa?
d. Kukangaphi uziva ungakumacala omabini abazali bakho?

3. Kwezi nyanga zintandathu zidlulileyo, kukangaphi ungavumelani ngokungafihliyiso nomama okanye notata wakho okanye umzali wakho omtha malungu neny e kwezi zinto zilandelayo? (Makisha inombolo enye ngombuzo ngamnye)

PHANTSE YONKE IMIHLA
AMAXESHA AMANINZI NGEVEKI
PHANTSE KUBE KANYE NGEVEKI
AMAXESHA AMANINZI NGENYANGA
NGAPHANTSU KWAKANYE NGENYANGA
AKUKHO NEMINI ENYE

b. Ukunceda endlini

c. Isikolo

d. Ukuvana nabanye bosapho lwasekhaya

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[H] NANTSIR EMINYE IMIBUZO MALUNGA NABAHLISO BAKHO.


() Namnye
(1) (2) (3) (4) (5) (6) (7) (8) (9+)

2. Kubahliso bakho abasondeleyo, kubaluleke khangakanani KUBO ukuba bathi: (Makisha impendulo enye ngombuzo ngamnye)

KUBALULEKE KAKHULU
KUBALULEKE NJE
AKUBALULEKANGA

a. bafunde?
(1) (2) (3)
b. baldale emabaleni amagela okudlala esikolo?
c. bathabathe inxaxheba kwimibutho yesikolo (umz.iiklabhu, ezchuchule, umculo)?
d. hafumane amangaku amahle?
e. babaluleke/bathandle kakhulu?
f. bangene enkathazweni?
g. bathabathe inxaxheba kwimisebenzi yenkolo?
h. baye ezipatini?
i. bahlangane nabahliso?
j. haziwe kakhulu ngokomela?

3. Bangaphi abahliso bakho abenza ezi zinto zilandelayo? (Makisha inombolo enye ngombuzo ngamnye)

BONKE
ISININZI
MALUNGA NEHAFU
ABATHILE
AKUKHO NAMNYE

a. abonakalisa okanye batshabalalise ipropati ngamabom?
(1) (2) (3) (4) (5)
b. abasebenzisa iziselo zekakhoholi, ibhiya, iwayini, utywala obunamandla?
c. ababa okanye bazame ukuba izinto zexabiso eliphezulu?
d. ababaleka ekhaya?
e. ababa, okanye bazame ukuba izinto zekabiso eliphantsi?
f. abalwayo esikolweni?
g. ababandakanye ka kwimilo yamaqela obundlobongela?
h. abasebenzisa intsangu?
i. ababetha okanye boyikise ngokubetha abantu?
j. abasebenzisa iziyobisi ezinamandla ezifana nehiroyini, ikhokheyini, kunye neLSD?
k. abasebenzisa icuba?

4. Nceda umakishe impendulo echaza ngcono ukubandakanye ka kwabazali bakho kubudlelwane bakho nabahlobo bakho. [Makisha inombolo enye ngombuzo ngamnye]

AMAXESHA AMANINZI KAKHULU
NGAMAXESHA AMANINZI
NGAMAXESHA ATHILE
KANYE ENVA KWETHUBA ELIDE
NAKANYE

a. Abazali bam bayabathanda abantu abancinane endibakhetha njengabhahlobo. (0) (1) (2) (3) (4)
b. Emva kokuba ndiphumile nabahlobo bam, ndiyakhuthanda ukubaliselana abazali bam ngezinto endithe mna nabahlobo bam sazena.
c. Abazali bam bayakuthanda ukuncokola nabahlobo endiza nabo ekhaya.
d. Abazali bam bayahluphekwa ngabahlobo endiqhelene nabo.
e. Ndiziva ndikhululekile ukuzisa abahlobo bam ekhaya.

5. Xa uphendula le mibuzo ilandelayo, nceda ucinge ngomhlobo wakho omkhulu wesini esifana resakhoo (umzekelo: ukuba uyintombazana, cinga ngomhlobo wakho omkhulu oyintombazana). [Makisha impendulo enye ngombuzo ngamnye]

YONKE IMHLA
AMAXESHA AMBALWA EVEKINI
KANYE NGAVEKI
KANYE NGENYANGA
NAKANYE

a. Umfowunela kangaphi lo mhlobo wakho? (0) (1) (2) (3) (4)
b. Ukuba ufuna ukuncedwa ngento ethile, ingaba uthembela kangakanani kulo mhlobo nqondo?
c. Xa lo mhlobo engavumelani nawe, kukangaphi ukuba akwenze uzive ngatho izimvo zakho azilunganga njengezakhe?
d. Mangaphi amathuba athi ngawo lo mhlobo wakho akuncede ukuba wenze into elungileyo?
1. Yeyiphi inkolo oyithandayo?

