

THE ATTITUDES OF ADOLESCENTS, PARENTS AND GRANDPARENTS
TOWARDS ADOLESCENT PROBLEMS IN A RAPIDLY CHANGING SOCIETY

BY

BOY TIMOTHY NYEMBE

BA (Hons) (SA)

A Dissertation submitted to the Faculty of Arts,

UNIVERSITY OF ZULULAND

In partial fulfilment for the degree

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

in the Department of Psychology

SUPERVISOR: Professor S D Edwards

CO-SUPERVISOR: Mr L M Nene

KWA-DLANGEZWA

June 1988

ACKNOWLEDGEMENTS

I wish to express my gratitude to the following persons and institutions:

My Supervisor, PROFESSOR S D EDWARDS, Head of the Department of Psychology at the University of Zululand, for his keen interest, encouragement and efficient supervision of the research.

MR L M NENE for his patience, guidance and encouragement.

The library staff at the University of Zululand for assisting in securing inter-library loans.

The library staff at the Rand Afrikaans University for giving permission to use the library.

Most of all, my wife NAOMI for her support and encouragement during the many months of this research.

It is hereby declared that this is my own work, both in conception and execution and that the opinions expressed or conclusions reached are not to be regarded as reflecting the views of the abovementioned persons or institutions.



.....

B T NYEMBE

JUNE 1988

SUMMARY

The researcher's aim in this study was to identify and compare the attitudes of adolescents, parents and grandparents towards three adolescent problem variables. The researcher's point of departure was to review relevant literature on the generation gap phenomenon, adolescent premarital sexual relations, delinquent behaviour and the use of alcoholic beverages.

A Likert-type scale was constructed to measure the attitudes of adolescents, parents and grandparents towards adolescent premarital sexual relations, delinquent behaviour and use of alcoholic beverages. Three samples comprising 30 adolescents, 30 parents and 30 grandparents were randomly selected from the seven wards/ sections of the 42 Hill Location, Harrismith. Respondents were from the Zulu, South-Sotho, Tswana and Xhosa ethnic groups. Illiterate and educated subjects were included in the study.

The t-test and Chi-Square (χ^2) test results highlighted significant differences between the attitudes of adolescents and parents towards premarital sexual relations. The differences between the attitudes of adolescents and those of grandparents towards this variable were also significant. The attitudes of parents and grandparents towards premarital sexual relations were not significantly different.

These findings tended to support previous research studies which stated that parents and grandparents were traditionally more conservative in their attitude towards sexuality than were adolescents. Modern adolescents who lived in a society where sex was discussed more openly seemed to feel that they should engage in premarital sexual relations. It seemed the generation gap between adolescents and parents, and to a greater extent between adolescent and grandparent, had increased.

Results indicated insignificant differences between the attitudes of adolescents, parents and grandparents towards adolescent delinquent behaviour. All three generations seemed to agree that modern adolescents acquired much information from their friends.

In a modern rapidly changing South African society, traditional authority seemed to have lost most of its impact on the adolescent's behaviour. Adolescents seemed to believe that parents had failed to change the socio-political situation hence they had to take the lead. Parents themselves seemed to be puzzled and confused by the rapidly changing, contemporary, technocratic and violently divided society.

Significant differences between the adolescent and parent attitudes and between adolescent and grandparent attitudes towards adolescent use of alcoholic beverages were indicated in this study. The insignificant differences between the attitudes of parents and grandparents towards this variable seemed to indicate that parents and grandparents were against adolescent use of alcoholic beverages. On the other hand, adolescents seemed to feel that they should indulge in drinking alcoholic beverages. In the modern South African society, adolescents saw liquor advertised on television and in literature and thus indulged in drinking alcoholic beverages.

It was recommended that whatever the desired politico-social change, both parents and adolescents could be made aware that communication and dialogue between them are a sine-qua-non towards the solution and alleviation of their problems. Parents may be motivated to discuss with adolescents their views and feelings about premarital sexual relations and vice versa.

The dialogue could be encouraged in public meetings, seminars, on television and radio. Parents could be encouraged to listen to the views of adolescents in order to guide them.

Parents may be made to accept the fact that adolescents live during a time and in a society where they may express both their positive and negative opinions regarding certain issues. Community programmes such as therapeutic groups, youth clubs and recreation clubs could provide adolescents with an opportunity of expressing their views, developing their social skills and improving relationships with others.

Information concerning problems that are associated with the use of alcoholic beverages could be made available to adolescents during the discussions and advertisements. The aim could be to assist adolescents to cope with problems and to feel happy without indulging in drinking alcoholic beverages.

OPSOMMING

Die navorser se doel met hierdie studie was om die houdings van adolessente, ouers en grootouers met betrekking tot drie adolessentprobleemveranderlikes te identifiseer en te vergelyk. Die navorser se vertrekpunt was om 'n oorsig te gee van relevante literatuur oor die generasiegaping, voorhuwelikse seksuele verhoudings by adolessente, misdadige gedrag en die gebruik van alkoholiese drank.

'n Likert-tipe skaal is saamgestel om die houdings van adolessente, ouers en grootouers te meet met betrekking tot voorhuwelikse seksuele verhoudings by adolessente, misdadige gedrag en die gebruik van alkohol. Drie proefgroepe bestaande uit 30 adolessente, 30 ouers en 30 grootouers is op ewekansige grondslag geselekteer uit sewe afdelings/seksies van die Hill-lokasie 42, Harrismith. Die respondente was verteenwoordigend van die Zoeloe, Suid-Sotho, Tswana en Xhosa etniese groepe. Ongeletterde en geletterde persone is by die proefgroepe ingesluit.

Die resultate van die t- en die Chi-kwadraattoetse (χ^2) het beduidende verskille getoon in die houdings van adolessente en ouers met betrekking tot voorhuwelikse seksuele verhoudings. Die verskille tussen die houdings van adolessente en grootouers met betrekking tot hierdie veranderlike was ook beduidend. Daar was nie 'n beduidende verskil in die houdings van ouers en grootouers met betrekking tot voorhuwelikse seksuele verhoudings nie.

Hierdie bevindinge ondersteun vorige navorsingstudies wat bevind het dat ouers en grootouers tradisioneel meer konserwatief is as adolessente in hul houdings ten opsigte van seksualiteit. Moderne adolessente wat in 'n gemeenskap leef waar seks meer openlik bespreek word, voel klaarblyklik dat hulle met voorhuwelikse seks behoort te eksperimenteer.

Dit wil dus voorkom dat die generasiegaping tussen adolessente en ouers en in 'n groter mate tussen adolessente en grootouers, toegeneem het.

Die resultate het onbeduidende verskille getoon tussen die houdings van adolessente, ouers en grootouers met betrekking tot jeugmisdaad. Al drie groepe stem klaarblyklik saam dat moderne adolessente baie meer inligting van hulle vriende ontvang.

Tradisionele gesag het blykbaar minder invloed op die gedrag van adolessente in 'n moderne, vinnig veranderende Suid-Afrikaanse gemeenskap. Adolessente voel blykbaar dat hulle ouers daarin misluk het om die sosio-politieke situasie te verander, en gevolglik moet die jeug die leiding neem. Ouers blyk onseker en verward te wees as gevolg van die kontemporêre vinnig veranderde, tegnokratiese en gewelddadig verheelde gemeenskap.

Beduinde houdingsverskille by adolessente en ouers, sowel as adolessente en grootouers met betrekking tot die gebruik van alkohol is deur die studie aangetoon. Die onbeduidende verskil tussen die houdings van ouers en grootouers met betrekking tot hierdie veranderlike, toon klaarblyklik aan dat beide groepe teen die gebruik van alkohol deur adolessente gekant is. Hierteenoor voel adolessente dat hulle alkoholiese drank behoort te gebruik. Die rede hiervoor is die invloed van alkoholadvertensies in die media.

Die aanbeveling is gemaak dat, ongeag die sukses van sosiopolitieke veranderinge, ouers en adolessente meer bewus gemaak kan word van die feit dat dialoog 'n voorvereiste is vir die oplossing en verligting van hul probleme. Ouers kan gemotiveer word om hul sieninge en gevoelens oor voorhuwelike seks met adolessente te bespreek, en omgekeerd. Hierdie dialoog kan aangemoedig word deur openbare vergaderings, seminare en die radio en televisie. Ouers kan aangemoedig word om na die menings van adolessente te luister ten einde leiding te kan gee.

