

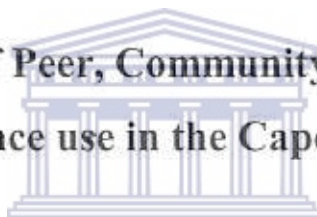
UNIVERSITY OF THE WESTERN CAPE

MINI-THESIS

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

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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.

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Date: 16 August 2004

Signed:



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Special and sincere thanks to my supervisor, Professor Yaw Acheampong Amoateng, who gave his whole support with constructive, inspiring and with challenging ideas throughout the study, I have learnt a lot under your wing.

Lastly, I cannot forget to thank the support and encouragement I was given by my family during the process of completing this study, but most of all I would like to thank our creator (God) who made it possible for me even when I thought it will never happen.



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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 male 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.



CHAPTER 1

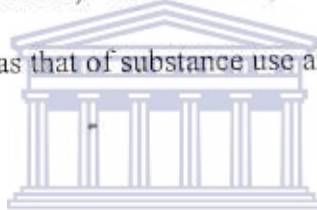
1. INTRODUCTION

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.



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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".

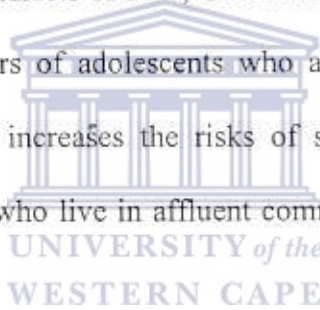
Although there is a lack of research studies that move beyond the description and identify the social, cultural and economic conditions that are associated with this growing problem, an urgent need arises for more studies being conducted that could assist in understanding this behaviour within the context of the socio-cultural organization. This in turn will then help to assist 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 aetiology of breast, oesophagus, 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 (Onal, 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.

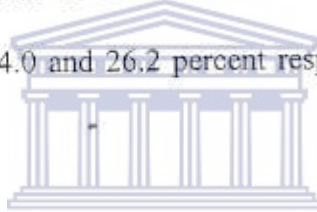
Smoking prevalence was 31% in males and 29% in females in Canada; 28% in males and 24% in females in the United States; 46% in males and 28% in females in Greece; 46% in males and 27% in females in France and Hungary; 67% in males and 30% in females in Russia; and 63% in males and 27% in females in Turkey. 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).



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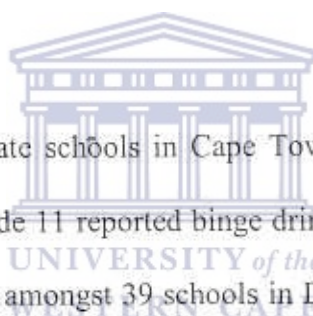
Substance use among adolescents appears to be a universal problem. Although formal studies of substance use in Africa are relatively limited, a few existing ones documented a widespread use among the continent's youth. Findings from studies conducted among the African youth populations showed that: Zambia, 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 (Flisher, 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).

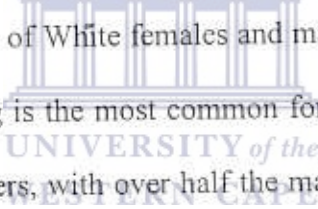
In addition, a recent report by the Medical Research Council showed a record level of drug abuse among South African teenagers, especially, at treatment centres between January and June 2001. According to the report, about 20% of patients at treatment centres were younger than 20 years (up from 5% and 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 inter-actionist 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 (Amoateng & 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.

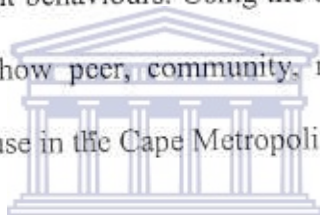
According to Kerfoot & Butler (1992), radical or unusual political or religious beliefs are more likely to occur among drug takers. In studies in the United States, it was found that adolescents who professed more fundamentalist Christian faiths had a later age of onset of alcohol use were more likely 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.



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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

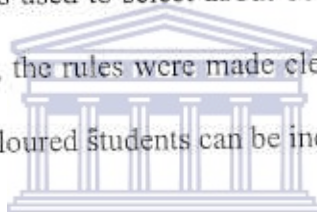
4. METHODOLOGY

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.



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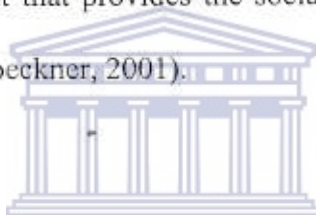
Within every stratum, fourteen schools were randomly selected for participation in the study. Approximately 84 pupils per school or an equivalent of one 9th grade and one 11th grade class participated in the survey. In schools with only one class of each of Grade 9 and Grade 11 classes, every pupil present 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, Gloeckner, 2001).



MEASUREMENT OF VARIABLES UNIVERSITY of the
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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 5.1: Percent distribution of background characteristics in the sample

<i>Variable</i>	<i>African</i>	<i>Coloured</i>	<i>White</i>	<i>Other</i>	<i>Total</i>
<i>Race/Ethnicity</i>	(635) 35.2	(520) 28.8	(579) 32.2	(69) 3.8	(1803) 100
<i>Gender</i>					
<i>Male</i>	(273) 32.0	(256) 29.9	(305) 35.6	(22) 2.6	(856) 48.0
<i>Female</i>	(356) 38.3	(262) 28.2	(269) 28.9	(43) 4.6	(930) 52.0
<i>Total</i>	(629)	(519)	(574)	(65)	100
<i>Family socioeconomic status</i>					
<i>Lot poorer than most</i>	(80) 14.2	(11) 2.2	(14) 2.5	(0) 0.0	105
<i>Little poorer than most</i>	(176) 31.3	(51) 10.2	(81) 14.4	(5) 7.7	313
<i>About the same as most</i>	(231) 41.1	(337) 67.4	(305) 54.2	(44) 67.7	917
<i>Little richer than most</i>	(66) 11.7	(88) 17.6	(129) 22.9	(16) 24.6	299
<i>Lot richer than most</i>	(9) 1.6	(13) 2.6	(34) 6.0	(0) 0.0	56
<i>Total</i>	(562) 33.3	(500) 29.6	(563) 33.3	(65) 3.8	1689

Religious Affiliation					
<i>Protestant</i>	(278) 46.5	(124) 24.3	(167) 29.5	(8) 11.9	307
<i>Roman Catholic</i>	(75) 12.5	(78) 15.3	(52) 9.2	(3) 4.5	118
<i>Muslim</i>	(11) 1.8	(142) 27.8	(2) 0.4	(37) 55.2	303
<i>Traditional Spirituality</i>	(46) 7.7	(3) 0.6	(24) 4.2	(0) 0.0	43
<i>No Affiliation</i>	(43) 7.2	(9) 1.8	(45) 7.9	(2) 3.0	971
<i>Other</i>	(145) 24.2	(154) 30.2	(277) 48.9	(17) 25.4	
Total	598	510	567	67	1742

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

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

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

Variables	Factor Loadings
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?	.748
If some children were spray-painting graffiti on a local building, how likely is it that the neighbors would do something about it?	.801
If a child is showing disrespect to an adult, how likely is it that the people in your neighborhood would scold that child?	.734

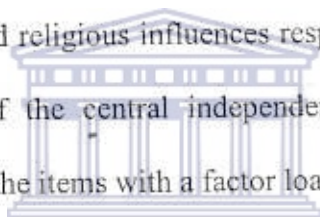
Table 5.3 shows the results of the factor analysis for community influence. The underlying construct is community social control. This was measured with a 5-point scale as follows: 1= Very unlikely; 2= Unlikely; 3= Neither likely nor unlikely; 4= Likely; 5= Very likely. The three items together explained 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

Variable	Factor loadings
In the last month about how often did you do the following things: - Read scriptures by yourself	.748
Prayed privately	.744
Thought seriously about religion/ spirituality	.818
Talked about religion/ spirituality with friends	.753

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.



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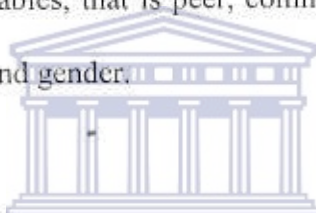
Furthermore, the means of the computed variables were used to form an ordinal scale in each case to simplify the analyses. The distribution of the variables measured at the ordinal level is shown in Table 5.5 below. While Peer Influence has three values, both Community Influence and Religious Influence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

Table 5.5 Distribution of the Independent Variables in the analysis

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

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

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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

Gender	Low	Medium	High
Male			
Yes	45	49	57
No	55	51	43
$X^2 = 7.82, df = 2, p = 0.02$			
Female			
Yes	35	43	43
No	65	57	57
$X^2 = 2.93, df = 2, p = 0.23$			



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

Gender	Low	Medium	High
Male			
Yes	53	62	69
No	47	38	31
$X^2 = 12.613, df = 2, p = 0.002$			
Female			
Yes	46	51	54
No	54	49	46
$X^2 = 2.333, df = 2, p = 0.31$			

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

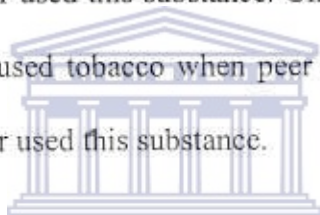
	Low	Medium	High
Black			
Yes	29	29	22
No	71	71	78
$X^2=3.95, df=2, p = 0.14$			
White			
Yes	44	49	62
No	56	51	38
$X^2=13.52, df= 2, p = 0.001$			
Coloured			
Yes	57	62	69
No	43	38	31
$X^2=4.27, df=2, p =0.02$			



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

	Low	Medium	High
Black			
Yes	42	39	40
No	58	61	60
$X^2=.282, df = 2, p = 0.86$			
White			
Yes	63	74	80
No	37	26	20
$X^2=10.63, df = 2, p = 0.005$			
Coloured			
Yes	55	62	64
No	45	38	36
$X^2= 2.12, df = 2, p = 0.40$			

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.



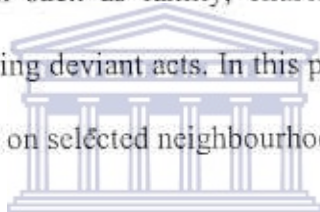
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As far as Coloureds are concerned, of those who are strongly connected to their friends, 69% said they have ever used tobacco compared to only 31% who said they have never used the substance. Peer influence is more important amongst Whites and Coloureds 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.



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Community influence, substance use and gender

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

	Low	High
Male		
Yes	44	52
No	56	48
$X^2 = 3.23, df = 1, p = 0.072, phi = -.064$		
Female		
Yes	35	44
No	65	56
$X^2 = 45.163, df = 1, p = 0.04, phi = -.07$		

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.

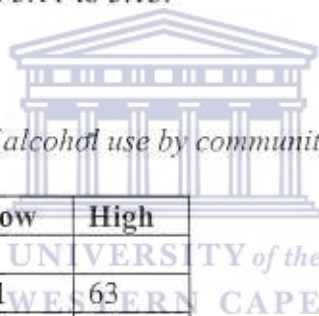


Table 5.11 Percent distribution of alcohol use by community influence and gender

Gender	Low	High
Male		
Yes	61	63
No	39	37
$X^2 = .297, df = 1, p = 0.58$		
Female		
Yes	46	53
No	54	47
$X^2 = 1.768, df = 1, p = 0.18$		

Community influence, substance use and race

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

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

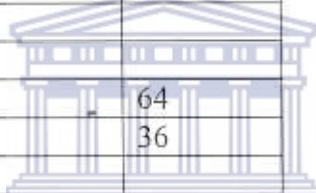


Table 5.13: Percent distribution of alcohol use by community influence and race

Race	Low	High
Black		
Yes	34	42
No	66	58
$X^2 = 3.20, df = 1, p = 0.073$		
White		
Yes	77	74
No	23	26
$X^2 = .332, df = 1, p = 0.56$		
Coloured		
Yes	69	60
No	31	40
$X^2 = 2.32, df = 1, p = 0.12$		

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 5.14: Percent distribution of tobacco use by religious influence and gender

Gender	Low	High
Male		
Yes	57	47
No	43	53
$X^2= 7.861, df=1, p =0.005$		
Female		
Yes	51	37
No	49	63
$X^2= 15.493, df=1, p =0.000$		

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

Gender	Low	High
Male		
Yes	73	51
No	27	49
$X^2 = 44.77, df = 1, p = 0.000$		
Female		
Yes	60	47
No	40	53
$X^2 = 15.34, df = 1, p = 0.000$		

Religious influence, substance use and race

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

Race	Low	High
Black		
Yes	32	23
No	68	77
$X^2 = 6.483, df = 1, p = 0.011$		
White		
Yes	60	47
No	40	53
$X^2 = 9.546, df = 1, p = 0.002$		
Coloured		
Yes	70	60
No	30	40
$X^2 = 5.494, df = 1, p = 0.001$		

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 5.17: Percent distribution of alcohol use by religious influence and race

Race	Low	High
Black		
Yes	49	35
No	51	65
$\chi^2 = 9.393, df = 1, p = 0.002$		
White		
Yes	82	67
No	18	33
$\chi^2 = 11.289, df = 1, p = 0.001$		
Coloured		
Yes	72	53
No	28	47
$\chi^2 = 17.150, df = 1, p = 0.000$		

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.