(1) ByaseTshetshi
(2) ByamaAtheyisti
(3) Eyebuddhist
(4) ByamaHindu
(5) ByamaJuda
(6) ByamaMorimoni
(7) ByamaSilemusi
(8) Awukholelwana
(9) ByamaKrestu ahlangeleyo
(10) ByasePentekoste
(11) ByamaProtestanti
(12) ByamaRoma
(13) IOOrthodox yamaRashiya namaGrike
(14) ByamaSabatha
(15) ByamaShamanisiti
(16) ByamaShintoisiti
(17) ByamaSikh
(18) ByaboMoya weMveli
(19) Andikhethi naNye
(20) Bnye

2. Kukangaphi usiya enkonzweni yenkolo/kumcimbi wezemveli? (Makisha ibeny)  

(1) Oho (ngeveksi)
(2) Ndiya phantsse qho (phantsse ngeveksi nganye)
(3) Ndiya ngalo lonke ixesha (phantsse ngenyanga nganye)
(4) Nqamaxesha athile (amaxesha amaninzi ngonyaka)
(5) Nqamaxesha akhethekileyo (amaxesha amaninzi enyakeni)
3. Ingaba uzithatha ngokuba ukholwe kangakanani wena?

(1) Kakhulu kakhulu
(2) Kakhulu
(3) Uphakathi
(4) Ubukholwa nokwana
(5) Awukholwanga konke

4. Kwinyanga ephelileyo, ingaba uzenze kangaphi ezi zinto zilandelayo ngokwakho? (Makisha inombolo enye ngombuzo ngamnye)

YONKE IMIHLA
KAMBALWA NGEVEKI
MALUNGA NAKANYE NGEVEKI
KA-2 NAKA-3 NGENYANGA
MALUNGA NAKANYE NGENYANGA
NGAPHANTSISI WAKANYE NGENYANGA
AZANGE NEMINI ENYE

b. Usizhandazele ngokwakho
c. Udinge kakhulu ngenkolo/ngokuba nomoya
d. Uthele ngenkolo/ngokuba nomoya kunye nabahlobo bakho

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5. Ingaba unesicwawngciso zokwenza inkonzo eyodwa uyenziela inkoloyakho (umzekelo: ukusebenzela iziko labefundisi; ukuba ngumfundisi, umshumayeli, unongendi, urabbi, ighirha/inkokeli yemveli, njl.njl)?

(1) Hayi ngaphandle kwamathandabuzo
(2) Mhlawumbi hayi
(3) Andikathathi sigqibo
(4) Mhlawumbi kungenza
(5) Ngokuqinisekileyo
(6) Andithabathi nxaxheba kwezenkolo

[J] NANTSISO EMINYE IMIBUZO MALUNGA NEZINTO ABANYE ABANTU ARAZENZAYO OKANYE ABAZIVAYO.

1. Ngezantsi kukho uluhlulwenzinto ezichaza abantwana. Cinga ngendlela oyiyo ngoku okanye kwiinyanga ezintandathu ezidlulileyo kwayne uncede umakishe u(2) ukuba into leyo iyinyani kakhulu okanye idla ngokuba yinyani ngawe. Makisha u(1) ukuba into leyo ibuyinyani okanye yinyani ngamaxesha athile. Ukuba into leyo asiinyoni ngawe,
makisha u(0).