Ouers kan bearbei word om die feit te aanvaar dat adolessente in 'n gemeenskap en tydvak leef waar hulle hul positiewe en negatiewe opinies met betrekking tot sekere aangeleenthede kan lug. Gemeenskapsprogramme soos terapiegroepe, jeugklubs en ontspanningsklubs kan aan adolessente die geleentheid verskaf om hul menings te gee, hul sosiale vaardighede te ontwikkel en verhoudings met ander te verbeter.

Inligting aangaande probleme wat verband hou met die gebruik van alkohol kan aan adolessente beskikbaar gestel word tydens die besprekings en deur advertensies. Die doel kan wees om adolessente te help om probleme te hanteer en om gelukkig te wees sonder die nodigheid om alkohol te gebruik.

CONTENTS

<u>CHAPTER ONE</u>	<u>PAGES</u>
1. Introduction	1
1.1 Statement of the problem	1
1.2 Motivation and Justification for the study	3
1.3 Scope and limitation	6
1.4 Aims	6
1.5 Definition of concepts	7
1.5.1 Attitude	8
1.5.2 Adolescence	8
1.5.3 Adolescent	9
1.5.4 The peer group	10
1.5.5 The parent	10
1.5.6 Grandparent	11
1.5.7 Premarital sexual relations	11
1.5.8 Adolescent delinquent behaviour	11
1.5.9 Alcoholic beverages	12
1.5.10 The generation gap	12
1.6 Hypotheses	13
 <u>CHAPTER TWO</u>	
2. Literature review	15
2.1 Introduction	15
2.2.1 The generation gap and premarital sexual relations	15
2.2.2 The generation gap and adolescent delinquent behaviour	16
2.2.3 The generation gap and adolescent use of alcoholic beverages	18
2.3 Attitudes towards premarital sexual relations	19
2.3.1 Sexual revolution	19

	<u>PAGES</u>	
2.3.2	Sex education	19
2.3.3	Use of contraceptives	21
2.3.4	Sex and adolescent subcultural values	22
2.4	Attitudes towards adolescent delinquent behaviour	24
2.4.1	Delinquency and parental discipline	24
2.4.2	Adolescent gangs	25
2.4.3	Adolescence and urbanization	27
2.4.4	Delinquency and low self-esteem	28
2.4.5	Delinquency and school achievement	29
2.4.6	Delinquency and moral judgement	30
2.4.7	Social class and delinquency	31
2.4.8	Adolescent behaviour and socialization	31
2.5	Attitudes towards adolescent use of alcoholic beverages	32
2.5.1	Alcohol and peer group	32
2.5.2	Alcohol and social-image factors	34
2.5.3	Alcohol and expectancies	35
2.5.4	Problem behaviour and drinking	36

CHAPTER THREE

	<u>METHOD AND INVESTIGATION</u>	39
3.1	Introduction	39
3.2	The research instrument	39
3.3	Sample	40
3.4	Administration of the scale	42
3.5	Rationale for research technology	44
3.5.1	The t-test	44
3.5.2	The chi-square (χ^2)	45

CHAPTER FOUR

4.	Results and discussion	47
4.1	Attitudes towards premarital sexual relations	47

4.1.1	The t-test results	47
4.1.2	The χ^2 test result	51
4.2	Attitudes towards adolescent delinquent behaviour	52
4.2.1	The t-test results	52
4.2.2	The χ^2 test result	54
4.3	Attitudes towards adolescent use of alcoholic beverages	56
4.3.1	The t-test results	56
4.3.2	The χ^2 test results	57

CHAPTER FIVE

5.	Conclusions and recommendations	61
5.1	Conclusions	61
5.1.1	Premarital sexual relations	61
5.1.2	Adolescent delinquent behaviour	62
5.1.3	Adolescent use of alcoholic beverages	63
5.2	Recommendations	64
5.2.1	Premarital sexual relations	65
5.2.2	Adolescent delinquent behaviour	66
5.2.3	Adolescent use of alcoholic beverages	67

Bibliography	69
--------------	----

Appendixes	79
Appendix (i) Preliminary attitude scale	79
Appendix (ii) Final attitude scale	96
Appendix (iii) Zulu scale	104
Appendix (iv) Results (raw data)	124
Appendix (v) χ^2 test results	134

LIST OF TABLESPAGES

Table 1:	Ethnic affiliation of adolescents, parents and grandparents	43
Table 2:	Qualifications of adolescents, parents and grandparents	43
Table 3:	Quantitative t-test analysis of adolescents, parents and grandparent attitudes towards premarital sexual relations	48
Table 4:	χ^2 test analysis of adolescent, parent and grandparent attitudes towards premarital sexual relations	51
Table 5:	Quantitative t-test analysis of adolescent, parent and grandparent attitudes towards adolescent delinquent behaviour	53
Table 6:	χ^2 test analysis of adolescent, parent and grandparent attitudes towards adolescent delinquent behaviour	55
Table 7:	Quantitative t-test analysis of adolescent, parent and grandparent attitudes towards adolescent use of alcoholic beverages	56
Table 8:	χ^2 test analysis of adolescent, parent and grandparent attitudes towards adolescent use of alcoholic beverages	58

LIST OF FIGURES

PAGES

- Figure 1: t-test mean scores of adolescents, parents and grandparent attitudes towards premarital sexual relations 48
- Figure 2: t-test mean scores of adolescents, parents and grandparent attitudes towards adolescent delinquent behaviour 53
- Figure 3: t-test mean scores of adolescents, parents and grandparent attitudes towards adolescent use alcoholic beverages 56

CHAPTER ONE

1. INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The advent of modernization, urbanization, industrialization and technology in our society during the past decades has (in many ways,) influenced and consequently brought about far reaching changes in traditional and tribal customs (Dreyer 1980:27). Adolescents in particular, are the focal point of such change (Osofsky, 1971:403; Dreyer, 1980:27).

Since World War II the changes and technical achievements have been so rapid that adults have had insufficient time to assimilate and transmit them fully to the youth. Adults have at times been puzzled and confused (Osofsky, 1971:403). Adult confusion with regard to social and moral matters is likely to be misinterpreted by adolescents. When parents fail to give answers to some questions adolescents may conclude that parents are too selfishly concerned with their own welfare and do not care (Murray, 1971:78).

Parents are thus likely to be perceived by adolescents as inadequate models who do not know how to manage the modern world (Osofsky, 1971:403). In an effort to find meaning in their life adolescents may strive to establish an adolescent sub-culture (Erikson 1974:128).

In the modern world where traditional authorities have lost most of their impact, adolescents search for more intimate relationship, love and contact with others (Osofsky, 1971:403).

In the post World War II era, masculine and feminine roles have become broader, less sexually stereotyped, less rigidly defined and more overlapping. One observes for instance that similar educational experiences are shared by both sexes. Men perform various domestic tasks and women perform jobs which were formerly performed exclusively by males. It is important to determine how such changing parental role patterns affect children (Brown, 1958:239).

Our youth today acquire more information from the mass media (radio and television) whereas their parents' education was limited mainly to books. The differences between generations are reportedly accentuated by this fact of educational differences (Angel cited by Murray, 1971:6).

It has been noted in the literature that our contemporary youth is different from that of the past (Jenks and Reisman in Murray, 1971:73-74). It has also been observed that to an increasing extent modern adolescents in urban areas grow up in a world that is different from that of their parents (Dreyer, 1980). Consequently, the problems that are experienced by our contemporary youth may be different from those that were encountered by their parents (Mkhabela 1985:46).

The pressure that modern college students have to accept when they want to qualify for better qualifications, is tremendous. It arouses a feeling within them that their future depends mostly on their own efforts and not so much on the efforts of their parents (Jenks & Reisman in Murray, 1971:73-74).

In this modern society parents are likely to be less certain as to how to handle their adolescent children who involve themselves in sexual matters much earlier than their parents did (Murray, 1971:73-74).

Hurlock (1973) has reported differing attitudes between parents and adolescents towards premarital sex relations.

McLeod (cited by Murray, 1971: 73-74) is also of the opinion that there are differences that exist between and among the generations in attitude, spirit and value.

Extensive literature perusal has indicated that no study exists with the specific research to be investigated in this study, namely, attitudes held by three generations, that is adolescents, parents, and grandparents towards adolescent problems.

1.2 MOTIVATION AND JUSTIFICATION FOR THE STUDY

1.2.1 Recent literature reveals that the number of pregnant adolescents has increased while the rate of adolescent pregnancy has remained constant (Craig, 1983:357; Craig and Richter - Strydom, 1983:452). Also there is an increase in the number of very young girls who become pregnant (Baizerman, 1977:344).