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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)

Variable	B	S.E.	Odds Ratio	df	P	Exp(B)
Age	-.191	.043	19.749	1	.000	.826
RACE						
African	2.029	.198	104.564	1	.000	7.606
White	.315	.181	3.015	1	.082	1.370
Peer influence	-.335	.109	9.338	1	.002	.716
Religious influence	.635	.130	23.669	1	.000	1.886
Male	-.336	.130	6.693	1	.010	.714
Both parents	.276	.153	3.237	1	.072	1.318
Average SES	-.272	.156	3.034	1	.082	.761
Higher SES	-.129	.193	.443	1	.506	.879
RELIGION						
Muslim	3.233	.302	114.722	1	.000	25.352
Protestant	.281	.152	3.430	1	.064	1.325
Catholic	-.394	.223	3.110	1	.078	.675
No Preference	-.598	.315	3.597	1	.058	.550
Intercept	1.307	.755	2.993	1	.084	3.694
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

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

Variable	Unstandardized Coefficients		Standardized Coefficients	t	P
	B	Std. Error	Beta		
Intercept	-46.894	10.659		-4.400	.000
Age	3.760	.608	.234	6.180	.000
Religious influence	-3.943	1.707	-.088	-2.310	.021
Male	5.601	1.691	.125	3.312	.001
Both parents	-3.514	1.987	-.073	-1.769	.077
Average SES	3.759	2.192	.083	1.715	.087
Higher SES	4.548	2.607	.085	1.745	.082
African	-6.568	2.590	-.122	-2.536	.011
R-square	.104				

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.

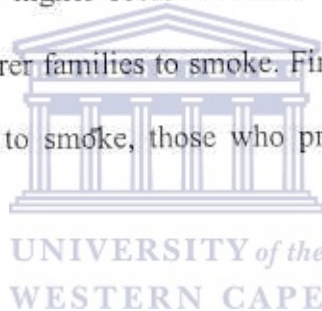


Table 5.20: Significant Coefficients for a General Regression model of the log odds of using tobacco (Yes=0; No=1)

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

Table 5.21: Significant Coefficients for the Analysis of Variance of Frequency of Tobacco Use

Variable	Unstandardized Coefficients		Standardized Coefficients	t	P
	B	Std. Error	Beta		
Intercept	-68.332	21.955		-3.112	.002
Age	6.694	1.281	.222	5.224	.000
Peer influence	5.823	3.087	.076	1.886	.060
Religious influence	-13.926	3.354	-.169	-4.152	.000
Male	7.811	3.375	.095	2.314	.021
Living alone	59.320	23.603	.104	2.513	.012
Both Parents	-7.630	3.962	-.085	-1.926	.055
African	-21.988	5.637	-.199	-3.900	.000
Muslim	17.521	5.692	.152	3.078	.002
R-Square	.159				

F=6.125; $p < .001$

Reference categories:

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



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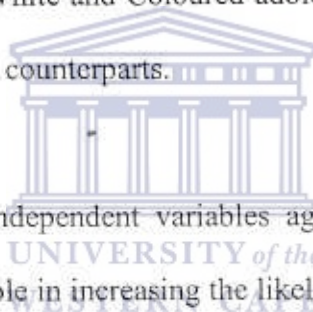
5.5 Conclusions and Discussion

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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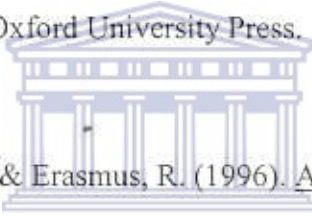
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Youth and Family Project



PLEASE DO NOT WRITE IN THIS AREA



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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
- Only my mother
- ② 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...

Mother	A LOT LIKE HER SOMEWHAT LIKE HER NOT LIKE HER	NOT LIKE HIM SOMEWHAT LIKE HIM A LOT LIKE HIM	Father
3. believes in having a lot of rules and sticking with them. ① ● ③ ① ② ●			

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)

Brothers	Sisters
0 2	0 4
● 0	● 0
1 1	1 1
2 2	2 2
3 3	3 3
4 4	4 ●
5 5	5 5
6 6	6 6
7 7	7 7
8 8	8 8
9 9	9 9

Some questions ask you to mark the appropriate line. For example:

- ① I do most things O.K.
- 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.

PLEASE DO NOT WRITE IN THIS AREA

HERE ARE SOME INTRODUCTORY QUESTIONS

Please fill in blanks or mark the right numbers.)

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 | ⑥ American (Indian) | ⑩ Australian (Torres Strait Islander) |
| ② American (African) | ⑦ Arab | ⑪ European |
| ③ American (Anglo) | ⑧ Asian | ⑫ Indian |
| ④ American (Asian) | ⑨ Australian | ⑬ Other _____ |
| ⑤ American (Hispanic) | ⑩ Australian (Aboriginal) | |

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

2. How much need is there at your school for more rules to: (Mark a number)

EXTREME NEED
MUCH NEED
SOME NEED
LITTLE NEED
NO NEED AT ALL

- a. stop stealing? ① ② ③ ④ ⑤
- b. stop drug use? ① ② ③ ④ ⑤
- c. stop violence and fighting? ① ② ③ ④ ⑤

4. How many of your teachers this year treat you more like a grown-up than your last year's teachers? (Mark one answer)

- ① 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. ① ② ③
- b. other adults ① ② ③
- c. teachers ① ② ③

3. How many of your teachers: (Mark one number for each)

ALL
MOST
ABOUT HALF
SOME
NONE

- a. don't care if you get bad grades? ① ② ③ ④ ⑤
- b. believe you can do well in school? ① ② ③ ④ ⑤
- c. are willing to help you if you need help on schoolwork? ① ② ③ ④ ⑤
- d. would be willing to help you if you told them about a problem you had? ① ② ③ ④ ⑤
- e. really listen to what you have to say? ① ② ③ ④ ⑤

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, or
- 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

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8. Please answer these questions yes or no about your **Math** class: (Mark no or yes for each)

YES
NO

- a. Can you get up and walk around the classroom when you want to? (1) (2)
- b. Do you decide where you sit in class? (1) (2)
- c. Do you help to decide how much homework you get? (1) (2)
- d. Do you and the other kids in class decide together what the classroom rules are? (1) (2)
- e. When you have finished your work in class, can you decide what you do next? (1) (2)

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? (1) (2) (3) (4)
- b. Check to see whether your homework was done? (1) (2) (3) (4)
- c. Go over your homework with you? (1) (2) (3) (4)
- d. Check over papers you brought home that a teacher had graded? (1) (2) (3) (4)
- e. Set a time you had to be home on school nights? (1) (2) (3) (4)
- f. Set a time you had to be home on the weekend? (1) (2) (3) (4)



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 (1) (2) (3)
- b. Attend a technical or vocational school (1) (2) (3)
- c. Graduate from a two-year college program (1) (2) (3)
- d. Graduate from a four-year college or university (1) (2) (3)
- e. Attend graduate or professional school after college (1) (2) (3)



HERE ARE SOME QUESTIONS ABOUT HOW YOU FEEL.

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

- I am sad once in a while
 I am sad many times
 I am sad all the time
- 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.
- 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
- I feel like crying every day
 I feel like crying many days
 I feel like crying once in awhile
- Things bother me all the time
 Things bother me many times
 Things bother me once in awhile
- I look O.K.
 There are some bad things about my looks
 I look ugly
- I do not feel alone
 I feel alone many times
 I feel alone all the time
- I have plenty of friends
 I have some friends, but I wish I had more
 I do not have any friends
- Nobody really loves me
 I am not sure if anybody loves me
 I am sure that somebody loves me

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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)

A LOT
SOMETIMES
ALMOST NEVER
NEVER

- a. at home? (1) (2) (3) (4)

- b. at school? (1) (2) (3) (4)

- c. with the kids you spend time with? (1) (2) (3) (4)

- d. in your neighborhood? (1) (2) (3) (4)

- e. in religious settings? (1) (2) (3) (4)

12. How often do you feel this way?
(Mark one answer for each)

A LOT
SOMETIMES
ALMOST NEVER
NEVER

- a. I lack companionship. (1) (2) (3) (4)

- b. I feel left out. (1) (2) (3) (4)

- c. I am no longer close to anyone. (1) (2) (3) (4)

- d. 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...

	Mother		Father	
	A LOT LIKE HER	NOT LIKE HER	NOT LIKE HIM	A LOT LIKE HIM
1. makes me feel better after talking over my worries with her/him.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
2. spansks me so I will learn respect for my elders.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
3. changes the subject, whenever I have something to say.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
4. respects me even if I disagree with her or him.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
5. smiles at me very often.	(1) (2) (3) (4)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
6. listens to me when I have something to say.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
7. when I really upset her/him, will lose patience and punish me more severely than she/he wants to.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
8. does nice things for me.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
9. is able to make me feel better when I am upset.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
10. is very strict with me.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
11. respects the way I feel and think about things.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
12. blames me for other family members' problems.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
13. values who I am as an independent person.	(1) (2) (3)	(1) (3) (1)	(1) (3) (1)	(1) (3) (1)
14. enjoys doing things with me.	(1) (3) (3)	(1) (3) (1)	(1) (3) (1)	(1) (3) (1)
15. is verbally abusive with me.	(1) (3) (3)	(1) (2) (4)	(1) (2) (4)	(1) (2) (4)
16. gives hard punishment.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
17. cheers me up when I am sad.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
18. ridicules me.	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
19. punishes hard, so I will remember it for a long time.	(1) (3) (1)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
20. encourages me to express my feelings and opinions.	(1) (2) (1)	(1) (2) (1)	(1) (2) (1)	(1) (2) (1)
21. gives me a lot of care and attention.	(1) (2) (1)	(1) (2) (1)	(1) (2) (1)	(1) (2) (1)

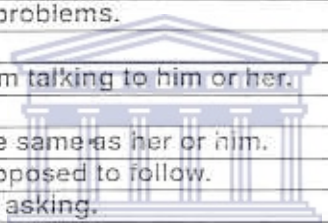
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My Mother or Father is a person who...

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



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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

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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 — 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 — EXCELLENT

54. In general, how do you and your mother make decisions?

- Ⓐ She tells me just what to do.
- Ⓑ We discuss it and then we decide together.
- Ⓒ She usually lets me decide by myself.

55. In general, how do you and your father make decisions?

- Ⓐ He tells me just what to do.
- Ⓑ We discuss it and then we decide together.
- Ⓒ He usually lets me decide by myself.

56. How often do you take part in family decisions that concern you?

- Ⓐ never
- Ⓑ seldom
- Ⓒ sometimes
- Ⓓ often
- Ⓔ always

57. How often do you think you should take part in family decisions that concern you?

- Ⓐ never
- Ⓑ seldom
- Ⓒ sometimes
- Ⓓ often
- Ⓔ 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

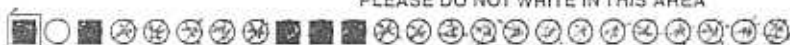
- a. I am able to do things as well as most people. ① ② ③ ④ ⑤
- b. I certainly feel useless at times. ① ② ③ ④ ⑤
- c. At times I think I am no good at all. ① ② ③ ④ ⑤
- d. On the whole, I am satisfied with myself. ① ② ③ ④ ⑤
- e. I feel I do not have much to be proud of. ① ② ③ ④ ⑤
- f. I wish I could have more respect for myself. ① ② ③ ④ ⑤
- g. I take a positive attitude toward myself. ① ② ③ ④ ⑤
- h. I feel that I have a number of good qualities. ① ② ③ ④ ⑤
- i. All in all, I am inclined to feel that I am a failure. ① ② ③ ④ ⑤
- j. I feel that I'm a person of worth, at least on an equal plane with others. ① ② ③ ④ ⑤

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. ① ② ③ ④ ⑤
- b. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. ① ② ③ ④ ⑤
- c. I often have tender, concerned feelings for people less fortunate than I. ① ② ③ ④ ⑤
- d. I would describe myself as a pretty soft-hearted person. ① ② ③ ④ ⑤
- e. Sometimes I don't feel very sorry for other people when they are having problems. ① ② ③ ④ ⑤
- f. Other people's misfortunes do not usually disturb me a great deal. ① ② ③ ④ ⑤
- g. I am often quite touched by things that I see happen. ① ② ③ ④ ⑤

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HERE ARE SOME QUESTIONS ABOUT THINGS SOME YOUNG PEOPLE DO.

1. Have you ever purposely damaged or destroyed property?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Have you ever stolen or tried to steal things of high value?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Have you ever used alcoholic beverages, beer, wine, hard liquor?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

6. Have you ever been involved in gang fights?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

3. Have you ever stolen or tried to steal something of low value?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

7. Have you ever used marijuana?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

4. Have you ever run away from home?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

8. Have you ever hit or threatened to hit someone?

① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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9. Have you ever used hard drugs such as heroin, cocaine, and LSD?

- ① Yes >>> If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

10. Have you ever used tobacco?

- ① Yes > If yes, How many times have you done this in the past six months?
 ② No

TIMES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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)

VERY OFTEN
 FAIRLY OFTEN
 ONCE IN A WHILE
 NEVER

- 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

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)

ALMOST EVERY DAY
 SEVERAL TIMES A WEEK
 ABOUT ONCE A WEEK
 SEVERAL TIMES A MONTH
 LESS THAN ONCE A MONTH
 NEVER

- a. How I dress ① ② ③ ④ ⑤ ④
 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

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



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HERE ARE SOME QUESTIONS ABOUT YOUR FRIENDS.