IYINANYI KAKHULU OKANYE IDLA NGOKUBA YINYANI
IBUYINYANI OKANYE YINYANI NGAMAXESHA ATHILE
ASYONYANI

a. Ndziva ndililolo
b. Ndithshabalallis izinto zam
c. Ndithshabalallis izinto zabanye
d. Andithobeli mthetho esikolweni
e. Ndiva ngathi ndingangahlali ebomini
f. Ndibandakanya kwinilo eminisi
g. Ndihamba nabantwana abasoloko bengena ezinkathazweni
h. Bendicinga ngeendlela zokuzibulala
i. Ndiyaxoka okanye ndiqhathe
j. Ndihlasela abantu ngezandla zam
k. Ndisoloko ndikhala kakhulu
l. Ndiyaba kwezinye iiindawo ngaphandle kwasekhaya
m. Ndiyathuka okanye ndithathe izinto ezindaka
n. Ndoiyikisa ngokubetha abantu
o. Andiyi eklasini okanye nditsiba isikolo
p. Ndonyabile, andonwabanga, okanye umoya wam uphantsi
q. Ndisebenzisa ialkhoholi okanye ilipili ndingenzeli kuzinyanga
r. Ndziva ndibhidokile

[K] NANTSU EMINYE IMIBUZO MALUNGA NENDAWO OHLALA KUYO.

1. Uva njani malunga nendawo phlala kuyo njengendawo yokuhlala?
Ingaba ungathi i... (Makisha ibenyi)

(1) Phuma phambili
(2) Lungile
(3) Phakathi
(4) Mbi
(5) Mbi kakhulu

2. Kubantwana bonke abahlala kule ndawo uhlala kuyo, ingaba ungathi
bangaphi abakwazi kakuhle? Ingaba ... (Makisha ibenyi)

(1) Abakho
(2) Bayikota
(3) Bayihafu
(4) Bazikota ezintathu
(5) Phantse ibe ngabo bonke

3. Nazi ezinye iingxaki ezithi zibekho kwiindawo zokuhlala. Ingaba
esi ngxaki zilandelayo zikhona kwindawo yakho? (Makisha inombolo
enyi ngombuzo ngamnye)

AZIZANGE ZABAKHO
NGAMAXESHA ATHILE
ZISOLOKO ZIKHO

a. Ubundaka okanye inkukuma kwiincedlana zokuhamba ezisecaleni
nasezitalatweni (1)(2)(3)
b. Imihalo emadongeni nasezindlini
c. Iintseli zotywa lakusela kakulu kwiindawo ezinabantu
d. Imizi engenabantu okanye eyashiyayo okanye iindawo zaseenkile
   ezijonge ezitalatweni
e. Uqhekazo
f. Ukuthengiswa kweziyobisi/kotywa

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4. Kwezi nyanga zintandathu zidlulileyo, kukangaphi ubona okanye
   uchitha ixesha naba bantu balandelayo? (Makishana inombolo enye
   ngombuzo ngamnye)

NGAZO ZONKE IINTSUKU
AMAXESHA AMBALWA NGEVEKI
MALUNGA NAKANYE NGEVEKI
KA-2 NAKA-3 NGENYANGA
MALUNGA NAKANYE NGENYANGA
NGAPHANTSJI KWAKANYE NGENYANGA
HAYI NOKUBA KUBE KANYE

b. Abazali babahlalo
   c. Inkokele zecawe
   d. Inkokwazi zoplastu

5. Ingaba uvumelana kanganani nethi zivakalisi zilandelayo?

NDIVUMELANA KAKHULU
NDIYAVUMELANA
ANDIVUMELANI KWAYE ANDALI
ANDIVUMELANI
ANDIVUMELANI KAKHULU

b. Abamelwane bathanda iindaba.
c. Abamelwane soloko bejongo into endiyenzayo.

6. Ukuba igela labantwana babamelwane bebengayi esikolweni bahlale
   kwiikona sesitalato, ingaba kulindeleke kanganani ukuba abamelwane
   bakho benze into ngawe?

(1) Akulindeleka kakhulu
(2) Akulindeleka
(3) Andinakuthi akulindeleka ndingenakuthi kulindeleke
(4) Kulindeleke
(5) Kulindeleke kakhulu

7. Ukuba abanye abantwana bebebhala umbhalo eludongeni kwindingo enihlala kuyo, ingaba kulindeleke kangakanani na ukuba abamelwane benze into ngayo?

(1) Akulindelekanga kakhulu
(2) Akulindelekanga
(3) Andinakuthi akulindelekanga ndingenakuthi kulindelekile
(4) Kulindelekile
(5) Kulindeleke kakhulu

8. Ukuba umntwana ubonisa ukungamhloniphi umntu omdala, ingaba kulindeleke kangakanani na ukuba abantu kwindingo ohlala kuyo bangamthuka lo mntwana?