In their research study Craig and Richter - Strydom (1983:452) found that the unplanned pregnancies among the Zulu school girls living in and around Durban were a serious problem about which a number of the medical, educational and community authorities were concerned. The problem was perceived as self-defeating to adolescents and socially disruptive. It was noted that there were a great number of pregnant schoolgirls under the age of 18 years.

Youth in South African urban communities are also plagued by this problem. A researcher recently commented on S.A.B.C. television (1985-03-14) about the large number of teenage mothers who were shown on the programme.

It has been noted that illegitimate births are nowadays less stigmatized by society than they were in the past (Craig, 1983:357). Adolescent attitudes towards sexual behaviour have considerably changed during the past fifty years. Adolescents feel more free to discuss issues and to express their opinions. Nowadays sexual issues are discussed more openly than was the case in the past (Osofsky, 1971:398; Winer, Schwatz & Berger, 1977:18). Research in this area can thus contribute towards extending existing knowledge in our literature.

1.2.2 Delinquent behaviour has been a problem for centuries. It has been noted that contemporary social changes have made certain forms of delinquent behaviour worse. Since World War II there has been a tremendous increase in the problem of delinquency in most societies. The high incidence of delinquency is reportedly associated with the high degree of industrialization, modernization and urbanization (Gibbons, 1981:266). Craig (1983:387) has observed that "...delinquency occurs in individuals who lack the skills for coping with a complex and rapidly changing society."

Adolescents who feel that they have been disdained by society may engage in delinquent activities in an attempt to re-establish their damaged self-esteem.

The delinquent groups are likely to respect adolescents for their delinquent behaviour of which society disapproves (Rosenberg & Rosenberg, 1978:288).

In South African Urban communities the problem of delinquency is rife (Cronje, van der Walt, Retief & Naude, 1976:247).

Research in this regard may contribute new knowledge relating to urban communities.

- 1.2.3 The number of adolescents who consume alcoholic beverages and the amount consumed has increased tremendously in recent years (Conger, 1977). It is believed that some adolescents overindulge in alcohol to express their rebellion and hostility towards their parents. As they are frequently under stress, some adolescents drink for relaxation, self-confidence and pleasure (Dacey, 1982:319).

The high prevalence of adolescent alcohol use has generated some health cost for the youth. Alcohol related accidents have been found to be one of the leading causes of death among the youth (Chassin, Tetzloff & Hershey, 1985:39).

Problem drinking refers to the frequency of drunkenness as well as frequency of negative personal and interpersonal consequences due to alcohol intake (Donovan, Jessor & Jessor 1983:115).

Heavy drinking college students are at risk for alcoholism, poor health and academic performance (Moos & Kulik, 1976:349).

In urban communities a fair number of adolescents are frequently found in licensed drinking premises. It is important to investigate the attitudes of various age groups towards this problem.

1.3 SCOPE AND LIMITATION

There are many problems confronting our contemporary youth and they cannot all be thoroughly dealt with within the scope of this investigation.

Kenniston (1967:110-113) for example, reports the problems of dissent and alienation in North American society. The activist is concerned with political, social and ethical issues. The culturally alienated is pessimistic about the social order and rejects his parents' values by indulging in drugs and experimenting with sex. Hippies with their sub-cultures are examples of alienated youth.

This research study investigates the attitudes of adolescents, parents and grandparents towards adolescent premarital sex relations, delinquency and alcohol use.

1.4 AIMS

The researcher's aim in this study was to conduct an investigation in a South African semi-urban community where considerable change is occurring, with a view to assessing the attitudes of adolescents, parents and grandparents towards some current problems of adolescents in contemporary society. The main aim may be subdivided as follows:

1.4.1 To identify/determine attitudes of adolescents towards adolescent problems.

1.4.2 To identify/determine attitudes of parents towards adolescent problems.

- 1.4.3 To identify/determine attitudes of grandparents towards adolescent problems.
- 1.4.4 To compare the attitudes of adolescents and parents towards adolescent problems.
- 1.4.5 To compare the attitudes of adolescents and grandparents towards adolescent problems.
- 1.4.6 To compare the attitudes of parents and grandparents towards adolescent problems.
- 1.4.7. To provide additional knowledge on adolescence and to offer the findings and recommendations to interested parties with a view to enlightening parents and grandparents about the attitudes of adolescents towards their problems.

This information will hopefully assist parents, grandparents and others concerned with adolescent development, in guiding adolescents towards becoming more mature adults. It is hoped that adolescents and parents of our contemporary society will be assisted to understand one another better through the use of knowledge generated in this study.

The specific variables constituting adolescent problems that will be investigated are premarital sexual intercourse, delinquency and alcohol use.

1.5 DEFINITION OF CONCEPTS

The concepts that will frequently be used in this dissertation are defined below.

1.5.1 ATTITUDE

An attitude may be defined as the individual's "tendency to react positively or negatively to some person, object, situation, institution or event (Aiken, 1979:302)."

This definition concurs with that of Fishbein and Ajzen (1975:6) who described an attitude as "a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object."

An attitude is thus "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Fishbein, 1967:8)."

In this study the concept attitude will be used to refer to the positive or negative reaction of adolescents, parents and grandparents towards adolescent premarital sexual relations, delinquency and use of alcoholic beverages.

1.5.2 ADOLESCENCE

Hurlock (1973: 2) asserts that "the word adolescence comes from the latin verb 'adolescere', which means to grow to maturity. Adolescence is a period of transition when the individual changes to an adult".

Adolescence is thus that stage in the lifespan when the individual experiences certain biological and mental changes. He is thus

required to make new adjustments in adult roles. Adolescence is a period between the beginning of puberty and early adulthood. This developmental period may be subdivided into early, middle and late adolescence (Dreyer 1980:14).

Erikson (1974:87) emphasises the wholeness and continuity of the individual as part of the lifespan.

1.5.3 ADOLESCENT

According to Dacey (1982:28) "the adolescent is any person, usually between the ages of 11 and 19 who has already started to search for a personal identity. In this process the person examines many of the philosophical, psychological, social and physical options which are available"

Erikson (1974:128) states that the identity elements must be integrated in childhood. If a need for self trust and trust of other people was developed during his childhood, then the adolescent will eagerly look for people and ideas to whom he will have faith and opportunity of proving himself trustworthy.

A crisis may be defined as "a necessary turning point, a crucial moment, when development must move one way or another, marshalling resources of growth, recovery and further differentiation (Erikson, 1974:16)."

An adolescent is thus in a process of experimenting the roles of the adult world.

The concept adolescent in this dissertation will be used to refer to any person who is in a process of growing up and who is in a transitional period from childhood to adulthood (Bernard, 1971:12). He is thus a person who "can no longer be treated as a child, although he is not yet full grown (Hollingworth, 1947:19)."

1.5.4 THE PEER GROUP

According to Newman (in Wolman, 1982:526) "the concept peer group refers more specifically to the cluster of associates who know each other and who serve as a source of reference or comparison for one another."

Craig (1983:537) defines a peer group as "a stable group of two or more children who interact, share norms and goals, and with respect to age level or social status are considered equals!"

A peer group is thus an important source of information for an adolescent. It is in this group where he evaluates the values, norms and goals which he internalized from parents.

The term "peer group" will thus be used to refer to the adolescent's intimate friends who are in his age group.

1.5.5 THE PARENT

Craig (1983) observes that the stages of adult development cannot be pinpointed on the basis of age alone but can also be defined in terms of social and cultural milestones.

The concept parent in this study will thus be operationally defined as any person in the adulthood stage who is between twenty one and forty years of age.

1.5.6 GRANDPARENT

The concept grandparent in the present study will be used to refer to any person who has grandchildren.

1.5.7 PREMARITAL SEXUAL RELATIONS

This concept will be used in this research to refer to any form of sexual relationship before marriage.

1.5.8 ADOLESCENT DELINQUENT BEHAVIOUR

According to Glueck (1959:192) "the term delinquency, in fact, refers to prohibited forms of conduct ranging from behaviour ordinarily designated as crime, including theft, to such as truancy, being ungovernable or beyond parental control, late hours, malicious mischief and destruction of property, intoxication, gambling, sexual misconduct and violation of traffic laws."

Steels (1967:7) adds that "delinquency, we are told by psychiatrists, sociologists and criminologists, is a youthful reaction against certain aspects of society. It must be viewed within the larger framework of the society itself - its values, its goals, its rewards, its opportunities!"

Binder (1988:256) states that "delinquent behaviour is clearly deviant from the perspective of the broader society, but it may not be deviant from the perspective of one of its sub-cultures."

Indeed several theories have explained delinquent and criminal behaviour in terms of conforming to sub-cultural norms".