1. How many close friends do you have?
If none, mark "none". Do not include family members.

- None
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

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/well-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)

ALL
MOST
ABOUT HALF
SOME
NONE

- 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

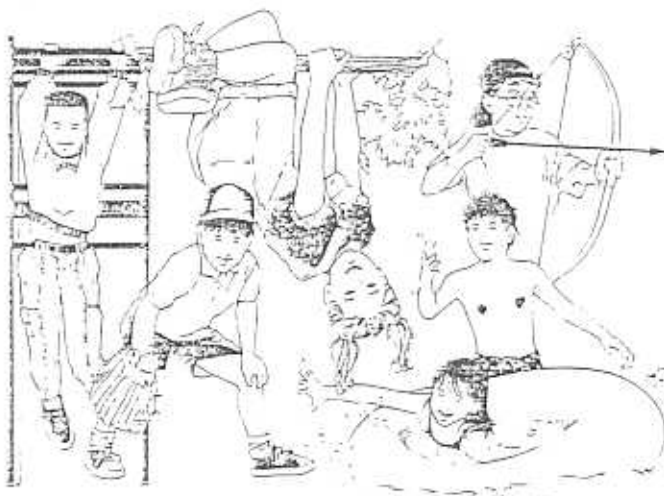


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4. Please mark the response that best describes your parents involvement in your friendship relations.
(Mark one answer for each)

VERY OFTEN
FAIRLY OFTEN
SOMETIMES
ONCE IN A WHILE
NEVER

- a. My parents like the young people I select as friends. ④ ① ② ③ ⑤
- b. After I have been out with my friends, I enjoy telling my parents about what my friends and I did. ④ ① ② ③ ⑤
- c. My parents enjoy talking with the friends I bring home. ④ ① ② ③ ⑤
- d. My parents worry about the friends with whom I associate. ④ ① ② ③ ⑤
- e. I feel comfortable bringing friends home. ④ ① ② ③ ⑤



PLEASE DO NOT WRITE IN THIS AREA



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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
A FEW TIMES A WEEK
ONCE A WEEK
ONCE A MONTH
NEVER

- a. How often do you call this friend on the phone? (0 1 2 3 4)
- b. If you needed help with something, how often could you count on this friend to help you? (0 1 2 3 4)
- c. When this friend disagrees with you, how often does he or she make you feel like your ideas aren't as good as his or hers? (0 1 2 3 4)
- d. How often does this friend help you do what is right? (0 1 2 3 4)
- e. How often does this friend annoy or bug you? (0 1 2 3 4)
- f. How often do you and this friend go over to each other's houses? (0 1 2 3 4)
- g. How often do you tell this friend things about yourself that you wouldn't tell most kids? (0 1 2 3 4)
- h. How often does this friend encourage you to do things that are wrong? (0 1 2 3 4)
- i. How often does this friend make you feel that your ideas and opinions are important and valuable? (0 1 2 3 4)
- j. How often do you feel like it's hard to get along with this friend? (0 1 2 3 4)
- k. How often do you and this friend go places together, like a movie, skating, shopping, or a sports event? (0 1 2 3 4)
- l. When you do a good job on something, how often does this friend praise or congratulate you? (0 1 2 3 4)
- m. How often does this friend put you down? (0 1 2 3 4)
- n. How often does this friend encourage you to follow the rules? (0 1 2 3 4)

HERE ARE SOME QUESTIONS ABOUT RELIGION.

1. What is your religious preference?

- (1) Anglican
- (2) Atheist
- (3) Buddhist
- (4) Hindu
- (5) Jewish
- (6) Mormon
- (7) Moslem
- (8) Nonreligious
- (9) Nonsectarian Christian
- (10) Pentacostal
- (11) Protestant
- (12) Roman Catholic
- (13) Russian/Greek Orthodox
- (14) Seventh-day Adventist
- (15) Shamanist
- (16) Shintoist
- (17) Sikh
- (18) Traditional Spirituality
- (19) No Preference
- (20) Other _____

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

- (1) Regular attendance (weekly)
- (2) Fairly regular attendance (almost weekly)
- (3) Frequent attendance (at least monthly)
- (4) Occasionally (several times a year)
- (5) Only on special occasions
- (6) Never

3. How religious do you consider yourself to be?

- (1) Extremely religious
- (2) Very religious
- (3) Moderately religious
- (4) Somewhat religious
- (5) Not religious at all

4. In the last month, about how often did you do the following things on your own?
(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. Read the scriptures by yourself (1 2 3 4 5 6 7)
- b. Prayed privately (1 2 3 4 5 6 7)
- c. Thought seriously about religion/spirituality (1 2 3 4 5 6 7)
- d. Talked about religion/spirituality with your friends (1 2 3 4 5 6 7)

PLEASE DO NOT WRITE IN THIS AREA

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.)?

- 1 Definitely not 3 Undecided 5 Definitely
 2 Probably not 4 Probably 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 3 if the item is very true or often true of you. Mark the 1 if the item is somewhat or sometimes true of you. If the item is not true of you, mark the 0.

VERY TRUE OR OFTEN TRUE SOMEWHAT TRUE OR SOMETIMES TRUE NOT TRUE	VERY TRUE OR OFTEN TRUE SOMEWHAT TRUE OR SOMETIMES TRUE NOT TRUE
a. I feel lonely <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 3	l. I steal things from places other than home <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
b. I destroy my own things <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	m. I swear or use dirty language <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
c. I destroy things belonging to others <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	n. I threaten to hurt people <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
d. I disobey at school <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	o. I cut classes or skip school <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
e. I feel life just isn't worth living <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	p. I am unhappy, sad, or depressed <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
f. I get in many fights <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	q. I use alcohol or drugs for nonmedical purposes <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
g. I hang around with kids who get in trouble <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	r. I feel confused or in a fog <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2
h. I have been thinking of ways to kill myself <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	
i. I lie or cheat <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	
j. I physically attack people <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	
k. I scream a lot <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2	



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... (Mark one)

- 1 Excellent 4 Bad
 2 Good 3 Very bad
 3 Average

2. Of all the kids that live in your neighborhood, about how many would you say you know fairly well? Is it... (Mark one)

- 1 None 4 About 3/4
 2 About 1/4 3 Almost all
 3 About half

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

NEVER
SOMETIMES
OFTEN

- a. Litter or trash on the sidewalks and streets 1 2 3
- b. Graffiti on buildings and walls 1 2 3
- c. Alcoholics and excessive drinking in public 1 2 3
- d. Vacant or abandoned houses or storefronts 1 2 3
- e. Burglary 1 2 3
- f. Sale of drugs/alcohol 1 2 3

PLEASE DO NOT WRITE IN THIS AREA



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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?

STRONGLY AGREE
AGREE
NEITHER AGREE NOR DISAGREE
DISAGREE
STRONGLY DISAGREE

- a. My neighbors are always butting into my business. ① ② ③ ④ ⑤
- b. My neighbors are nosy. ① ② ③ ④ ⑤
- c. My neighbors are always watching what I'm doing. ① ② ③ ④ ⑤

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

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

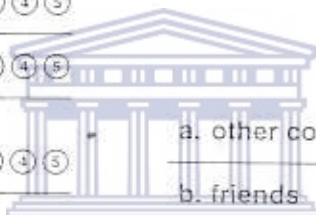
8. If a child was showing disrespect to an adult, how likely is it that people in your neighborhood would scold that child?

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

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



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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 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)

PLEASE DO NOT WRITE IN THIS AREA

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

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

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.

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

NO
YES

- | | |
|--------------------------------------|-----|
| 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 |

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.



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

- | | |
|--|-------|
| 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 <u>between</u> 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 <u>with</u> parents | ○ ○ ○ |
| 18. Financial problems related to family farm or family business | ○ ○ ○ |

PLEASE DO NOT WRITE IN THIS AREA



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FINALLY, HERE ARE SOME QUESTIONS ABOUT THINGS YOU DO.

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

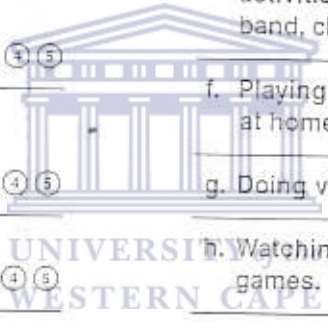
- VERY OFTEN/ ALWAYS TRUE
- OFTEN/USUALLY
- OCCASIONALLY/SOMETIMES
- SELDOM/RARELY
- NEVER/ALMOST NEVER TRUE

- 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
- i. I actively participate in drama (e.g., school plays) or music (e.g., band). 1 2 3 4 5
- j. I express liking and caring for my friends. 1 2 3 4 5
- k. I actively participate in student government. 1 2 3 4 5
- l. I join in class discussions. 1 2 3 4 5
- m. I am comfortable joking with teachers and staff. 1 2 3 4 5

2. Think about the kinds of things you usually do before or after school. About how many hours do you usually spend each weekday before or after school doing the following things?
(Mark one answer for each)

- EACH WEEKDAY BEFORE OR AFTER SCHOOL
- 5 HOURS OR MORE
- 4 TO 5 HOURS
- 3 TO 4 HOURS
- 2 TO 3 HOURS
- 1 TO 2 HOURS
- LESS THAN 1 HOUR
- NO TIME, I DON'T DO THIS

- a. Doing school work. 0 1 2 3 4 5 6
- b. Doing things with or talking to friends. 0 1 2 3 4 5 6
- c. Taking part in sports at school. 0 1 2 3 4 5 6
- d. Doing sports not at school. 0 1 2 3 4 5 6
- e. Taking part in other school activities like clubs, band, choir, and so on. 0 1 2 3 4 5 6
- f. Playing a musical instrument at home. 0 1 2 3 4 5 6
- g. Doing volunteer work. 0 1 2 3 4 5 6
- h. Watching TV or playing video games. 0 1 2 3 4 5 6
- i. Using a personal computer 0 1 2 3 4 5 6
- j. Doing household chores your parents expect you to do. 0 1 2 3 4 5 6
- k. Taking part in community activities like scouts, 4-H, recreation programs, dance or music lessons, and so on. 0 1 2 3 4 5 6
- l. Doing church-related activities. 0 1 2 3 4 5 6
- m. Doing things with other members of your family (mom, dad, brothers or sisters). 0 1 2 3 4 5 6
- n. Working in a family business. 0 1 2 3 4 5 6
- o. Working at a job for pay. 0 1 2 3 4 5 6



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 _____ 3 _____

2 _____ 4 _____

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

1 _____ 3 _____

2 _____ 4 _____

What do you like most about your family?



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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!

PLEASE DO NOT WRITE IN THIS AREA



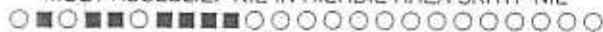
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JEUG- EN GESINSPROJEK



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Weergawe

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE



INSTRUKSIES

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.

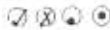
By watter ouers of voogde leef jy nou?


(Merk selgs een antwoord)

- ① Beide my moeder en vader in dieselfde huis
- Slegs my moeder
- ② My moeder en stiefpa
- ④ Slegs my vader
- ⑤ My vader en stiefma
- ⑥ Soms in my moeder se huis en soms in my vader se huis
- ⑦ Ander familieledede (tante, oom, grootouers, ens.)
- ⑧ Voog of pleegouer wat nie 'n familielid is nie
- ⑨ Geen ouers of voogde (ek bly alleen of met vriende)

INSTRUKSIES OM TE MERK

- Gebruik selgs 'n HB potlood.
- Moenie ink, rolbalpen ("ballpoint pen"), of 'n veltpuntpen gebruik nie.
- Maak duidelike merke wat die sirkel heeltemal vul.
- Wis alle merke wat jy wil verander netjies uit.

Verkeerde merke 

Korrekte merk 

'n Ander voorbeeld om nommers te merk is:

(Merk selgs een antwoord)

My Moeder of Vader is 'n persoon wat...

3. In baie reëls glo en daarby hou.



Moeder: 'N BIETJIE SOOS SY, GLAD NIE SOOS SY NIE

Vader: NIE SOOS HY NIE, 'N BIETJIE SOOS HY, BAIE SOOS HY

Answers: ① ● ② ③ ④ ① ② ●

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

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

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

Broers		Susters	
0	2	0	2
●	①	●	①
①	①	①	①
②	●	②	②
③	③	③	③
④	④	④	●
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

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

- ① Ek doen die meeste dinge olraait.
- Ek doen baie dinge olraait.
- ② Ek doen alles verkeerd.

Merk selgs wat jy dink of voel.

Onthou, daar is nie korrekte of verkeerde antwoorde nie.

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

A**HIER IS 'n PAAR INLEIDENDE VRAE**

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

1. Wat is jou geslag?

- ① Manlik
- ② Vroulik

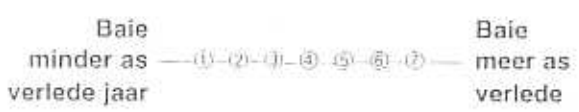
2. Hoe oud is jy?