(1) Akulindelekanga kakhulu
(2) Akulindelekanga
(3) Andinakuthi akulindelekanga ndingenakuthi kulindelekile
(4) Kulindelekile
(5) Kulindeleke kakhulu

9. Ingaba kukangakanani usapho lwakowenu lunika uncedo:

NGAPHEZULU KWAKANYE NGENYANGA
MALUNGA NAKANYE NGENYANGA
NGAPHANTS'I KWAKANYE NGENYANGA
HAYI NANGEMINI ENYE

a. abantu basekuhlaleni (1)(2)(3)
b. abahlobo
c. abanye bosapho lwakowenu bezinye izindlu (umz. coanti, oomalume, njl.njl)

[1] NANTS'I EMINYE IMIBUZO EYONGEZIWEYO MALUNGA NOSAPHO LWAKOWENU.

1. Ingaba umama wakho wakhe wa-: (Makisha zonke ezifanelekleleyo)

(1) Tshata?
(2) Qhawula umtshato?
(3) Hlukana notata wakho?
(4) Tshata kwakhona?
(5) Swelekelwa ngumyeni?

2. Ingaba utata wakho wakhe wa-:

(1) Tshata?
(2) Qhawula umtshato?
(3) Hlukana nomama wakho?
(4) Tshata kwakhona?
(5) Swelekelwa ngunkosikazi?
3. Ngabaphi abazali okanye abagcini ohlala nabo ngoku?  
(Makisha ibenywe)

(1) Bobabini umama wam kunye notata wam emzini omnye
(2) Umama wam kuphela
(3) Umama wam notata omtsha
(4) Utata wam kuphela
(5) Utata wam nomama wam omtsha
(6) Ngamanye amaxesha ekhayeni likamama wam ngamanye amaxesha  
ekhayeni likatata
(7) Ndziyaye izihlobo (uanti, umalume, abazali abakhulu, njl.njl.)
(8) Umgcinzi okanye umzali ongengowam nongesosizalwana
(9) Akukho bazali okanye bagcini (Ndihlala ndedwa okanye nabahlobo)

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4. Utata wam, utata omtsha, okanye umgcini ongutata:  
(Makisha eyona ichaza kakuhle into eyenziwa ngutata wakho)

(1) Usebenza umsebenzi oxisigxina
(2) Unomsebenzi ongengowasi gixa awenza qho
(3) Usebenza kuphela ngamaxesha athile enyakeni okanye kanye emva  
kwethuba elithile
(4) Uya esikolweni isigxina
(5) Akasebenzeli mvuso kwaye akakho sesikolweni isigxina
(6) Usemkhosini

5. Umama wam, umama omtsha, okanye umgcini ongumama: (Makisha eyona  
ichaza kakuhle into eyenziwa ngumama wakho)

(1) Usebenza umsebenzi oxisigxina
(2) Unomsebenzi ongengowasi gixa awenza qho
(3) Usebenza kuphela ngamaxesha athile enyakeni okanye kanye emva  
kwethuba elithile
(4) Uya esikolweni isigxina
(5) Akasebenzeli mvuso kwaye akakho sesikolweni isigxina
(6) Usemkhosini

6. Xa kuthelekitiswa nabanye abantwana abalingana nawe, ingaba ulubona  
lume kakuhle kangakanani usapho lwakwenu? (Makisha ibenywe)

(1) Sihlupheke kakhulu kunabanye.
(2) Sibuhelweka kunabanye.
(3) Sibunemali elinganayo nabani.
(4) Sibutye ka kunabanye.
(5) Sityobo kakhulu kunabanye.

7. Ingaba unayo imali eyaneleyo yoku-? (Makisha inombolo ngombuzo  
ngamnye)
HAYI

a. kwenza izinto ezonwabisayo ezenziwa ngabahlolo bakho? (1)(2)
b. thabatha inxaxheba kwizinto ezenziwa esikolweni? (1)(2)
c. hiawula imali yesikolo? (1)(2)
d. kuthenga ukutya? (1)(2)

[M] NAZI EZINYE IINGXEOLO MALUNGA NEZINTO EZIDLA NGOZWENZEKA.