In the present study, delinquent behaviour will be used in a broader sense to include sub- and counter-culture where there is essentially more affiliation with peers than with family of origin.

1.5.9 ALCOHOLIC BEVERAGES

The concept alcoholic beverages will be used to refer to any intoxicating liquor or substance consumed by adolescents.

1.5.10 THE GENERATION GAP

According to Dacey (1982:189) "the term 'generation gap' refers to significant differences in values held by members of one generation from those held by members of the next generation. This difference has existed for many years. Lately, however, there appear to be growing differences in values even between those who are much closer in age, so fast is our changing world".

From the above definition it is clear that modern adolescents may hold values which are different from those of parents and grandparents. These adolescent sub-cultural values may often conflict with adult values. The generation conflict should not be construed as an entirely new phenomenon, occurring for example, only in the twentieth century. There have always been intergenerational differences in opinion, attitudes and values in the past.

The concept generation gap will be used to refer to differences in values, attitudes and opinions held by adolescents, parents and grandparents in our modern rapidly changing society.

1.6 HYPOTHESES

According to Huysamen (1976:163) "a scientific hypothesis usually proposes a tentative explanation of the relationship between two or more variables relevant to the particular behavioural science".

A hypothesis is thus a proposition of potential relationship between two or more factors.

The main research hypothesis in this study was that there would be significant differences in attitudes between three generations concerning adolescent premarital sex, delinquent behaviour and alcohol use.

This main hypothesis can be divided into the following sub-hypotheses:

- 1.6.1 There will be a significant difference between, and among adolescent, parent and grandparent attitudes towards premarital sexual relations.

1.6.2 There will be a significant difference between and among adolescents, parents and grandparents attitudes towards delinquent behaviour among adolescents.

1.6.3 There will be a significant difference between and among adolescents, parents and grandparents attitudes towards the use of alcoholic beverages among adolescents.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The researcher's aim in this chapter is to review literature concerning the generation gap, adolescent premarital sexual relations, adolescent delinquent behaviour and adolescent use of alcoholic beverages.

2.2.1 THE GENERATION GAP AND PREMARITAL SEXUAL RELATIONS

It has been noted that adolescents of the present generation mature physically earlier than those of the past generations (Craig, 1983:344). Consequently, they seem to indulge in sexual relations sooner than their parents did. At the same time, careers require them to be at college for longer periods and thus be financially dependent on their parents. Certain responsibilities of young adulthood are likely to be delayed. Encouraged by their physical precocity and desire for independence, adolescents may create their own sub-culture with its own limits, ideals and values (Jenks & Reisman, cited by Murray, 1971: 74).

Quite frequently friction exists between adults and adolescents. Differences between these two different stages of development may be attributed to bio-psychosocial-cultural differences of parents and adolescents. While adolescents are experiencing an awakening sexual interest, middle aged parents may perceive waning sexual drive and consciously or unconsciously be envious of their children's fitness. The adolescent's progress towards independence and autonomy may be a threat to parents who believe that the end of parenting leads to the beginning of old age (Mc Candless & Coop, 1979).

Parents who fear to part with their last child may become stumbling blocks to adolescent development. Some parents may look forward to financial freedom after their adolescent children have left school. This attitude of being free from expenses may arouse in adolescents a feeling of being pushed into being independent before they are ready (Mc Candless & Coop, 1979).

It seems that both contemporary parents and adolescents are influenced by the rapid change which occurs in modern societies. Parents of the present generation may be unable to predict the type of world that their adolescent children are likely to face (Mc Candless & Coop, 1979).

In a rapidly changing world one observes that there tend to be differences in attitudes among adolescents themselves. It has been noted that some college professors have become aware that the thinking and reasoning of freshmen is different from that of seniors (Dacey, 1982:189).

2.2.2 THE GENERATION GAP AND ADOLESCENT DELINQUENT BEHAVIOUR

It has been noted that delinquent behaviour in our society has been a problem for centuries (Conger, 1977). Kenniston (1967) for example, distinguishes between two types of student dissent, namely, the activist and the alienated youth. The activists are politically active, optimistic youth who attempt to change the political and social world around them. They seek to live out the expressed parental values which were not implemented because parents either lacked the necessary courage or had no opportunity to fight for unactualized values. When adolescents perceive a discrepancy between values that were expressed by their parents and those that are actually practised by them, they may regard their parents as hypocrites.

The alienated youth on the other hand may be convinced that meaningful political or social change is not possible and thus prefer to withdraw from ordinary social life by indulging in drugs like marijuana. They may reject values espoused by their parents and believe that the world is beyond redemption.

In traditional Zulu society when childhood rebellion occurred, it was generally not tolerated. Adolescents were expected to completely submit to parental views and ideas. Modern adolescents accept parental authority for their well-being but tend to question their parents and argue with them about the existing norms and values. They crave for independence and autonomy (Dreyer, 1980).

Generation differences still exist between an average adolescent and parent. Differences exist both in their current views and the views of their parents when they were of the same age. Although a minority of adolescents are activists who fight against social and political issues, most adolescents have a greater concern with issues such as socio-economic discrimination and racial prejudice than their parents had at the same age (Conger, 1975).

At college, students seem to be more concerned (than their parents were) with student participation in policy making and relevance in curricula, whereas their parents were more concerned with maintenance of discipline and orderly routines of study. Adolescents who may not be knowledgeable about the past seem to be less convinced that they can learn something from the past (Conger, 1975:94).

It seems modern adolescents belong to a sub-and counter-culture where there is more affiliation with peers than with the family of origin. Toffler (1970:258) notes that modern adolescents spend more time with one another and are more responsive to the influence of the peer group than they were in the past. Instead of idolizing their immediate relatives such as uncles, they tend to idolize friends.

It seems the peer group has become an important reference group in adolescent's life, possibly because "the adolescent in western society has, in contrast to the young person in traditional society, no rites de passage to assist him in the transition from childhood to adulthood (Steyn, 1987:93)."

2.2.3 THE GENERATION GAP AND ADOLESCENT USE OF ALCOHOLIC BEVERAGES

In developing societies where adolescents are no longer intimate members of the extended families, parental influence and control over adolescents have decreased. Adolescent peer groups and gangs in contemporary societies seem to have a greater influence on the adolescent who is now very seldom associated with older people (Gibbons, 1981). In his wish to conform to the peer group standard, the adolescent may take part in activities such as drinking and smoking. Chassin, Tetzloff & Hershey (1985) comment that adolescent use of alcoholic beverages may be a way in which males demonstrate masculinity and females display their rejection of the traditional female role.

Mayer & Filstead (1980) observe that adolescent alcohol abuse may result in physiological disruption of an adolescent and strained family relationships. This situation may result in the parents' disciplining the adolescent so harshly and inconsistently as to make him or her take counteractive measures against his/her parents.

2.3 ATTITUDES TOWARDS PREMARITAL SEXUAL RELATIONS

2.3.1 SEXUAL REVOLUTION

Craig (1983:354) observed that sexual revolution in our society had been expressed through the changing societal attitude. Changes in social environment and moral practices have resulted in more liberal attitudes and values regarding sexual matters. Among the problems associated with sexual revolution are value conflicts between generations and teenage pregnancy (Medora & Woodward, 1982; Craig:1983).

2.3.2 SEXUAL EDUCATION

In his study of Catholic parents and their adolescent children Swan (1980) found that both age groups avoided discussion of sexual topics such as contraception, sex exploration and masturbation.

It seems that parents do not discuss the various components of human sexuality with their children. It is believed that some parents may be confused about the sexual information they should transmit to children. The impression gained is that parents have no clarity regarding appropriate values and attitudes for their children. Little evidence exists that parents discuss sexual issues with adolescents and assist teenagers to be enlightened on sexual matters. Most sex education is from peers and much of this sex education may be inappropriate (Swan, 1980; McCary 1978).

In traditional societies parents seemed to have held an utopian attitude that adolescent sexuality was not a problem. They also failed to admit that the problem existed and believed adolescents themselves would magically solve it in acceptable ways. Modern adolescents have increased heterosexual interest from those of a

generation ago.

Adolescent sexuality is important in adolescent development and in building a secure self-concept as well as an ability to establish interpersonal relationships (Onyehalu, 1983).

In complex modern and dynamic societies the effectiveness of traditional social institutions such as the extended family with its regular checks on human conduct, is questionable. One cannot deny the role of modern technology in transmitting and spreading pornography through the media and literature (Onyehalu, 1983).