3. Aan watter etniese/nasionale groep behoort jy?

- ① Afrikaan
- ② Amerikaan (Afrikaan)
- ③ Amerikaan (Anglo)
- ④ Amerikaan (Asiaat)
- ⑤ Amerikaan (Spaans)
- ⑥ Amerikaans (Indiaan)
- ⑦ Arabier
- ⑧ Asiaat
- ⑨ Australiër
- ⑩ Australiër (Inbooring)
- ⑪ Australiër (Tomes-Straat-Eilander)
- ⑫ Europiër
- ⑬ Indiër
- ⑭ Kleurling
- ⑮ Ander

B**HIER IS 'N PAAR VRAE OMTRENT JOU SKOOL**

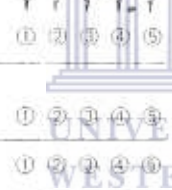
1. Hoe hou jy van jou skool vanjaar in vergelyking met verlede jaar? (Merk 'n nommer)



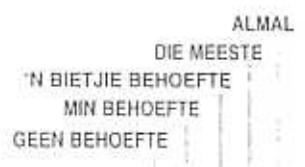
2. Hoeveel behoefte is daar by jou skool aan meer reëls om: (Merk 'n nommer)



- a. stelery stop te sit?
- b. die gebruik van dwelmmiddels ("drugs") stop te sit?
- c. geweld en bakleiery stop te sit?



3. Hoeveel van jou onderwysers: (Merk 'n nommer vir elk)



- a. gee nie om as jou punte swak is nie?
- b. glo dat jy goed kan vaar in die skool?
- c. is gewillig om jou te help as jy hulp met jou skoolwerk nodig het?
- d. sal gewillig wees om jou te help indien jy vir hulle sê van 'n probleem wat jy het?
- e. luister regtig wat jy te sê het?

4. Hoeveel van jou onderwysers vanjaar behandel jou meer soos 'n volwassene as jou onderwysers van verlede jaar? (Merk een antwoord)

- ① Al die onderwysers
- ② Omtrent die helfte
- ③ Geen onderwysers

5. Hoeveel gee elk van die volgende mense in jou skool vir jou om as 'n persoon?

GLAD NIE
SOMMIGE
BAIE

- a. die prinsipaal en die adjunk-prinsipaal
- b. ander volwassenes
- c. onderwysers/opvoeders

6. Hoe goed het jy oor die algemeen in die skool gevaar? Sal jy sê dat jou punte was:

- ① baie hoër as die gemiddelde,
- ② effens bo die gemiddelde,
- ③ gemiddeld
- ④ effens laer as die gemiddelde, of
- ⑤ baie laer as die gemiddelde?

7. Gemiddeld oor die laaste jaar, hoeveel uur per week bestee jy aan skool-huiswerk - insluitende die tyd wat jy aan huiswerk bestee, beide terwyl jy by die skool is en buite die skool is? (Merk slegs een antwoord)

- ① 0 uur
- ② 1 - 4 uur
- ③ 5 - 9 uur
- ④ 10 - 14 uur
- ⑤ 15 - 19 uur
- ⑥ 20 - 24 uur
- ⑦ 25 of meer uur

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

8. Antwoord hierdie vrae asseblief ja of nee omtrent jou Wiskunde-klas: (Merk nee of ja vir elkeen)

	NEE	JA
a. Kan jy opstaan en in die klaskamer rondloop wanneer jy wil?	①	②
b. Besluit jy self waar jy in die klas sit?	①	②
c. Help jy om te besluit waar jy in die klas sit?	①	②
d. Besluit jy en die ander kinders in die klas saam wat die klasreëls is?	①	②
e. Wanneer jy met jou werk in die klas klaar is, kan jy besluit wat jy dan moet doen?	①	②

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

	DIKWELS	SOMS	WEINIG	NOOIT
a. Die hoeveelheid tyd wat jy televisie kon kyk, beperk?	①	②	③	④
b. Nagegaan om te sien of jou huiswerk klaar gedoen is?	①	②	③	④
c. Saam met jou oor jou huiswerk gegaan?	①	②	③	④
d. Werk nagegaan wat die onderwyser gemerk het en wat jy huis toe gebring het?	①	②	③	④
e. 'n Tyd gestel wanneer jy by die huis moet wees gedurende skooltyd?	①	②	③	④
f. 'n Tyd gestel wanneer jy by die huis moet wees gedurende die naweek?	①	②	③	④

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	①	②	③	④
b. 'n Tegnieese of beroepskool/kollege bywoon?	①	②	③	④
c. Klaarmaak met 'n twee-jarige kollege-program?	①	②	③	④
d. Gradueer by 'n drie-of vierjarige kollege of universiteit	①	②	③	④
e. 'n Na-graadse of professionele program na kollege of universiteit bywoon?	①	②	③	④

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.

- Ek is nou en dan treurig
 Ek is baie dikwels treurig
 Ek is al die tyd treurig
- Niks sal ooit vir my reg uitwerk nie
 Ek is nie seker of dinge vir my sal uitwerk nie
 Dinge sal vir my olraait uitwerk
 Ek doen die meeste dinge olraait
 Ek doen baie dinge olraait
 Ek doen alles verkeerd
- Ek haat myself
 Ek hou nie van myself nie
 Ek hou van myself
- Elke dag is ek lus om te huil
 Baie dae is ek lus om te huil
 Nou en dan is ek lus om te huil
- Dinge pla my al die tyd
 Dinge pla my baie dikwels
 Dinge pla my nou en dan
- Ek lyk olraait
 Daar is sekere slegte dinge oor hoe ek lyk
 Ek lyk lelik
- Ek voel nie eensaam nie
 Ek voel dikwels eensaam
 Ek voel al die tyd eensaam
- Ek het baie vriende
 Ek het 'n paar vriende, maar ek wens dat ek meer gehad het
 Ek het geen vriende nie
- Niemand het my regtig lief nie
 Ek is nie seker of enige iemand my lief het nie
 Ek is seker dat iemand my lief het

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

Mêrk een sin van elke groep wat jou gevoelens gedurende die afgelope TWEE WEKE die beste beskrywe.

11. Hoe dikwels voel jy eensaam wanneer jy:
(Merk een antwoord by elkeen)

	OMTRENT NOOIT	NOOIT	SOMS	BAIE
a. by die huis is?	1	2	3	4
b. by die skool is?	1	2	3	4
c. saam met die kinders is met wie jy tyd saam deurbring?	1	2	3	4
d. in jou buurt is?	1	2	3	4
e. in 'n godsdienstige omgewing is?	1	2	3	4

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

	OMTRENT NOOIT	NOOIT	SOMS	BAIE
a. Ek het te min vriendskappe	1	2	3	4
b. Ek voel uitgelaat	1	2	3	4
c. Ek is nie meer na aan enigeen nie	1	2	3	4
d. Ek voel geïsoleer van andere	1	2	3	4

D

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.

My Moeder of Vader is 'n persoon wat....

	Moeder			Vader		
	BAIE SOOS SY	IETWAT SOOS SY	NIE SOOS SY NIE	NIE SOOS HY NIE	IETWAT SOOS HY	BAIE SOOS HY
1. my beter laat voel nadat ek oor my bekommernisse ("worries") met haar/hom gepraat het	1	2	3	1	2	3
2. my pak gee sodat ek respek vir die ouer mense kan leer	1	2	3	1	2	3
3. die onderwerp verander wanneer ek iets het om te sê	1	2	3	1	2	3
4. my respekteer selfs indien ek van haar of hom verskil	1	2	3	1	2	3
5. baie dikwels teenoor my glimlag	1	2	3	1	2	3
6. na my luister wanneer ek iets te sê het	1	2	3	1	2	3
7. wanneer ek haar/hom regtig ontstel, haar/sy geduld sal verloor en my dan ernstiger straf as wat sy/hy wou	1	2	3	1	2	3
8. aangename dinge vir my doen	1	2	3	1	2	3
9. in staat is om my beter te laat voel wanneer ek ontsteld is	1	2	3	1	2	3
10. wat baie streng met my is	1	2	3	1	2	3
11. my respekteer oor hoe ek oor dinge dink en voel	1	2	3	1	2	3
12. my blameer vir die probleme van ander gesinslede	1	2	3	1	2	3
13. my waardeer vir wie ek is as 'n onafhanklike persoon	1	2	3	1	2	3
14. dit geniet om dinge saam met my te doen	1	2	3	1	2	3
15. beledigende woorde teenoor my gebruik	1	2	3	1	2	3
16. harde straf uitdeel	1	2	3	1	2	3
17. my opbeur wanneer ek treurig is	1	2	3	1	2	3
18. my spot	1	2	3	1	2	3
19. hard straf sodat ek dit vir 'n lang tyd sal onthou	1	2	3	1	2	3
20. my aanmoedig om my gevoelens en opinies uit te spreek	1	2	3	1	2	3
21. baie sorg en aandag aan my bestee	1	2	3	1	2	3

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE
 ○●○○●●○○●●●●○○○○○○○○○○○○○○○○○○○○

My Moeder of Vader is 'n persoon wat....

	Moeder	Vader
22. wreed is teenoor my	1 2 3	1 2 3
23. praat van die foute wat ek in die verlede gemaak het wanneer sy/hy my kritiseer	1 2 3	1 2 3
24. baie krities teenoor my is	1 2 3	1 2 3
25. my laat voel dat ek die belangrikste persoon in haar/sy lewe is	1 2 3	1 2 3
26. onbeskof teenoor my is	1 2 3	1 2 3
27. my dikwels onderbreek	1 2 3	1 2 3
28. daarin glo om haar/sy liefde vir my te wys	1 2 3	1 2 3
29. vol medelye is (voel saam)	1 2 3	1 2 3
30. minder vriendelik teenoor my is, as ek nie dinge soos sy/hy sien nie	1 2 3	1 2 3
31. my straf vir dinge wat sy/hy voorheen aan my gesê in die haak is	1 2 3	1 2 3
32. altyd probeer om te verander hoe ek oor dinge voel en dink	1 2 3	1 2 3
33. bestee van sy of haar tyd aan my	1 2 3	1 2 3
34. my dikwels prys	1 2 3	1 2 3
35. dit sal vermy om na my te kyk wanneer ek haar/hom teleurgestel het	1 2 3	1 2 3
36. komplimente aan my gee	1 2 3	1 2 3
37. my toelaat om enige aand wat ek wil, uit te gaan	1 2 3	1 2 3
38. maklik is om mee te praat	1 2 3	1 2 3
39. indien ek haar/sy gevoelens seergemaak het, ophou om met my te praat totdat ek haar/hom weer tevrede stel	1 2 3	1 2 3
40. baie vir my opoffer	1 2 3	1 2 3
41. my toelaat om enige iets wat ek wil, te doen	1 2 3	1 2 3
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	1 2 3	1 2 3
43. my nie vir ander mense se probleme blameer nie	1 2 3	1 2 3
44. my dikwels omhels	1 2 3	1 2 3
45. my toelaat om my sinne klaar te maak wanneer ek met hom of haar praat	1 2 3	1 2 3
46. my dikwels soen	1 2 3	1 2 3
47. my lief het selfs al dink ek nie dieselfde oor dinge as sy of hy nie	1 2 3	1 2 3
48. dikwels die reëls wat ek veronderstel is om te volg, verander	1 2 3	1 2 3
49. my toelaat om na enige plek te gaan sonder dat ek hoef te vra	1 2 3	1 2 3

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

	WEET BAIE	WEET 'N BIETJIE	WEET NIE
a. Wie jou vriende is?	1	2	3
b. Waar jy saans heengaan?	1	2	3
c. Hoe jy jou geld bestee?	1	2	3
d. Wat jy met jou vryetyd doen?	1	2	3
e. Waar jy die meeste middag na skool is?	1	2	3

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

	WEET BAIE	WEET 'N BIETJIE	WEET NIE
a. Wie jou vriende is?	1	2	3
b. Waar jy saans heen gaan?	1	2	3
c. Hoe jy jou geld bestee?	1	2	3
d. Wat jy met jou vryetyd doen?	1	2	3
e. Waar jy die meeste middag na skool is?	1	2	3

HIER IS 'N PAAR VRAE OOR DINGE WAT SEKERE JONGMENSE DOEN

1. Het jy al ooit eiendom doelbewus beskadig of vernietig?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Het jy al ooit alkoholiese drank, bier, wyn of sterk drank gebruik?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

3. Het jy al ooit iets met 'n lae waarde gesteel of probeer steel?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

4. Het jy al ooit van die huis af wegeloop?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Het jy al ooit dinge met hoë waarde gesteel of probeer steel?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

6. Was jy al ooit by bende-("gang") gevegte betrokke?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

7. Het jy al ooit marijuana (dagga) gebruik?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

8. Het jy al ooit iemand geslaan of gedreig om iemand te slaan?

- ① Ja >>> Indien ja,
- ② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

9. Het jy al ooit harde (sterk) dwelmmiddels soos heroïen, kokaiën en LSD gebruik?

- ① Ja >>> Indien ja,
② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

10. Het jy al ooit tabak gebruik?

- ① Ja >>> Indien ja,
② Nee

Hoeveel keer het jy dit die afgelope ses maande gedoen?

KEER	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

G 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)

BAIE DIKWELS
REDELIK DIKWELS
NOU EN DAN
NOOIT

↓ ↓ ↓ ↓
① ② ③ ④

a. Mekaar dreig

① ② ③ ④

b. Op mekaar skree

① ② ③ ④

c. Mekaar beledig (minagting toon)

① ② ③ ④

d. Vir mekaar name toesnou

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

BAIE DIKWELS
REDELIK DIKWELS
NOU EN DAN
NOOIT

↓ ↓ ↓ ↓

a. Hoe dikwels probeer een van jou ouers dat jy een van hulle se kant kies?