YENZEKA KWIINYANGA EZIDLULILEYO EZINTANDATHU
YENZEKA EBOMINI BAKHO
AYIZANGE YENZEKA

1. Ukuya kwikhaya elitsha
2. Ubhuti nosisi omthsha
3. Ukugula okanye ukwenzakala kakhulu komuntu wosapho lwakowenu
4. Ukuqhaywa komtshato ngabazali bakho
5. Ukuhuku kokuxambulisana phakathi kwabazali
6. Umama okanye utata waphakelewa ngumsebenzi
7. Uku kwellungu losapho lwakwenu
8. Ukwahlukana kwabazali
9. Umzali uyenka ithuba elide
10. Ubhuti nosisi bhashiya iikhaya
11. Umzali engena engxakini ngenxa yomthetho
12. Umzali efumana umsebenzi omthsha
13. Umama omthsha okanye utata omthsha
14. Umzali esiya ejele
15. Ukuqshintshe kwemeko yezimali kubazali
16. Ingxaki nobhuti okanye nosisi
17. Ukuhuku kokuxambulisana kwakho nabazali
18. Tingxaki zemali ezinxulumene nefama yosapho okanye isishini losapho

NCEDA UNGABHALI KULE NDAWO
[Please do not write in this area]

[p/15]

[N] OKOKUGQIBELA, NANTSU EMINYE IMIBUZO MALUNGA NEZINTO OZENZAYO.

1. Ingaba ziyinyani kanagakanani ezi ngxelo zilandelayo? (Makisha inombolo enye ngombuzo ngamnye)

NGAMAXESHA AMANINZI KAKHULU/SOLOKO IYINYANI
NGAMAXESHA AMANINZI/NGOKWESIQHELO
2. Cinga ngezinto odla ngokuzenzisa ngaphambi okanye ngemva kwesikolo. 
Ingaba zingaphi iiyure othi usekelo uzichitha ngosuku ngalunye lwefeki phambi okanye emva kwesikolo usenza ezi zinto zilandelayo?
(Makisha impendulo enye ngombeza osamnye)

NGOSUKU NGALUNYE PHAMBI OKANYE NGEMVA KWESIKOLO (Each weekday before or after school)

IIYURE EZI-5 OKANYE NGAPHEZULU
IIYURE EZI-4 UKUYA KWEZI-5
IIYURE EZI-3 UKUYA KWEZI-4
IIYURE EZI-2 UKUYA KWEZI-3
IIYURE ENYE UKUYA KWEZI-2
NGAPHANTSISI KWEYURE UKUYA KWIYURE
AKUKHO KESHA, ANDiyENZILE NTO

b. Ukwenzisa izinto kunye nababholo okanye uthethe nabo.
c. Ukhethathwa inxaxheba kwemvelo esikolweni.
d. Ukhethathwa inxaxheba kwemvelo yaphaphandle kwesikolweni.
e. Ukhethathwa inxaxheba kweziyane izinto ezonziwa esikolweni ezifana nezeekhabhu, ihhend, ikwayara, nezinye.
f. Ukudlala isixhobo somculo ekhaya.
g. Ukwenzisa umsebenzi wokukwolontiya.
h. Ukubukela i-TV okanye ukudlala imidlalo yevidiya.
i. Ukwendza izinto zasekuhlaleni ezifana nemibutho.
1. Ukwenza imisebenzi eyelele nezenkonzo.
   m. Ukwenza izinto kunye namalungu osapho lwam (umama, utata, oobhuti, osisi).
   n. Ukusebenza kwizibhizinisi yasekhaya.
   o. Ukusebenzela ibhatala.

1. Zinto zini ozithandayo ngabantu abalinganayo naye ngeminyaka?

2. Zinto zini ongazithandiyo nongavumelaniyo nazo ezenziwa ngabantu abalinganayo naye ngeminyaka?

Nceda dwelisa izinto zibene abathi abazali bakho bakwenze uzive uthandwa.

1. ____________________________ 3. ____________________________
2. ____________________________ 4. ____________________________

Nceda dwelisa izinto zibene ezithi zikwenze uthandabuze ukuba abazali bakho bayakuthanda:

1. ____________________________ 3. ____________________________
2. ____________________________ 4. ____________________________

Zinto zini ongazithandiyo ngosapho lwakho?

Zinto zini ozithanda kakhulu ngosapho lwakho?
Oluphando lunemibuzo enzulu emalunga nobume bomtu koko siyabulela kakhulu ngenxaxheba oyithathileyo ukuphendula lemibuzo. Iimpendulo zakho ziyakugcinwa ziyimfihlelo.


X

Siyabulela kakhulu!