Swan (1983) comments that nowadays human rights for sexual expressions have been granted to women, adolescents, the aged, the blind, the deaf, the handicapped and prostitutes. These socio-sexual changes seem to add an additional burden and anxiety to parents and adults who are themselves unsure of their own sexual position at home. Research results (Swan, 1983) on the extent of communication between parents and adolescents about sexuality, revealed that mothers, more often than fathers, discussed sexual issues with their children. Ninety percent of mothers reported that they initiated discussions of sexual topics with their adolescent daughters. Menstruation was the topic most frequently discussed.

It was noted that Catholic parents saw themselves and their adolescent children as conservative concerning sexual matters.

It seems that although parents appear to be reluctant to provide formal sex education to their children, most believe that this is their responsibility. They are reluctant to authorize sex education to other institutions because of fear that adolescents will be exposed to information and attitudes that conflict with parental standards (McCandless & Coop, 1979).

2.3.3 USE OF CONTRACEPTIVES

Some parents bemoan the seemingly increased permissiveness of their children's sexual behaviour. Parents seem to fear that greater sexual freedom and increased availability of contraceptive methods will lead to promiscuity. There is no significant research evidence that has supported this fact. Moreover, most adolescents who indulge in sexual intercourse were already in love for about six months and there was no research evidence that the pill encouraged casual relationships (Coleman, 1980).

In their study of 364 White and 134 Black respondents, Rink, Rudolph and Simkins (1983) investigated parents' attitudes towards adolescent use of contraceptives and resolution of teenage pregnancy. The results from 498 respondents indicated that most respondents agreed with the statement that contraceptives should be made available to adolescents. The use of contraceptives was likely to be disapproved of by older respondents and those who had children. Eighty four percent of respondents who had no children approved of contraceptive services in school. With regard to the resolution of the teenage pregnancy, the majority preferred to either keep the baby or place it for adoption. Most blacks chose to keep the baby and marry the father where possible.

Scher, Emans and Grace (1982) confirmed that during the past ten years since the time of their study there had been an increase in the number of adolescent girls who reported premarital sexual intercourse. A few adolescents used contraceptives but the majority did not. Reasons for non-use of contraceptives among others were absence of an acceptable contraceptive clinic, denial of sexuality and fertility and failure to plan ahead. Factors that affect adolescents' compliance to oral use of contraceptives were investigated. Results of 101 adolescent interviews revealed that 62% of adolescents could be classified as compliant.

There was improvement in compliance when the adolescent was accompanied by a parent in the first visit to a clinic. Compliance was related to adolescent satisfaction with health care visits. Career goals were associated with compliance and adolescents who wished to attend college were more compliant than those who planned to terminate at high school.

It was thus concluded that adolescents who felt comfortable to communicate with their mothers about contraceptives were likely to be the best contraceptive users.

Mc Candless & Coop (1979) state that adolescents fail to use contraceptives because they are misinformed as to how pregnancy begins, how fertility is related to menstruation cycle stages and believe they cannot fall pregnant unless they want to or engage more frequently in sexual relations. Some complain that they have poor access to adequate contraceptives. Others feel that engaging in sexual activities may lead to being stigmatized as promiscuous.

2.3.4 SEX AND ADOLESCENT SUBCULTURAL VALUES

Bell (1966) reported that the adolescent sub-cultural values conflicted with adult values. While adult values of love and marriage as requirements for premarital coitus continue, the youth of today see emotional and interpersonal commitment as the only prerequisite for premarital coitus. Adult attitudes towards petting and full sexual intercourse when adolescents were engaged, were more conservative than those of adolescents.

Concerning the importance of premarital virginity, attitudes of both college educated mothers and mothers of lower standard levels were conservative. Parents of today are less likely to reject their daughter who becomes pregnant and are more likely to help her than was the case in the past. Modern parents seem to be more liberal and tolerant of premarital sexual intimacy but not to the

extent of intercourse. If parents are less negative towards discovered premarital sex relations, then this suggests that traditional values are being changed (Bell, 1966).

Parents of adolescents growing towards adulthood seem to experience a problem of how much independence should be given to the child. It is possible that many parents assume that their daughters have accepted the traditional restrictive values. As most parents are emotionally involved with their own adolescent children, they may attribute any social immorality of their adolescents to other adolescents (Bell, 1966).

Conger (1975) noted that adolescent sexual attitudes and behaviour were changing and that the extent of change differed from one segment of the adolescent population to another. In some areas the difference between adolescents themselves was greater than one between adolescents and adults.

It seems that present day adolescents believe that sexual behaviour should be a personal and private matter and an individual's choice rather than a public morality. They seem to believe that it is essential that sex be associated with a stable, permanent relationship and love (Coleman, 1980).

College adolescents may be less conservative in their attitudes towards sexual behaviour than non-college adolescents of the same age. College youth seem to think that premarital sexual intercourse should not be bound by formal ties but by mutual feelings. College youth tend to express more desire for sexual freedom than non-college adolescents. Politically conservative adolescents tend to be more conservative in sexual attitudes than moderate reformers and particularly more so than revolutionaries (Conger, 1975).

Research evidence reported by Medora and Woodward (1982) at Mid-Western University revealed that male adolescent students were more permissive and open in their expression of opinions concerning premarital sexual relations than female students. Significant differences were found between religious and non-religious students. Non-religious students were more permissive and liberal in their expression of opinions regarding premarital sex relations.

Research findings reported by Owuamanam (1983) in Nigeria confirmed that adolescents were influenced mostly by their friends on sexual behaviour. The results indicated that there were more peer-orientated than parent-orientated adolescents who engaged in five sexual activities; holding hands, embracing, kissing, genital/breast fondling and sexual intercourse.

Due to the restrictive culture of a Nigerian adult society, parent-orientated adolescents were inclined to avoid sexual activities. Parents concentrated on topics such as marriage rather than sexual pleasure. They upheld cultural standards of sexual activities and emphasised purity before marriage. While printed matter, the school and parents played an important role in transmitting sexual information to the youth, adolescents acquired most of their sexual information from friends. Adolescent premarital sexual relations may represent the adolescent's attempt to submit to peer group pleasure. Sex experimentation is restricted by parents in the Nigerian society (Owuamanam, 1983).

2.4 ATTITUDES TOWARDS ADOLESCENT DELINQUENT BEHAVIOUR

2.4.1 DELINQUENCY AND PARENTAL DISCIPLINE

Some adolescents who have become delinquents may believe that their parents are not affectionate and are indifferent to them. They thus perceive parental discipline as being too harsh and

unfair (Mc Candles & Coop, 1979).

An adolescent with inadequate parenting is likely to experience the existence of a vacuum in his emotional life. This adolescent who lacks self-confidence and who badly needs to be accepted, is likely to be susceptible to peer group influence.

Delinquent behaviour in some adolescents is a result of poor parent-child relationships, hostile attitudes towards authority, adults and the older generation. Anti-social behaviour goes hand in glove with alienation from family and world of adults. Such individuals are vulnerable to peer group pressure (Coleman, 1980).

2.4.2 ADOLESCENT GANGS

Some theorists assert that delinquents are driven to become gang members rather than attracted to it. Children in the lower classes are typically disadvantaged compared with middle class institutions. They are not well prepared by their family background to be successful in their achievements and as a result become frustrated, alienated and negative (Grinder, 1969). Short and Strodbeck (in Grinder 1969) found that delinquent gang members were characterized by many social disabilities. They were unable to adjust themselves to school and showed low intelligence scores. These inabilities and insecurities are likely to produce aggression. Juvenile delinquents are thus under pressure that forces them to protect their status to prove their masculinity and to improve themselves (Grinder 1969).

According to Venter (in Cronje, van der Walt, Retief and Naude, 1976: 247) members of delinquent gangs usually come from poor and lower social classes. The inadequate family relationships arouse in adolescents a feeling of insecurity and the feeling that they are unwanted. They thus seek to escape to the streets where they

associate with friends who experience the same problems, insecurity and frustrations.

They begin to oppose parent and become rebellious towards the society which they perceive to be unjust and unfair. They feel accepted in the group, are recognised and feel free from the larger unfriendly and hostile society. Their basic human needs are satisfied in the group (Cronje et al, 1976).

In his survey Freed (1963) found that in Alexander Township there were many youth delinquent gangs such as Young Americans, Mau-Maus, Berliners, Stone Breakers, Benzine Boys and many others. These were adolescents who had left school at the age of fifteen to twenty years. They caused trouble with anyone in the township. It was common to find wives and girls raped by the gangs in front of their families. About 85% of the children were born out of wedlock. Most teenage mothers gave birth to children when they were thirteen years old and younger. Illegitimate motherhood in this township had not only become rife but also a fashion.