① ② ③ ④

b. Hoe dikwels praat een van jou ouers deur jou met die ander ouer omdat sy/hy nie met die ander ouer wil praat nie?

① ② ③ ④

c. Hoe dikwels voel jy vasgevang in die middel wanneer jou ouers stry of baklei?

① ② ③ ④

d. Hoe dikwels voel jy verdeeld (verskeurd) tussen jou ouers?

① ② ③ ④

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)

BYNA ELKE DAG
VERSKEIE KERE PER WEEK
OMTRENT EEN KEER PER WEEK
VERSKEIE KERE PER MAAND
MINDER AS EEN KEER PER MAAND
NOOIT

↓ ↓ ↓ ↓ ↓ ↓

a. Hoe ek aantrek

① ② ③ ④ ⑤ ⑥

b. Rondom die huis help

① ② ③ ④ ⑤ ⑥

c. Skool

① ② ③ ④ ⑤ ⑥

d. Klaarkom met ander gesinslede

① ② ③ ④ ⑤ ⑥



MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

1. Hoeveel noue vriende het jy? Indien geen, merk "geen". Moenie gesinslede insluit nie.

- Geen
- ① 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)

BAIE BELANGRIK
IETWAT BELANGRIK
NIE BELANGRIK

- | | |
|---|-------|
| a. studeer? | ① ② ③ |
| b. in die skool se sportspanne speel? | ① ② ③ |
| c. deelneem in die skool se organisasies (bv. klubs, kuns, musiek)? | ① ② ③ |
| d. goeie punte behaal? | ① ② ③ |
| e. gewild/populêr is? | ① ② ③ |
| f. in die moeilikheid beland? | ① ② ③ |
| g. aan godsdienstige aktiwiteite deelneem? | ① ② ③ |
| h. partytjies bywoon? | ① ② ③ |
| i. bymekaar kom met vriende? | ① ② ③ |
| j. 'n reputasie het dat hulle gedug ("tough") is? | ① ② ③ |

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

ALMAL
DIE MEESTE
OMTRENT DIE HELFTE
SOMMIGE
GEENEEN

- | | |
|---|-----------|
| a. beskadig of vernietig eiendom opsetlik? | ① ② ③ ④ ⑤ |
| b. gebruik alkoholiese drank : bier, wyn of sterk drank? | ① ② ③ ④ ⑤ |
| c. dinge met 'n hoë waarde steel of probeer steel? | ① ② ③ ④ ⑤ |
| d. van die huis af wegloop? | ① ② ③ ④ ⑤ |
| e. dinge met 'n lae waarde steel of probeer steel? | ① ② ③ ④ ⑤ |
| f. in bakleiery by die skool betrokke raak? | ① ② ③ ④ ⑤ |
| g. is by bende-gevegte betrokke? | ① ② ③ ④ ⑤ |
| h. gebruik marijuana (dagga)? | ① ② ③ ④ ⑤ |
| i. slaan of dreig om mense te slaan? | ① ② ③ ④ ⑤ |
| j. gebruik harde dwelmmiddels soos heroïen, kokaiën en LSD? | ① ② ③ ④ ⑤ |
| k. gebruik tabak? | ① ② ③ ④ ⑤ |

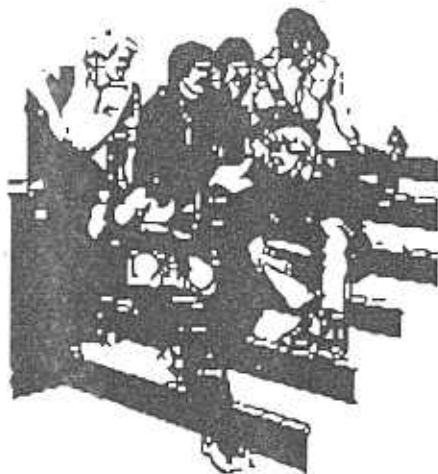


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4. Merk asseblief die respons wat die beste jou ouers se betrokkenheid by jou vriendskapsverhoudinge beskrywe.
(Merk een antwoord by elkeen)

BAIE DIKWELS
REDELIK DIKWELS
SOMS
NOU EN DAN
NOOIT

- | | |
|---|---------|
| a. My ouers hou van die jong mense wat ek as vriende kies. | ① ② ③ ④ |
| 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. | ① ② ③ ④ |
| c. My ouers geniet dit om met die vriende wat ek huis toe bring te gesels. | ① ② ③ ④ |
| d. My ouers is bekommerd oor die vriende met wie ek assosieer. | ① ② ③ ④ |
| e. Ek voel gemaklik om vriende huis toe te bring. | ① ② ③ ④ |



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
 NOOIT

- a. Hoe dikwels bel jy hierdie vriend? ⑤ ① ② ③ ④
- b. Indien jy met iets hulp nodig het, hoe dikwels kan jy op hierdie vriend staatmaak om jou te help? ⑤ 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? ⑤ ① ② ③ ④
- d. Hoe dikwels help dié vriend jou om die regte ding te doen? ⑤ ① ② ③ ④
- e. Hoe dikwels irriteer of verpes hierdie vriend jou? ⑤ ① ② ③ ④
- f. Hoe dikwels gaan jy en hierdie vriend na mekaar se huise toe? ⑤ 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? ⑤ ① ② ③ ④
- h. Hoe dikwels moedig hierdie vriend jou aan om dinge te doen wat verkeerd is? ⑤ ① ② ③ ④
- i. Hoe dikwels laat hierdie vriend jou voel dat jou idees en opinies belangrik en waardevol is? ⑤ ① ② ③ ④
- j. Hoe dikwels voel jy dat dit moeilik is om met hierdie vriend oor die weg te kom? ⑤ ① ② ③ ④
- k. Hoe dikwels gaan jy en hierdie vriend saam na plekke soos die bioskoop, skaatsarena, winkels of 'n sportgeleentheid? ⑤ ① ② ③ ④
- l. Wanneer jy 'n ding goed gedoen het, hoe dikwels prys en wens hierdie vriend jou geluk? ⑤ ① ② ③ ④
- m. Hoe dikwels verneder hierdie vriend jou? ⑤ ① ② ③ ④
- n. Hoe dikwels moedig hierdie vriend jou aan om die reëls na te volg? ⑤ ① ② ③ ④

I HIER IS 'N PAAR VRAE OOR GODSDIENS

1. Wat is jou godsdienstige voorkeur?

- | | |
|---------------------------|---------------------------|
| ① Anglikaan | ⑪ Protestant |
| ② Ateïs | ⑫ Rooms Katoliek |
| ③ Boeddhis | ⑬ Russies/Grieks-Ortodoks |
| ④ Hindoe | ⑭ Sewe Dae-Adventis |
| ⑤ Joods | ⑮ Shamanis |
| ⑥ Mormoon | ⑯ Shintois |
| ⑦ Moslem | ⑰ Sikh |
| ⑧ Nie-godsdienstig | ⑱ Tradisionele Godsdien |
| ⑨ Nie-sektariese Christen | ⑲ Geen voorkeur |
| ⑩ Pinkster-godsdien | |

⑳ Ander _____

2. Hoe dikwels woon jy godsdienstige dienste/tradisionele godsdienstige seremonies by? (Merk een)

- ① Gereelde bywoning (weekliks)
 ② Redelik gereelde bywoning (byna weekliks)
 ③ Bywoning dikwels (ten minste maandeliks)
 ④ Geleenthedsbywoning (verskeie kere per jaar)
 ⑤ Slegs spesiale geleenthede
 ⑥ Nooit

3. Hoe godsdienstig dink jy is jy?

- ① Uilers godsdienstig
 ② Baie godsdienstig
 ③ Matig godsdienstig
 ④ Ietwat godsdienstig
 ⑤ Glad nie godsdienstig

4. Gedurende die laaste maand, hoe dikwels het jy die volgende dinge op jou eie gedoen? (Merk een syfer by elkeen)

ELKE DAG
 'N PAAR KEER PER WEEK
 OMTRENT EEN KEER PER WEEK
 2-3 KEER PER MAAND
 OMTRENT EEN KEER PER MAAND
 MINDER AS EEN KEER PER MAAND
 GLAD NIE

- a. Die heilige skrif op jou eie gelees ① ② ③ ④ ⑤ ⑥ ⑦
- b. In die privaat gebid ① ② ③ ④ ⑤ ⑥ ⑦
- c. Ernstig oor die godsdienste/geestelike gedink ① ② ③ ④ ⑤ ⑥ ⑦
- d. Met jou vriende oor godsdienste/geestelike gepraat ① ② ③ ④ ⑤ ⑥ ⑦

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

4. Gedurende die afgelope ses (6) maande, hoe dikwels het jy die volgende mense gesien of tyd saam met hulle deurgebring?

(Merk een syfer by elkeen)

ELKE DAG
'N PAAR KEER PER WEEK
OMTRENT EEN KEER PER WEEK
2-3 KEER PER MAAND
OMTRENT EEN KEER PER MAAND
MINDER AS EEN KEER PER MAAND
GLAD NIE

a. Bure (volwassenes)

① ② ③ ④ ⑤ ⑥ ⑦

b. Ouers van vriende

① ② ③ ④ ⑤ ⑥ ⑦

c. Kerkleiers

① ② ③ ④ ⑤ ⑥ ⑦

d. Gemeenskapsleiers

① ② ③ ④ ⑤ ⑥ ⑦

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

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

a. My bure meng altyd by my sake in

① ② ③ ④ ⑤

b. My bure is nuuskierig

① ② ③ ④ ⑤

c. My bure kyk altyd wat ek doen

① ② ③ ④ ⑤

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

- ① Baie onwaarskynlik
② Onwaarskynlik
③ Nie waarskynlik of onwaarskynlik nie

- ④ Waarskynlik
⑤ Baie waarskynlik

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

- ① Baie onwaarskynlik
② Onwaarskynlik
③ Nie waarskynlik of onwaarskynlik nie

- ④ Waarskynlik
⑤ Baie waarskynlik

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

- ① Baie onwaarskynlik
② Onwaarskynlik
③ Nie waarskynlik of onwaarskynlik nie

- ④ Waarskynlik
⑤ Baie waarskynlik

9. Hoe dikwels voorsien jou gesin hulp aan:

MEER AS EEN KEER PER MAAND
OMTRENT EEN KEER PER MAAND
MINDER AS EEN KEER PER MAAND
GLAD NIE

a. My bure meng altyd by my sake in

① ② ③ ④ ⑤

b. My bure is nuuskierig

① ② ③ ④ ⑤

c. My bure kyk altyd wat ek doen

① ② ③ ④ ⑤

a. ander gemeenskapslede

① ② ③ ④

b. vriende

① ② ③ ④

c. uitgebreide familieledes
(bv. tantes, ooms, ens.)

① ② ③ ④

L

HIER IS NOG 'N PAAR VRAE OOR JOU GESIN

1. Was jou moeder al ooit:

(Merk almal wat van toepassing is)

- ① Getroud?
② Geskei?
③ Uitmekaar? (lewe apart van vader)
④ Weer getroud?
⑤ 'n Wewenaar-moeder?

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

- ① Getroud?
② Geskei?
③ Uitmekaar? (lewe apart van vader)
④ Weer getroud?
⑤ 'n Wewenaar-moeder?

3. Met watter ouers of voogde leef jy nou

(Merk een)

- ① Beide my moeder en vader in dieselfde huishouding
② Slegs my moeder
③ My moeder en my stiefpa
④ Slegs my vader
⑤ My vader en my stiefma
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 familielid is nie
⑨ Nie ouers of voogde nie (ek woon alleen of met vriende)

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

1. Hoe waar is die volgende stellings?
(Merk een syfer by elkeen)

BAIE DIKWELS/ALTYD WAAR
DIKWELS/GEWOONLIK
BY GELEENTHEID/SOMS
SELDE/WEINIG
NOOIT/BYNA NOOIT WAAR NIE

- a. Ek geniet 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. onderwysers, personeellede) by 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 4 5
- e. Ek gesels met onderwysers en ander personeellede oor ander dinge buiten skoolwerk 1 2 3 4 5
- f. Ek neem aktief deel aan die skool se koerantjie of die jaarboek/kalender 1 2 3 4 5
- g. Ek help ander leerlinge/leerders wat hulp nodig mag hê (bv. verdwaal in die gebou, siek is of seergekry het) 1 2 3 4 5
- h. Ek vra vrae in die klas wanneer ek die leermateriaal nie verstaan nie 1 2 3 4 5
- i. Ek neem aktief deel aan drama (bv. skool-opvoerings) of musiek (bv. die orkes) 1 2 3 4 5
- j. Ek openbaar toegeneentheid ("liking") en besorgdheid teenoor my vriende 1 2 3 4 5
- k. Ek neem aktief deel aan die leerling-bestuur op skool 1 2 3 4 5
- l. Ek neem deel aan klasbesprekings 1 2 3 4 5
- m. Ek voel gemaklik om grappe met onderwysers en ander personeellede te maak 1 2 3 4 5

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

NGOSUKU NGALUNYE PHAMBI OKANYE NGEMVA KWESIKOLO

ELKE WEEKSDAG VOOR OF NA SKOOL
5 UUR OF MEER
4 TOT 5 UUR
2 TOT 3 UUR
1 TOT 2 UUR
MINDER AS 1 UUR
GEEN TYD; EK DOEN DIT NIE

- a. Skoolwerk doen 1 2 3 4 5 6
- b. Doen dinge saam met vriende of gesels met vriende 1 2 3 4 5 6
- c. Neem deel aan sport by die skool 1 2 3 4 5 6
- d. Neem deel aan sport, maar nie by die skool nie 1 2 3 4 5 6
- e. Neem deel aan ander skool aktiwiteite soos klubs, orkes, koor, ens. 1 2 3 4 5 6
- f. Bespeel 'n musiekinstrument by die huis 1 2 3 4 5 6
- g. Doen vrijwillige werk 1 2 3 4 5 6
- h. Televisie kyk of video-speletjies speel 1 2 3 4 5 6
- i. Gebruik 'n persoonlike rekenaar ("computer/PC") 1 2 3 4 5 6
- j. Doen huishoudelike werk (in en om die huis) wat jou ouers verwag dat jy moet doen 1 2 3 4 5 6
- k. Neem deel aan gemeenskaps-aktiwiteite soos die Scouts, ontspanningsprogramme, dans en musieklesse, ens. 1 2 3 4 5 6
- l. Neem deel aan aktiwiteite wat met die kerk in verband staan 1 2 3 4 5 6
- m. Doen dinge saam met ander lede van jou gesin (ma, pa, broers en susters) 1 2 3 4 5 6
- n. Werk in die gesin of familie-besigheid 1 2 3 4 5 6
- o. Is besig in 'n werk vir betaling 1 2 3 4 5 6

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

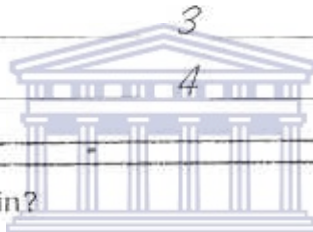
2. Wat is sommige van die dinge wat jongmense, so oud soos jy, doen wat jy nie goedkeur nie?

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

1 _____ 3 _____
 2 _____ 4 _____

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

1 _____ 3 _____
 2 _____ 4 _____



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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/leerdes 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-voorigter sal jou dan kontak en vir jou sê hoe jy hulp kan kry.

X

Baie Dankie

MOET ASSEBLIEF NIE IN HIERDIE AREA SKRYF NIE

CLIENT: INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT
PRODUCT: YOUTH AND FAMILY PROJECT (XHOSA)
DATE: 23 MARCH 1998


IProjekthi yoLutsha noSapho [Youth and Family Project]
INGuqulelo yoLwimi lwesiXhosa [Xhosa Language Version]
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[p/2]

IMIYALELO

Nceda ufunde umbuzo ngamnye ngononophelo uphendule ngentembeko kangangoko unakho. Akukho zimpendulo zilungileyo okanye ezingalunganga kuyo nayiphi le mibuzo. Sinomdla kuphela kwinto oyicingayo noyivayo. Khumbula, iimpendulo zakho ziyimfihlo. Akukho namnye umntu oya kuthi azi ukuba iimpendulo zakho zithini na. Uninzi lwemibuzo lufuna ukuba umakishe inombolo yeyona mpendulo iphuma phambili kuwe.

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

- 
- (1) Bobabini utata nomama wam kwikhaya elinye
() Umama wam kuphela
(3) Umama wam notata omtsha
(4) Utata wam kuphela
(5) Utata wam nomama omtsha
(6) Ngelinye ixesha ndiba sekhayeni likamama wam ngelinye ndibe kwelikatata wam
(7) Ezinye izizalwana zam (uanti, umalume, abazali abakhulu, njl.njl.)
(8) Umgcini okanye umzali omtsha ongesosizalwana
(9) Akukho bazali okanye bagcini (Ndihlala ndedwa okanye nezihlobo)

IMIYALELO YOKUMAKISHA

- * Sebenzisa ipensile enguNomb.2 kuphela.
- * Sukusebenzisa i-inki, usiba lokubhala, okanye ipeni eqinileyo nesibaca ngaphambili
- * Makisha ngokuqinileyo uzalise isekile ngokugqibeleleyo.
- * Sula kakuhle iimaki ofuna ukuzitshintsha.

Iimaki ezingalunganga [Incorrect marks]
Imaki elungileyo [Correct mark]

Omnye umzekelo wokumakisha amanani ngulo:
(Makisha impendulo enye kuphela)

[Umama]	NDIFANA NAYE KAKHULU	ANDIFANI NAYE	[Utata]
	NDIBUFANA NAYE	NDIBUFANA NAYE	
	ANDIFANI NAYE	NDIFANA NAYE KAKHULU	

UMama wam okanye uTata ngumntu o... 3. kholelwa ekubeni abe nemithetho emininzi nayigcinayo: (1) () (3) (1) (2) ()

Xa uphendula lo mbuzo 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] [Oosisi]
(Faka inani) 0 2 0 4
[diagram] [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 oyicingayo okanye oyivayo.

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[A] NANTSI IMIBUZO YENTSHAYELELO

(Nceda ugwalise iindawo ezingenanto okanye umakishe iinombolo ezichanekileyo.)

1. Sithini isini sakho?

- (1) Uyindoda
- (2) Ubhinqile

2. Mingaphi iminyaka yakho?

3. Ingaba leliphi iqela lobuhlanga/lobuzwe lakho?

- (1) UmAfrika
- (2) UmMelika (ongumAfrika)
- (3) UmMelika (oliNgesi)
- (4) UmMelika (ongumEshiya)
- (5) UmMelika (onguHispani)

- (6) UmMelika (oliNdiya)
- (7) UmArabhu
- (8) UmEshiya
- (9) UmOstreliya
- (10) UmOstreliya (iNzalelwane)
- (11) UmOstreliya (oweZiqithi zeTorres Strait)
- (12) NgumYurophu
- (13) UmIndiya
- (14) Olunye

[B] NANTSI EMINYE IMIBUZO NGESIKOLO

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

Ngaphantsi kunonyaka ophelileyo

(1) (2) (3) (4) (5) (6) (7)

Ngaphezulu kunonyaka ophelileyo

2. Ingaba kufuneka kangakanani esikolweni sakho ukongezwa kwemithetho ukwenzela ukuba ku: (Makisha inombolo)

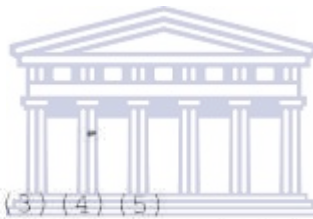
IMFUNEKO INKULU KAKHULU

IMFUNEKO INKULU

IMFUNEKO IKHONA NJE

IMFUNEKO INCINANE

AKUKHO MFUNEKO



a. yekwe ubusela? (1) (2) (3) (4) (5)

b. yekwe ukusetyenziswa kakubi kweziyobisi? (1) (2) (3) (4) (5)

c. yekwe ubundlobongela nokulwa? (1) (2) (3) (4) (5)

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3. Bangaphi ootitshala 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 ubaxelele ngengxaki yakho obunayo?
(1) (2) (3) (4) (5)

e. abamamela ngenyameko kwinto oyithethayo? (1) (2) (3) (4) (5)

4. Bangaphi ootitshala bakho kulo nyaka abakuthatha njengomntu okhulileyo kuneetitshala zakho zonyaka ophelileyo?

(Makisha impendulo enye)

(1) Bonke ootitshala (2) Ihafu yabo (3) Akukho zititshala

5. Bangaphi kwaba balandelayo abantu kwisikolo sakho abakhathalayo ngawe njengomntu?

(Makisha inombolo enye ngomntu ngamnye)

AKUKHO NAMNYE

ABATHILE

BANINZI

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

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

- (1) ngaphezulu lee kokulindelekileyo,
(2) ngaphezulu nje kokulindelekileyo
(3) lindelekile
(4) ngaphantsana kokulindelekileyo, okanye
(5) ngaphantsi lee kokulindelekileyo?

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

- (0) Iiyure eziyi-0
(1) Iiyure eNye ukuya kwezi-4
(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 kwengama-24
(6) Iiyure ezingama-25 nangaphezulu



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[p/4]

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

EWE
HAYI

- a. Ingaba ungaphakama uhamba-hambe eklasini xa ufuna? (1) (2)
b. Ingaba uyazigqibela apho mawuhlale khona eklasini? (1) (2)
c. Ingaba uyancedisa ekugqibeni ngobungakanani bomsebenzi wesikolo owenziwa ekhaya omawuwufumane? (1) (2)

d. Ingaba wena kunye nabanye abantwana eklasini yakho niyagqiba kunye ngokuba kufuneka ibe yeyiphi imithetho? (1) (2)

e. Xa uwugqibile umsebenzi wakho eklasini, ungagqiba ngokulandelayo omawukwenze? (1) (2)

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

QHO

NGAMAXESHA ATHILE

MANQAPHANQAPHA

NAKANYE

a. Anciphise ixesha lokuba ungabukela umabonakude? (1) (2) (3) (4) (5)

b. Akhangele ukuba umsebenzi wakho wasekhaya wesikolo wenziwe? (1) (2) (3) (4)

c. Akuncedise ekwenzeni umsebenzi wesikolo? (1) (2) (3) (4)

d. Ajonge amaphepha owazise ekhaya amakishwe ngutitshala? (1) (2) (3) (4) (5)

e. Abeke ixesha lokuba sekhaya ngobusuku besikolo? (1) (2) (3) (4)

f. Abeke ixesha lokuba sekhaya ngempela-veki? (1) (2) (3) (4)

10. Angakanani amathemba okuba ungenza enye yezi zinto zilandelayo? (Makisha inombolo enye ngayo nganye)

NGOKUQINISEKILEYO NDAKUYENZA

MHLAWUMBI NDINGAYENZA

MHLAWUMBI NDINGANGAYENZI

NGOKUQINISEKILEYO ANDIYI KUYENZA

a. Ukuphumelela ndishiye isikolo esiphakamileyo (1) (2) (3) (4)

b. Ukuya kwisikolo sobugcisa okanye sobugqesho (1) (2) (3) (4)

c. Ukuphumelela ndishiye ikholeji yeminyaka emibini (1) (2) (3) (4)

d. Ukuphumelela kwikholeji okanye kwidyunivesithi yeminyaka emine (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 ngayo kwiiVEKI EZIMBINI ezidlulileyo.

- () Ndiva kakubi emva kwethuba
() Ndiva kakubi amaxesha amaninzi
() Ndiva kakubi ngalo lonke ixesha

- () Akukho nto iya kuze indilungele
() Andiqinisekanga ukuba izinto ziza kundihambela kakuhle
() Izinto ziza kundihambela kakuhle

3. () Ndenza uninzi lwezinto kakuhle
() Ndenza izinto ezininzi kakuhle
() Ndenza zonke izinto ngendlela engeyiyo
4. () Ndiyazicaphukela
() Andizithandi
() Ndiyazithanda
5. () Ndiva ngathi ndingalila yonke imihla
() Ndiva ngathi ndingalila iintsuku ezininzi
() Ndiva ngathi ndingalila kanye emva kwethuba elide
6. () Izinto ziyandikhathaza ngalo lonke ixesha
() Izinto ziyandikhathaza amaxesha amaninzi
() Izinto ziyandikhathaza kanye emva kwethuba elide
7. () Ndikhangeleka ndilungile
() Kukho izinto ezimbi ngendlela endijongeka ngayo
() Ndikhangeleka ndimbi
8. () Andiziva ndindedwa
() Ndiziva ndindedwa amaxesha amaninzi
() Ndiziva ndindedwa ngalo lonke ixesha
9. () Ndinabahlobo abaninzi
() Ndinabahlobo abathile, kodwa ndingwenela ukunga bebebaninzi
() Andinaye namnye umhlobo
10. () Akukho mntu undithanda nyani
() Andiqinisekanga ukuba ikhona umntu ondithandayo
() Ndiqinisekile ukuba akukho mntu undithandayo


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Makisha isivakalisi sibe sinye kwezi zilandelayo esichaza kakuhle indlela ove ngayo kwiiVEKI EZIMBINI ezidlulileyo.

11. Kukangangaphi uziva ulilolo 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 nabantwana ochitha nabo ixesha? (1) (2) (3) (4)
- d. ebummelwaneni bakho? (1) (2) (3) (4)
- e. kwiindibano zenkolo? (1) (2) (3) (4)

12. Kukangaphi uziva ngolu hlobo? (Makisha impendulo enye ngombuzo ngamnye)

KANINZI
NGAMAXESHA ATHILE
PHANTSE NAKANYE
NAKANYE

- a. Ndiswelwa ubuhlobo. (1) (2) (3) (4)
- b. Ndiziva ndishyiwe. (1) (2) (3) (4)
- c. Andikho kufutshane nakuwuphi umntu. (1) (2) (3) (4)
- d. Ndiziva ndililolo kwabanye. (1) (2) (3) (4)

[D] NANTSI EMINYE IMIBUZO NGABAZALI BAKHO

Xa ucinga "ngabazali" cinga ngomzali okanye abazali, okanye ucinge ngomgcini okanye abagcini ohlala ithuba elininzi nabo. Nceda umakishe inombolo echaza ngcono ingxelo nganye malunga nomama, umakishe nechaza ngcono utata wakho.