Miller (1958) reports that in North American society there is a segment of the population that has its own way of life, values, and patterns of behaviour. This population group is the product of a cultural system called the lower class. This lower class has its own focal concerns or values such as trouble, toughness, smartness, excitement, fate and autonomy. Adolescents in this class are also affected by these focal concerns.

The one sex peer is the most common form of the group in which the adolescent share his problems and also learns gender roles. Most adolescents in the lower class community came from a single parent household.

In these houses, females are usually responsible for bringing up their children since husbands may be absent or present only minimally. The child rearing unit comprises one or more females of child bearing age (Miller, 1958).

The street corner group strictly adheres to the focal concerns of the general cultural milieu within which it functions. Belonging to the group is viewed as important and a member is expected to conform to the group's norms even if this is at the expense of violating norms of other groups. Status is highly valued by the lower class street corner gang because it includes the individual's freedom to indulge in drinking alcoholic beverages, gamble and to leave the home without restrictions from parents (Miller, 1958).

The street corner group has its own customary activities. These include acts that violate laws and ordinances of the legal code. Delinquent acts such as assault, theft, fighting and shoplifting are common in the street corner group. Crimes are committed by members of the adolescent street corner group in an attempt to achieve status valued by the group. The lower class culture has its own tradition that has existed for years and that has an integrity of its own (Miller, 1958).

2.4.3 ADOLESCENCE AND URBANIZATION

Du Toit (1965)¹ stated that in the American population the incidence of crime was higher among immigrants in certain areas than among established populations. In South Africa this phenomenon is related to the urbanization of the Black population.

Brand (in Cronje et al, 1976: 247-248) stated that in cities, Black adolescents were not secure because of the absence of clearly prescribed role expectations for the teenager. Urbanization and detribalization have affected the Black society's economic social

and religious aspects. Man is expected to adapt to new fields of human life. This may arouse tensions and conflicts which are a breeding ground for maladjustments. Family life is greatly affected as is shown by the increased number of illegitimate children, and changes in relationships between family members (Cronje et al, 1976).

2.4.4 DELINQUENCY AND LOW SELF-ESTEEM

Research evidence from the investigation conducted by Rosenberg and Rosenberg (1978) indicated that low self-esteem has a stronger effect on subsequent delinquency. This effect was found to be stronger among the lower class than in the upper classes.

Kaplan's reference group theory (in Rosenberg and Rosenberg, 1978: 288) postulates that some adolescents who may have been disdained and rejected by society develop low self-esteem.

Like any person, an adolescent would prefer to experience a feeling of self-esteem and to view himself as a person of worth.

He would not like to be rejected as stupid or incompetent. To re-establish his self-esteem, the adolescent is likely to resort to delinquent sub-groups that will share and stimulate his strong hatred towards the larger society. His delinquent groups respect him for delinquent behaviour while society condemns. The lower class youth with low self-esteem is likely to find more friends and because delinquency is rife among lower classes, his delinquent behaviour is likely to be accepted and admired. Also, there are fewer other ways by which respect can be gained (Rosenberg & Rosenberg, 1978).

The higher class adolescent with low self-esteem may find fewer delinquent groups and severe condemnation in the environment where there are more alternatives for gaining self respect. Parents'

reactions in higher classes are horrified and the adolescent can be rejected by good boys and girls in the environment (Rosenberg & Rosenberg, 1978).

In his investigation of the 7th grade students in the Houston Independent School district, Kaplan (1976) investigated the relationship between negative self-attitudes and subsequent deviant responses. He found that among adolescents who had not already adopted deviant response patterns prior to testing, those who scored less in derogatory scale were less likely to report having performed deviant behaviour between first and second testings. It was thus concluded that negative self-attitudes significantly increase the possibility of the adolescent adopting subsequent deviant responses. It was thus confirmed that negative self-attitudes were associated with deviant response patterns such as delinquency, assault, suicidal behaviour and sheating.

2.4.5 DELINQUENCY AND SCHOOL ACHIEVEMENT

It has been proposed that low academic achievement at school is likely to produce in the individual a particular kind of adaptation which the school or community may define as deviant. The achievement of low marks is likely to produce anxiety and frustration in almost all students who are involved in academic competition. The school creates a situation of competition to teenagers. The low achieving student is a victim of scorn and mockery from peers and a target of frustration and parental concern (Rhodes & Reiss, 1969).

Research by Rhodes and Reiss (1969) focused on three possible adaptations. In passive compliance the individual withdraws from competition by means of apathy, fantasy and daydreaming. In truancy the adolescent withdraws physically from the situation. An individual who reacts aggressively towards substitute targets may be labelled a delinquent. The results of the research were

that the relationship between school marks (English) and delinquency was significant although it was not as strong as between marks and apathy, and marks and truancy. However, the origin of such relationships could not be demonstrated with the available data (Rhodes & Reiss 1969).

The conclusion was that future research should establish whether low marks precede or follow the students alienation from school. Furthermore, it was suspected that there could be an antecedent variable that is associated with both marks and deviance. This factor could be either an individual or a group characteristic. Another antecedent variable could be the teenager's general rejection of adult authority (Rhodes & Reiss, 1969).

By the demands the school makes on children it is likely to create frustration in those juveniles who are inclined towards delinquency or reveal some emotional problems. The child's failure to achieve certain school standards is likely to make him/her frustrated, aggressive, drop out of school and eventually involve himself in delinquent activities in order to feel accepted and recognised (Cronje et al, 1976: 174).

2.4.6 DELINQUENCY AND MORAL JUDGEMENT

Research evidence by McCalgan, Rest and Print (1983) demonstrated that an incarcerated group of delinquents scored lower on moral judgement than a group of non-delinquents. The Defining Issues Test and the Kolberg interviews revealed significant differences of the two groups on moral judgement. In another comparison between non-incarcerated delinquents and non-delinquents only the Defining Issues Test produced significant differences. It was thus demonstrated that delinquent adolescents are immature in moral judgement compared to non-delinquents.

2.4.7 SOCIAL CLASS AND DELINQUENCY

According to Voss (1966) most researchers in the North American society believed that the problem of juvenile delinquency was found among the lower socio-economic classes. Most studies have thus been conducted almost exclusively in lower class communities. In a study conducted among high school students in Honolulu, it was found that boys in the upper classes reported greater involvement in delinquent activities than other respondents. Girls in the different status levels reported no significant differences. The sex difference can be attributed to the fact that in Japan girls are supervised more strictly by their parents.

Boys are permitted greater freedom than girls. In countries such as Western Europe and the United States where girls have greater freedom than boys, crime among girls tends to approach closest to that of males. The middle class Japanese adolescents do become involved in delinquent activities as a result of their association with delinquent peers (Voss, 1966).

2.4.8 ADOLESCENT BEHAVIOUR AND SOCIALIZATION

Fagan, Hausen & Jong (in Kluegel, 1983) assert that an adolescent is likely to become a delinquent in one of two ways. In the first place the individual's psychological factors and early childhood development experiences are likely to precipitate delinquent actions. Secondly, adolescents may be socialized to be delinquents. If the adolescent's social and personal bonds to conformity are weakened or underdeveloped, he is likely to be reinforced into a delinquent life pattern through peer influences. The development of the individual's social bonds occurs in the family, school, law and peers because these are the units in which socialization takes place.

Adolescents who developed weak social bonds with the family and other positive socializing units are likely to be influenced by delinquent friends. Youth with strong bonds may be delinquent as the result of childhood experiences or when they have developed bonds with delinquent peers (Fagan et al in Kluegel, 1983).

An adolescent develops strong external bonds when there is positive reinforcement through school achievement, when he is involved in activities which he perceives as important and when there are positive family interactions. Strong internal bonds develop in the adolescent when he/she achieves personal goals, a belief in self-determination and in exercising control over his environment.

The development of the social and personal bonds occurs through socialization experiences and psychological development such as child-rearing practices. An adolescent may become violent when his positive bonds have been weakened and when the influence of delinquent friends becomes his primary social bond. This can happen if the adolescent's learned violent behaviour takes over when he is under stress, angry or in conflict (Fagan et al, in Kluegel, 1983).

2.5 ATTITUDES TOWARD ADOLESCENT USE OF ALCOHOLIC BEVERAGES

2.5.1 ALCOHOL AND PEER GROUP

Mayer and Filstead (1980) stated that the behaviour of an adolescent was influenced by the family system, peer pressure and psychological and personality structures. An adolescent who is psychologically predisposed to alcohol abuse is likely to be influenced by peer pressure, group deviance and competition. The peer group in this situation is a focal participant. If the addictive strength of other non-deviant systems such as family is

greater than the addictive strength of this peer group deviant system, the adolescent can be pulled back. It was found that adolescents who were involved in alcohol use perceived their own feelings and needs and their friends as influencing them whereas those who were not involved in alcohol use felt they were influenced by their families and school (Mayer and Filstead, 1980).