UMama wam okanye uTata wam ngumntu...

UMama

UFANA NAYE KAKHULU
UBUFANA NAYE
AWUFANI NAYE

UTata

AWUFANI NAYE KAKHULU
UBUFANA NAYE
UFANA NAYE KAKHULU



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1. undenza ndizive ndingcono emva kokumbalisela iingxaki zam. (1) (2) (3) / (1) (2) (3)
2. uyandiqhwaba kangangokuba ndifunda ukuba nembeko kubantu abadala. (1) (2) (3) / (1) (2) (3)
3. utshintsha into ekuthethwa ngayo, nanini na xa ndinento yokuthetha. (1) (2) (3) / (1) (2) (3)
4. uyandihlonipha nokuba sele ndingavumelani naye. (1) (2) (3) / (1) (2) (3)
5. uyandincumela amaxesha amaninzi (1) (2) (3) / (1) (2) (3)
6. uyandimamela xa ndinento yokuthetha (1) (2) (3) / (1) (2) (3)
7. xa ndimcaphukisa nyani, uphelelwa ngumonde andohlwaye kakhulu kunokuba efuna. (1) (2) (3) / (1) (2) (3)
8. undenzela izinto ezintle. (1) (2) (3) / (1) (2) (3)
9. uyakwazi ukundenza ndizive ngcono xa ndikhathazekile. (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 neengxaki zabanye bosapho. (1) (2) (3) / (1) (2) (3)
13. undixabisile ekwakuxabisile ukuba ndingumntu ozimeleyo.

- (1) (2) (3) / (1) (2) (3)
14. uyakuthanda ukwenza izinto kunye nam. (1) (2) (3) / (1) (2) (3)
15. uyathuka kakhulu xa ethetha nam. (1) (2) (3) / (1) (2) (3)
16. wohlwaya kakhulu. (1) (2) (3) / (1) (2) (3)
17. undenza ndidlamke xa ndingonwabanga. (1) (2) (3) / (1) (2) (3)
18. uhlekisa ngam. (1) (2) (3) / (1) (2) (3)
19. undohlwaya kabuhlungu, 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)
21. undikhathalele kakhulu. (1) (2) (3) / (1) (2) (3)

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UMama wam okanye uTata wam ngumntu...

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. WESTERN CAPE
25. undenza ndizive ndingumntu obaluleke kakhulu.
26. ubukhali ngakum.
27. usoloko endiphazamisa.
28. ukholelwa ekundiboniseni uthando lwakhe.
29. unovelwano.
30. akanabubele kakhulu, xa ndingaziboni njengaye izinto.
31. uyandohlwaya endohlwayela izinto awayethe zilungile.
32. usoloko ezama ukutshintsha indlela endibona nendiva ngayo.
33. undinika ixesha lakhe.
34. usoloko endibonga.
35. akathandi ukundijonga xa ndimphoxile.
36. uyandincoma.
37. uyandivumela ndiphume nangaluphi urhatya.
38. kulula ukuncokola naye.
39. ukuba ndithe ndamkathaza, uyayeka ukuthetha nam de ndibe
ndiyamonwabisa kwakhona.
40. uzenza idini ngam.
41. undivumela ukuba ndenze nantoni 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 ndigqibe 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 KANCINCI
 AKAZI NTO

- a. Ngoobani abahlobo bakho? (1) (2) (3)
 b. Uyaphi ebusuku? (1) (2) (3)
 c. Uyichitha njani imali yakho? (1) (2) (3)
 d. Wenza ntoni ngexesha lakho ongaxakekanga 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 KANCINCI
 AKAZI NTO

- a. Ngoobani abahlobo bakho? (1) (2) (3)
 b. Uyaphi ebusuku? (1) (2) (3)
 c. Uyichitha njani imali yakho? (1) (2) (3)
 d. Wenza ntoni ngexesha lakho ongaxakekanga 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 echaza ngcono ubuhlobo bakho)

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

53. Ingaba ungabulinganisa njani ubuhlobo notata wakho? (Makisha inombolo echaza 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 emandiyenze.
- (b) Siyaxoxa sigqibe kunye emva koko.
- (c) Usoloko endivumela ukuba ndizithathele izigqibo ngokwam.

56. Ingaba ubandakanyeka kangakanani ekuthatheni izigqibo zosapho ezibandakanya wena?

- (a) nakanye
- (b) mangaphangapha
- (c) ngamanye amaxesha
- (d) amaxesha amaninzi
- (e) qho

57. Ingaba ucinga ukuba mawubandakanyeke kangaphi xa kuthatyathwa izigqibo ezibandakanya wena?

- (a) nakanye
- (b) mangaphangapha
- (c) ngamanye amaxesha
- (d) amaxesha amaninzi
- (e) qho



[E] NANTSI EMINYE IMIBUZO MALUNGA NENDLELA OVA NGAYO MALUNGA NAWE.

1. Nceda umakishe ukuba uvumelana kangakanani na nezi ngxelo.
(Makisha inombolo enye ngombuzo ngamnye)

ANDIVUMI KAKHULU
ANDIVUMI
ANDALI KWAYE ANDIVUMI
NDIYAVUMA
NDIVUMA KAKHULU

- a. Ndiyakwazi ukwenza izinto njengabantu abaninzi. (1) (2) (3) (4) (5)
- b. Ndidla ngokuziva kungekho nto yam ngamanye amaxesha.
- c. Ngamanye amaxesha ndiye ndicinge ukuba andilunganga kwaphela.
- d. Kukonke, ndiyonela kukuba ndim.
- e. Ndiziva ndingenanto endingazidla ngayo.
- f. Ndingwenela ukuba ndingazihlonipha kakhulu.
- g. Ndizijonga ngendlela enethemba.
- h. Ndiyaziva ukuba ndinezinto ezininzi ezintle.
- i. Kukonke, ndisoloko ndiziva njengomntu osoloko engaphumeleleli.
- j. Ndiziva ukuba ndingumntu oxabisekileyo, noko ngokulinganayo nabanye.

2. Ingaba ezi ngxelo zilandelayo ziyichaza kangakanani na indlela ova ngayo ngabanye? (Makisha impendulo enye ngombuzo ngamnye)

SINDICHAZA KAKUHLE KAKHULU
SINDICHAZA KAKUHLE
SIYANDICHAZA NOKWANA
SINDICHAZA KANCINCI
ASINDICHAZI KAKUHLE

- a. Xa ndibona omnye exhatshwazwa, ndiye ndizive ngathi ndingamkhusela. (1) (2) (3) (4) (5)
- b. Xa ndibona omnye ephathwa kakubi, ndiye ngamaxesha athile ndingabi nalusizi.
- c. Ndisoloko ndinovelwano olunzulu ngabanye abantu abahlelekileyo kunam.
- d. Ndingazichaza njengomntu onentliziyo ethambileyo.
- e. Ngamanye amaxesha andibaveli lusizi abanye abantu xa beneengxaki.
- f. Amashwa okanye iingxaki zabanye abantu zisoloko zindikhathaza kakhulu.
- g. Ndisoloko ndikhathazwa zizinto endizibona zisenzeka.

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[F] NANTSI EMINYE IMIBUZO MALUNGA NEZINTO EZENZIWA NGABANYE ABANTU ABASEBANCINCI.

1. Ingaba wawukhe wonakalisa okanye waphula ipropati ngamabom?

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AMAXESHA

[] []

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wenza le nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

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

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha owenze ngayo le nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

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

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wenza ngayo le nto kwiinyanga ezintandathu

ezidlulileyo?

(2) Hayi

4. Ingaba wakhe wabaleka wemka ekhaya?

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

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

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

6. Ingaba wakhe wabandakanyeka kwimilo yamaqela obundlobongela?

(1) Ewe - - - Ukuba ngu-ewe, Managaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

7. Ingaba wakhe wayisebenzisa intsangu?

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

8. Ingaba wakhe wabetha okanye woyikisa ngokubetha umntu othile?

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

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9. Ingaba wakhe wasebenzisa iziyobisi ezifana nehiroyini, ikhokheyini, neLSD?

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

10. Ingaba wakhe walisebenzisa icuba?

(1) Ewe - - - Ukuba ngu-ewe, Mangaphi amaxesha othe wayenza ngawo loo nto kwiinyanga ezintandathu ezidlulileyo?

(2) Hayi

[G] NANTSI EMINYE IMIBUZO EYONGEZIWEYO MALUNGA NOSAPHO LWAKOWENU.

1. Xa umama 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 ukungahloniphani) omnye nomnye (1) (2) (3)
d. Banyembane (1) (2) (3)

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

- a. Kukangaphi omnye wabazali bakho ezama ukuba wena ube ngakwicala lakhe? (1) (2) (3) (4)
b. Kukangaphi omnye wabazali bakho ethumela umyalezo komnye ngawe 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 ngokungafihlisiyo nomama okanye notata wakho okanye umzali wakho omtsha malunga nenye kwezi zinto zilandelayo? (Makisha inombolo enye ngombuzo ngamnye)

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

- a. Indlela endinxiba ngayo (1) (2) (3) (4) (5) (6)

- b. Ukunceda endlini
- c. Isikolo
- d. Ukuvana nabanye bosapho lwasekhaya

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[H] NANTSI EMINYE IMIBUZO MALUNGA NABAHLOBO BAKHO.

1. Bangaphi abahlobo bakho abasondeleyo kuwe onabo? Ukuba abakho, makisha u"namnye". Sukuquka abantu bosapho lwakowenu.

() Namnye

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

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

KUBALULEKE KAKHULU

KUBALULEKE NJE

AKUBALULEKANGA

- a. bafunde? (1) (2) (3)
- b. badlale emabaleni amaqela okudlala esikolo?
- c. bathabathe inxaxheba kwimibutho yesikolo (umz.iiklabhu, ezobuchule, umculo)?
- d. bafumane amangaku amahle?
- e. babaluleke/bathandwe kakhulu?
- f. bangene enkathazweni?
- g. bathabathe inxaxheba kwimisebenzi yenkolo?
- h. baye ezipatini?
- i. bahlangane nabahlobo?
- j. baziwe kakhulu ngokomelela?

3. Bangaphi abahlobo 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 zealkhoholi, ibhiya, iwayini, utywala obunamandla?
- c. ababa okanye bazame ukuba izinto zexabiso eliphezulu?
- d. ababaleka ekhaya?

- e. ababa, okanye bazame ukuba izinto zexabiso eliphantsi?
- f. abalwayo esikolweni?
- g. ababandakanyeka 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 ukubandakanyeka kwabazali bakho kubudlelwane bakho nabahlobo bakho. (Makisha inombolo enye ngombuzo ngamnye)

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

- a. Abazali bam bayabathanda abantu abancinane endibakhetha njengabahlobo. (0) (1) (2) (3) (4)
- b. Emva kokuba ndiphumile nabahlobo bam, ndiyakuthanda ukubalisela abazali bam ngezinto endithe mna nabahlobo bam sazenza.
- c. Abazali bam bayakuthanda ukuncokola nabahlobo endiza nabo ekhaya.
- d. Abazali bam bayahlupheka ngabahlobo endiqhelene nabo.
- e. Ndiziva ndikhululekile ukuzisa abahlobo bam ekhaya.



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

YONKE IMIHLA
 AMAXESHA AMBALWA EVEKINI
 KANYE NGEVEKI
 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 ngoncedo?
- c. Xa lo mhlobo engavumelani nawe, kukangaphi ukuba akwenze uzive ngathi izimvo zakho azilunganga njengezakhe?
- d. Mangaphi amathuba athi ngawo lo mhlobo wakho akuncede ukuba wenze into elungileyo?

- e. Kukangaphi lo mhlobo wakho ekucaphukisa okanye ekucunukise?
- f. Kukangaphi wena nalo mhlobo nihambelana komawenu?
- g. Kukangaphi wena uxelela lo mhlobo izinto malunga nawe ongenakuzixelela abanye abantwana?
- h. Kukangaphi lo mhlobo ekukhuthaza ukuba wenze izinto ezingalunganga?
- i. Kukangaphi lo mhlobo ekwenza ukuba uzive ukuba izimvo neengcinga zakho zibalulekile kwaye ziluncedo?
- j. Kukangaphi usiva kunzima ukuhambisana nalo mhlobo?
- k. Kukangaphi wena nalo mhlobo nisiya kwiindawo ezithile kunye, umzekelo kwibhanyabhanya, ukuya kusikeyita, ukutya kuthenga, okanye kumdlalo othile?
- l. Xa usenza umsebenzi omhle kwinto ethile, kukangaphi lo mhlobo wakho ekuncoma okanye ekubonga?
- m. Kukangaphi lo mhlobo ekubangela ukuba ungaphumeleli.
- n. Kukangaphi lo mhlobo ekukhuthaza ukuba ulandele imithetho?

[I] NANTSI EMINYE IMIBUZO MALUNGA NENKOLO.