It has been hypothesized that parents and peers are likely to influence adolescents through the expression of normative standards and modeling behaviour. The two types of expectations that may be formed by adolescents are norms and preferences. These pressures, norms and expectations are likely to have different effects on adolescent drinking depending upon such factors as age, race, sex and social class of the adolescent concerned. Influence occurs whenever the adolescent is affected by pressures of significant people in his life. Parental and peer pressure may occur in the form of either setting normative standards or through modelling behaviour (Briddle, Bank and Marlin, 1980).

Research evidence by Briddle et al (1980) revealed that adolescent preferences were a stronger predictor of their drinking behaviour than were adolescent norms. Preferences have thus been found to be more important in determining adolescent use of alcoholic beverages. The fact that parents are likely to influence adolescents through normative standards and friends through modelling behaviour reflects the different types of relationships the adolescent has with parents and friends. Parents are the authority figures who represent the standards of the adult world whereas friends are a source of pleasure and entertainment for teenagers who struggle for acceptance in a world that does not permit them to enter the adult institutions. There is little evidence to confirm that adolescents' drinking patterns are influenced mostly by those of adults. Parents with their

normative standards are against adolescent use of alcoholic beverages and are less likely to influence adolescents to drink (Briddle et al, 1980).

Adolescent drinking is likely to reflect a peer example so that adolescents who have drinking friends are also likely to be drinkers. Younger adolescents seem to respond directly to parental norms and have not internalized expectations about alcohol use, middle adolescents turn to peer influences, and older adolescents who have accommodated both parental and peer normative standards develop their own expectations about the use of alcoholic beverages (Briddle et al, 1980).

2.5.2 ALCOHOL AND SOCIAL IMAGE FACTORS

Adolescents are in a major developmental stage of initiation into alcohol and substance use. The aim of the research by Chassin, Tetzloff and Hershey (1985) was to investigate the social image factors which adolescents associate with the use of alcohol. It was proposed that image factors are the motivators of adolescents' drinking decisions. If adolescents perceive positive traits in these image factors they are likely to use the substance to achieve these characteristics. The consistency theory hypothesized that an adolescent is likely to drink alcoholic beverages if his self-concept is consistent with a drinking image. The self-enhancement theory proposed that an adolescent is likely to indulge in drinking alcoholic beverages if his ideal self-image is consistent with his drinking image. The self impression management theory states that an adolescent is likely to drink if his friends admire a drinking image. The analysis of the respondents' (adolescents) drinking behaviour revealed that both consistency and self-enhancement hypotheses were supported. Boys' but not girls' intentions to indulge in drinking alcoholic beverages in future were related to these image factors (Chassin et al, 1985).

The social image factors are likely to play an important role in the decisions of early and middle adolescents. It was found that adolescents who had a positive image of a drinker used alcoholic beverages more frequently. The self-concepts of non-drinking adolescents were least similar to a drinker's image. Adolescents were likely to rate their ideal selves closer to a drinker image than their real selves (Chassin et al, 1985).

Girls revealed ideal self-images that were less like a drinker image. The kind of adolescent admired by their friends was less like a drinker. Girls were found to be dissatisfied with their alcohol misuse behaviour and were less likely to be motivated by social images than boys were. They took alcoholic beverages for reducing stress feelings rather than enhancing their self-concepts (Chassin et al, 1985).

Apart from the fact that this study generated significant findings, the research supported previous studies which demonstrated that personality variables such as precocity, rebelliousness and toughness were likely to precede the use of alcoholic beverages (Chassin et al, 1985:45). Adolescents who had low self-esteem and who were deviance prone, perceived these characteristics as important. These adolescents were likely to drink alcohol in future. Adolescents who did not value these characteristics were less likely to drink.

Female adolescents who also did not find these factors to be important showed dissatisfaction with their alcohol use which was related to stress.

2.5.3 ALCOHOL AND EXPECTANCIES

The background and demographic variables have frequently been used to predict adolescent use of alcoholic beverages. It has been

found recently that adolescent alcohol use is also related to certain expectancies. To assess the prediction power or potency of the alcohol related expectancies, Christiansen and Goldman (1983) compared these expectancies with background factors in the prediction of adolescent alcohol use.

A random sample of 12 to 19 year old adolescents was drawn from middle-class communities of the Detroit school districts. The first part of the questionnaire was designed to elicit background information such as adolescent's age, sex, background of both parents, parental use of alcoholic beverages, presence of an alcoholic at the adolescent's home, ethnic background, religious affiliation and socio-economic status. The second and third parts of the survey included expectancy scales and adolescent drinking behaviour items respectively.

Results indicated that expectancies had prediction power that was equal to that of background variables. Thus adolescents who frequently indulged in drinking alcoholic beverages but in a social manner, expected alcohol to improve their social behaviour. Adolescents who had alcohol related problems expected alcohol to improve their cognitive and motor functioning (Christiansen & Goldman, 1983).

2.5.4 PROBLEM BEHAVIOUR AND DRINKING

Research evidence has indicated that adolescent problem drinkers could be distinguished or identified from non-problem drinkers by their proneness to problem behaviour. Donovan, Jessor and Jessor (1983) conducted a longitudinal 4 year study of adolescent psychosocial development. The aim of this research was to investigate whether adolescents who had been classified as problem drinkers maintained their problem drinking behaviour or became non-problem drinkers when they reached adulthood. This study also explored the link between psychosocial variables that were

assessed during adolescence and later problems during early adulthood.

A random sample of high school and college students was drawn from middle class Anglo-American families. The results of this study indicated that most adolescent problem drinkers were likely to be non-problem drinkers as young adults. These findings suggested that most adolescents had matured out of this pattern of behaviour by their middle twenties. There were more women than men who discontinued their problem drinking. This showed that young men were likely to be at greater risk than young women to continue problem drinking. Adolescent male non-problem drinkers were more likely than female adolescents to become problem drinkers by young adulthood (Donovan et al, 1983).

This suggested that men were not only at a greater risk to continue problem drinking into adulthood, but also at a greater risk than women, to begin problem drinking in young adulthood. The study also revealed that non-problem drinkers in high school were at a greater risk to be problem drinkers in young adulthood than college students (Donovan et al, 1983).

This study highlighted that the measures of problem behaviour theory obtained during adolescence were also related to later involvement in problem drinking. Adolescents whose personality, perceived environment and behaviour scores showed greater proneness to problem behaviour were more likely to be problem drinkers in young adulthood (Donovan et al, 1983).

Donovan & Jessor (1978) found that in their personality system measures, problem drinkers tended to place more value on independence and less value on educational achievement. They had lower expectations for academic success. These adolescents revealed fewer personal controls against problem behaviour as was shown by their tolerance of deviance, positive attitude towards

drinking and less involvement in religious matters. They manifested less conformity to social institutions and emphasised personal autonomy. They also perceived greater approval and models for drinkers than non-drinkers.

In their perceived environment system variables, problem drinkers perceived less compatibility between parents' and friends' norms and expectations. They were more susceptible to influence from friends than from their parents. These adolescents seemed to have lost ties with parents and associated with peers (Donovan & Jessor, 1978).

In their behaviour system measures, problem drinkers revealed their proneness to problem behaviour by more involvement in delinquent activities such as assault and stealing. They were more involved in the use of other drugs such as marijuana and were less involved in conventional activities such as church and school activities (Donovan & Jessor, 1978).

Obviously, the knowledge generated from this study was useful for improvement of assessment and treatment strategies of those adolescents who were at high risk to become problem drinkers.

CHAPTER THREE

METHOD OF INVESTIGATION

3.1 INTRODUCTION

In this chapter, the research instrument, sample, administration of the scale and rationale for research technology, are discussed.

3.2 THE RESEARCH INSTRUMENT

Aiken (1979:302) defined an attitude scale as a "measure of the degree of an individual's like or dislike for an institution, situation, event, etc".

The measuring instrument developed for this study was a Likert-type scale. The scale was designed to determine the attitudes of adolescents, parents and grandparents towards three variables. These were adolescent problems of premarital sexual relations, delinquent behaviour and adolescent use of alcoholic beverages respectively. The construction of the attitude scale statements was based on a careful study of literature on adolescence, (Dreyer, 1980; Craig, 1983; Conger, 1977; Hurlock, 1973; Gibbons, 1981; Dacey, 1982) and on the investigator's personal experience with adolescents.