1. Yeyiphi inkolo oyithandayo?

- (1) EyaseTshetshi
- (2) EyamaAtheyisti
- (3) EyeBuddhist
- (4) EyamaHindu
- (5) EyamaJuda
- (6) EyamaMorimoni
- (7) EyamaSilamusi
- (8) Awukholelwa
- (9) EyamaKrestu ahlangeneyo
- (10) EyasePentekoste
- (11) EyamaProtestanti
- (12) EyamaRoma
- (13) IOrthodox yamaRashiya namaGrike
- (14) EyamaSabatha
- (15) EyamaShamanisiti
- (16) EyamaShintoyisiti
- (17) EyamaSikh
- (18) EyaboMoya weMveli
- (19) Andikhethi naNye
- (20) Enye -----



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

- (1) Qho (ngeveki)
- (2) Ndiya phantse qho (phantse ngeveki nganye)
- (3) Ndiya ngalo lonke ixesha (phantse ngenyanga nganye)
- (4) Ngamaxesha athile (amaxesha amaninzi ngonyaka)
- (5) Ngamaxesha akhethekileyo (amaxesha amaninzi enyakeni)

(6) Andizange ndaya


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
NGAPHANTSI KWAKANYE NGENYANGA
AZANGE NEMINI ENYE

- a. Ufunde izibhalo ngokwakho (1) (2) (3) (4) (5) (6) (7)
- b. Uzithandazele ngokwakho
- c. Ucinge kakhulu ngenkolo/ngokuba nomoya
- d. Uthethe ngenkolo/ngokuba nomoya kunye nabahlobo bakho


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5. Ingaba unezicwangciso zokwenza inkonzo eyodwa uyenzela inkolo yakho (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 kungenzeka
- (5) Ngokuqinisekileyo
- (6) Andithabathi nxaxheba kwezenkolo

[J] NANTSI EMINYE IMIBUZO MALUNGA NEZINTO ABANYE ABANTU ABAZENZAYO OKANYE ABAZIVAYO.

1. Ngezantsi kukho uluhlu lwezinto ezichaza abantwana. Cinga ngendlela oyiyo ngoku okanye kwiinyanga ezintandathu ezidlulileyo kwaye uncede umakishe u(2) ukuba into leyo iyinyani kakhulu okanye idla ngokuba yinyani ngawe. Makisha u(1) ukuba into leyo ibuyinyani okanye yinyani ngamaxsha athile. Ukuba into leyo asiyonyani ngawe,

makisha u(0).

IYINYANI KAKHULU OKANYE IDLA NGOKUBA YINYANI
IBUYINYANI OKANYE YINYANI NGAMAXESHA ATHILE
ASIYONYANI

- a. Ndiziva ndililolo (0) (1) (2)
- b. Nditshabalallisa izinto zam
- c. Nditshabalalisa izinto zabanye
- d. Andithobeli mthetho esikolweni
- e. Ndiva ngathi ndingangahlali ebomini
- f. Ndibandakanyeka kwimilo emininzi
- g. Ndihamba nabantwana abasoloko bengena ezinkathazweni
- h. Bendicinga ngeendlela zokuzibulala
- i. Ndiyaxoka okanye ndiqhathe
- j. Ndihlasela abantu ngezandla zam
- k. Ndisoloko ndikhala kakhulu
- l. Ndiyeba kwezinye iindawo ngaphandle kwasekhaya
- m. Ndiyathuka okanye ndithethe izinto ezimdaka
- n. Ndoyikisa ngokubetha abantu
- o. Andiyi eklasini okanye nditsiba isikolo
- p. Ndonwabile, andonwabanga, okanye umoya wam uphantsi
- q. Ndisebenzisa ialkhoholi okanye iipilisi ndingenzeli kuzinyanga
- r. Ndiziva ndibhidekile

[K] NANTSI EMINYE IMIBUZO MALUNGA NENDAWO OHLALA KUYO.

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

- (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 ibenye)

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

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

AZIZANGE ZABAKHO
NGAMAXESHA ATHILE
ZISOLOKO ZIKHO

a. Ubundaka okanye inkukuma kwiindedlana zokuhamba ezisecaleni

- nasezitalatweni (1) (2) (3)
- Imibhalo emadongeni nasezindlini
 - Iintseli zotywala nokusela kakhulu kwiindawo ezinabantu
 - Imizi engenabantu okanye eyashiywayo okanye iindawo zeevenkile eziyongene ezitalatweni
 - Uqhekezo
 - Ukuthengiswa kwezinyobisi/kotywala

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

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

- Abamelwane (abantu abadala) (1) (2) (3) (4) (5) (6) (7)
- Abazali babahlobo
- Iinkokeli zecawe
- Iinkokeli zoluntu



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5. Ingaba uvumelana kangakanani nezi zivakalisi zilandelayo?

NDIVUMELANA KAKHULU
NDIYAVUMELANA
ANDIVUMELANI KWAYE ANDALI
ANDIVUMELANI
ANDIVUMELANI KAKHULU

- Abamelwane basoloko begaxeleka emicimbini yam. (1) (2) (3) (4) (5)
- Abamelwane bathanda iindaba.
- Abamelwane soloko bejunge into endiyenzayo.

6. Ukuba iqela labantwana babamelwane bebengayi esikolweni bahlale kwiikona zesitalato, ingaba kulindeleke kangakanani ukuba abamelwane bakho benze into ngawe?

- Akulindelekanga kakhulu
- Akulindelekanga
- Andinakuthi akulindelekanga ndingenakuthi kulindelekile
- Kulindelekile

(5) Kulindeleke kakhulu

7. Ukuba abanye abantwana bebebhala umbhalo eludongeni kwindawo 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 kwindawo ohlala kuyo bangamthuka lo mntwana?

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

9. Ingaba kukangakanani usapho lwakowenu lunika uncedo:

NGAPHEZULU KWAKANYE NGENYANGA
MALUNGA NAKANYE NGENYANGA
NGAPHANTSI KWAKANYE NGENYANGA
HAYI NANGEMINI ENYE



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

[L] NANTSI EMINYE IMIBUZO EYONGEZIWEYO MALUNGA NOSAPHO LWAKOWENU.

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

- (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 ibenye)

- (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) Nezinye izihlobo (uanti, umalume, abazali abakhulu, njl.njl.)
- (8) Umgcini 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 osisigxina
- (2) Unomsebenzi ongengowasigxina awenza qho
- (3) Usebenza kuphela ngamaxesha athile enyakeni okanye kanye emva kwethuba elithile
- (4) Uya esikolweni isigxina
- (5) Akasebenzeli mvuzo 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 osisigxina
- (2) Unomsebenzi ongengowasigxina awenza qho
- (3) Usebenza kuphela ngamaxesha athile enyakeni okanye kanye emva kwethuba elithile
- (4) Uya esikolweni isigxina
- (5) Akasebenzeli mvuzo kwaye akakho sesikolweni isigxina
- (6) Usemkhosini

6. Xa kuthalekiswa nabanye abantwana abalingana nawe, ingaba ulubona lume kakuhle kangakanani usapho lwakowenu? (Makisha ibenye)

- (1) Sihlupheke kakhulu kunabanye.
- (2) Sibuhlupheka kunabanye.
- (3) Sibunemali elinganayo nabaninzi.
- (4) Sibutyeba kunabanye.
- (5) Sityebe kakhulu kunabanye.

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

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

[M] NAZI EZINYE IINGXELO MALUNGA NEZINTO EZIDLA NGOKWENZEKA.

a. Ngezantsi apha luluhlu lwezinto ezidla ngokwenzeka ebantwini. Nceda umakishe ukuba kutsha kangakanani ezi zinto zithe zenzeka. Makisha ukuba azizange zenzeka, zenzeka ngelinye ixesha ebomini bakho, okanye zenzeka kwiinyanga ezintandathu ezidlulileyo.

YENZEKA KWIINYANGA EZIDLULILEYO EZINTANDATHU
YENZEKA EBOMINI BAKHO
AYIZANGE YENZEKA

1. Ukuya kwikhaya elitsha () () ()
2. Ubhuti nosisi omtsha
3. Ukugula okanye ukwenzakala kakhulu komntu wosapho lwakowenu
4. Ukuqhawulwa komtshato ngabazali bakho
5. Ukukhula kokuxambulisa phakathi kwabazali
6. Umama okanye utata wapheliswa ngumsebenzi
7. Ukufa kwelungu losapho lwakowenu
8. Ukwahlukana kwabazali
9. Umzali uyemka ithuba elide
10. Ubhuti nosisi bashiya ikhaya
11. Umzali engena engxakini ngenxa yomthetho
12. Umzali efumana umsebenzi omtsha
13. Umama omtsha okanye utata omtsha
14. Umzali esiya ejele
15. Ukutshintsha kwemeko yezimali kubazali
16. Ingxaki nobhuti okanye nosisi
17. Ukukhula kokuxambulisa kwakho nabazali
18. Iingxaki zemali ezinxulumene nefama yosapho okanye ishishini losapho

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[N] OKOKUGQIBELA, NANTSI 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

NGAMANYE AMAXESHA/NGAMAXESHA ATHILE
KUNQABILE/MANQAPHANQAPHA
AKUZANGE/PHANTSE KUBE AKUZANGE KUBE YINYANI

- a. Ndiyakonwabela ukwenza izinto nokuthetha noontanga bam.
(1) (2) (3) (4) (5)
- b. Ndiyaxoxa kunye nabantu abadala (umz. iititshala, abasebenzi) esikolweni.
- c. Ndabelana ngezimvo nangeendlela endibona ngayo noontanga bam.
- d. Ndithabatha inxaxheba enkulu kwimiba yeeklabhu (umz. ezopolitiko, ezembali, iQela leMbeko).
- e. Ndithetha nootitshala kunye nabanye abasebenzi malunga nezinye izinto ezingaphandle kweklasi.
- f. Ndithabatha inxaxheba kwiphephandaba lesikolo okanye kwincwadi yonyaka yesikolo.
- g. Ndiyabanceda abanye abafundi abathi bafune uncedo (umz. abalahlekileyo kwisakhiwo, abagulayo okanye abonzakeleyo).
- h. Ndibuza imibuzo eklasini xa ndinento endingayiqondiyo.
- i. Ndithabatha inxaxheba kwidrama (umz. kwimidlalo yesikolo) okanye emculweni (umz. ibhendi).
- j. Ndiyakuvakalisa ukubathanda nokubakhathalela abahlobo bam.
- k. Ndithabatha inxaxheba kulawulo lwabafundi.
- l. Ndiyazibandakanya kwiingxoxo zeklasi.
- m. Ndiyakonwabela ukuqhula neetitshala nabafundi.

2. Cinga ngezinto odla ngokuzenza ngaphambi okanye ngemva kwesikolo. Ingaba zingaphi iiyure othi usoloko uzichitha ngosuku ngalunye lweveki phambi okanye emva kwesikolo usenza ezi zinto zilandelayo? (Makisha impendulo enye ngombuzo ngamnye)

NGOSUKU NGALUNYE PHAMBI OKANYE NGEMVA KWESIKOLO [Each weekday before or after school]

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IIYURE EZI-5 OKANYE NGAPHEZULU
IIYURE EZI-4 UKUYA KWEZI-5
IIYURE EZI-3 UKUYA KWEZI-4
IIYURE EZI-2 UKUYA KWEZI-3
IYURE ENYE UKUYA KWEZI-2
NGAPHANTSI KWEYURE UKUYA KWIYURE
AKUKHO XESHA, ANDIYENZI LE NTO

- a. Ukwenza umsebenzi wesikolo. (0) (1) (2) (3) (4) (5) (6)
- b. Ukwenza izinto kunye nabahlobo okanye uthethe nabo.
- c. Ukuthabatha inxaxheba kwimidlalo esikolweni.
- d. Ukuthabatha inxaxheba kwimidlalo yangaphandle kwasesikolweni.
- e. Ukuthabatha inxaxheba kwezinye izinto ezenziwa esikolweni ezifana nezeeklabhu, ibhendi, ikwayara, nezinye.
- f. Ukudlala isixhobo somculo ekhaya.
- g. Ukwenza umsebenzi wokuvolontiya.
- h. Ukubukela i-TV okanye ukudlala imidlalo yevidiyo.
- i. Ukusebenzisa ikhompyutha.
- j. Ukwenza imisetyenzana yasekhaya abazali bakho abalindele ukuba uyenze.
- k. Ukuthabatha inxaxheba kwizinto zasekuhlaleni ezifana nemibutho

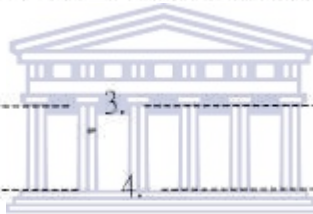
- l. Ukwenza imisebenzi eyelelene nezenkonzo.
- m. Ukwenza izinto kunye namalungu osapho lwam (umama, utata, oobhuti, oosisi).
- n. Ukusebenza kwizibhizinisi yasekhaya.
- o. Ukusebenzela ibhatala.

1. Zinto zini ozithandayo ngabantu abalinganayo nawe ngeminyaka?

2. Zinto zini ongazithandiyo nongavumelaniyo nazo ezenziwa ngabantu abalinganayo nawe 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 bomntu koko siyabulela kakhulu ngenxaxheba oyithathileyo ukuphendula lemibuzo. Iimpendulo zakho ziyakugcinwa ziyimfihlelo.

Abanye abafundi abakwazi ukuziveza indlela abeva ngayo izinto okanye bazibone bengena kwimikhwa engalunganga. Ukuba unengxaki khululeka ukucela uncedo malunga nayiphi na ingxaki ekuthethwe ngayo koluphando. Nceda usayine kulomgca ungezantsi.

X

Siyabulela kakhulu!



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