The preliminary scale (see appendix (i) consisted of seventy items formulated to measure these three problem areas. This attitude scale was administered to a random sample of ninety respondents.

For favourable statements, the strongly agree response was given a weight of four and the strongly disagree, a weight of zero (Edwards, 1957: 151).

The selection of items to be used for the comparisons was conducted through the method suggested by Edwards (1957: 152-155). After the "t" values of all seventy items had been determined, all statements with "t" values of less than 1,75 were deleted from the responses. The comparison of adolescents, parents and grandparents is thus based on the twenty two items of the original seventy items preliminary scale, which had values of 1,75 and above (see appendix (ii)).

The scale was anonymous and respondents were not required to write their names. Personal particulars such as sex, age, marital status, ethnic group, qualifications and occupation of respondents were obtained. It was clearly stated on the scale that the attitude scale was not an examination paper and only the respondent's honest opinions were required.

Since the attitude scale would be administered to educated as well as to illiterate subjects, the researcher translated it into Zulu, so as to use the Zulu version for those who did not understand English and in order to read items in the same manner (see appendix (iii)).

3.3 SAMPLE

Mfusi (1984: 28) affirmed that the main aim of social science was to provide information about a population of interest or certain groups of people.

Huysamen (1976:1) defined a population as "the relatively large totality of cases about which the behavioural or social scientist wishes to draw some conclusions". Usually it is not practically possible for a social scientist to observe or get hold of all the members of the population he is interested in. Consequently, the social researcher has to observe the sample that has been

appropriately drawn from the population in order to draw conclusions or to understand the people on the basis of data he has obtained from the sample.

Huysamen (1976:1) defined a sample as "a relatively small subgroup of cases from the population". According to him, a sample would be considered to be appropriately selected if it had been drawn from the population in a random fashion. In order to comply with this requirement the researcher used a table of random numbers in his selection of the subjects from seven wards or sections of the 42nd Hill Location, Harrismith. The homes that were visited were selected from the 2,300 houses of this location.

It was not possible for the researcher to find in one home all three generations, that is, adolescents, parents and grandparents of both sexes. In some homes, parents and one adolescent could be found, in others only one parent and adolescents of both sexes. There were homes in which the researcher could find parents with no adolescents or adolescents who lived with their grandparents or parents who had adolescents of both sexes. In such cases the researcher would interview subjects that were available in that home and then proceed to the next house for other age groups but still using the procedure of the table of random numbers.

The fact that the respondents were all selected at Harrismith in a random fashion justifies representativeness of the sample of that population.

The three samples that were selected consisted of thirty adolescents, thirty parents and thirty grandparents. Each sample consisted of fifteen male and fifteen female respondents. The age range of adolescents who were interviewed was fourteen to twenty years, that of parents was twenty one to forty years and that of grandparents was forty one to sixty years, with an exception of two

grandparents who were over sixty years old.

3.4 ADMINISTRATION OF THE SCALE

The researcher made initial visits to the homes of all the respondents with a view to establishing rapport with respondents and to motivating them to participate in the study. Interviewing techniques and strategies that were recommended by Gordon (1980) were adopted. These included explaining the purpose of the study, the selection of respondents and the confidential nature of the information given.

In some homes, especially those of middle class educated families, parents would either agree to participate in the research study and avoid involving their adolescent children, or simply state that only adolescents would complete the attitude scale because the parents were too committed to other tasks.

The attitude scale was administered to respondents in their homes during the researcher's second visit. Only adolescents with parental permission were included in the study.

Respondents who could read were requested to read each statement carefully and then encircle the number next to the word in the statement that best described his or her agreement or disagreement with the statement.

One female parent respondent had to be replaced because she indicated during the second visit that she did not want to participate in the study. The ethnic affiliation of adolescents, parents and grandparents is shown in table 1.

TABLE 1
ETHNIC AFFILIATION OF ADOLESCENTS, PARENTS AND GRANDPARENTS

<u>ETHNIC GROUP</u>	<u>ADOLESCENTS</u>	<u>PARENTS</u>	<u>GRANDPARENTS</u>
Zulu	11	23	16
South Sotho	19	7	10
Tswana	-	-	1
Xhosa	-	-	3
TOTAL	30	30	30

Information concerning the qualification of respondents is shown in table 2.

TABLE 2
QUALIFICATIONS OF ADOLESCENTS, PARENTS AND GRANDPARENTS

<u>QUALIFICATIONS</u>	<u>ADOLESCENTS</u>	<u>PARENTS</u>	<u>GRANDPARENTS</u>
Std 10 and above	2	11	12
Above Std 5 but below Std 10	28	16	5
Below Std 5	-	3	11
Illiterate	-	-	2
TOTAL	30	30	30

3.5 RATIONALE FOR RESEARCH TECHNOLOGY

3.5.1 THE t-TEST

The t-test parametric statistic is based on the assumption of normally distributed interval data. It is useful in situations where the researcher wishes to measure whether the observed difference between sample means is so significant that it cannot be attributed to chance factors such as errors in measurement. To this end, the t-test becomes an appropriate test to use (Huysamen, 1976). Stated differently, the aim of the researcher can be to see whether the mean of the one sample is significantly greater than, less than, different from or not different from the mean of the other sample (Geliring, 1978).

The t-test for independent groups was thus used in this study to compare the mean score of adolescents, parents and grandparents, that is, mean scores of two age groups at a time on each variable. The t-test comparisons refer to global comparisons of the three groups on a general attitude.

The following formula was used:

$$t_c = \frac{T_1 - T_2}{\sqrt{\left(\frac{n}{n-1}\right) \left(\sum \sum X_{ij}^2 - \frac{T_1^2 + T_2^2}{n}\right)}}$$

"where $\sum \sum X_{ij}^2$ denoted the sum of all N squared scores, T_1 and T_2 represented the total of the two groups and $n = n_1 = n_2$ (Huysamen, 1976:233)."

The null hypothesis stated that the difference between the mean scores of the group would be zero.

$$H_0 : \bar{X}_1 - \bar{X}_2 = 0$$

The alternative hypothesis stated that this difference would be greater than zero.

$$H_1 : \bar{X}_1 - \bar{X}_2 > 0$$

Alpha was set equal to 0,05. Any significant differences would indicate differences in attitudes of adolescent, parents and grandparents towards premarital sexual relations, adolescent delinquent behaviour and adolescent use of alcoholic beverages.

3.5.2 THE CHI-SQUARE (χ^2) TEST

The Chi-square test is a suitable nonparametric test where normal distribution cannot be assumed. It is used when the researcher wishes to determine whether there are significant differences between the observed and expected number of responses of a given sample. The χ^2 technique thus indicates whether the observed frequencies are significantly close to the expected ones. It is an appropriate test to use when data are simply in the form of frequencies in each category (Runyon and Haber, 1980; Geriling, 1978).

For a comprehensive comparison the researcher decided to compare the frequencies of the three age groups on each statement of the attitude scale.

In appendix (iv) a complete summary of responses to each of the twenty two statements in the final scale is given. Each statement reflects the responses or frequencies for adolescents, parents and grandparents in each of the five possibilities per statement.

The (H_0) null hypothesis tested was that there would be no difference between the three generations in each of the five categories per statement. The alternative hypothesis was that there would be significant differences in responses between the three age groups in each category per statement.

The following formula was used:

$$\chi^2 = \sum_{r=1}^r \sum_{c=1}^c \frac{(f_o - f_e)^2}{f_e}$$

where

f_o = the observed number in a given category,

f_e = the expected number in that category,

where

$$\sum_{r=1}^r \quad \sum_{c=1}^c$$

directs us to sum this ratio over both rows and columns (Runyon and Haber, 1980: 324).

Results of this investigation are discussed in chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSION

The main hypothesis of this research study was that there would be significant differences between the attitude of adolescents, parents and grandparents towards premarital sexual relations, adolescent delinquent behaviour and adolescent use of alcoholic beverages. This main hypothesis was divided into nine subhypotheses that would reflect the differences between the three generations with regard to the three variables respectively.

In this chapter, the actual findings concerning the attitudes of the generations towards premarital sexual relations, adolescent delinquent behaviour and the use of alcoholic beverages are summarized, discussed and interpreted. The results are also discussed and evaluated in relation to previous research findings in these areas of adolescence.

4.1 ATTITUDES TOWARDS PREMARITAL SEXUAL RELATIONS

4.1.1 THE t-TEST RESULTS

The quantitative analysis of adolescents', parents' and grandparents' attitudes towards premarital sexual relations are shown in table 3 and in figure 1.

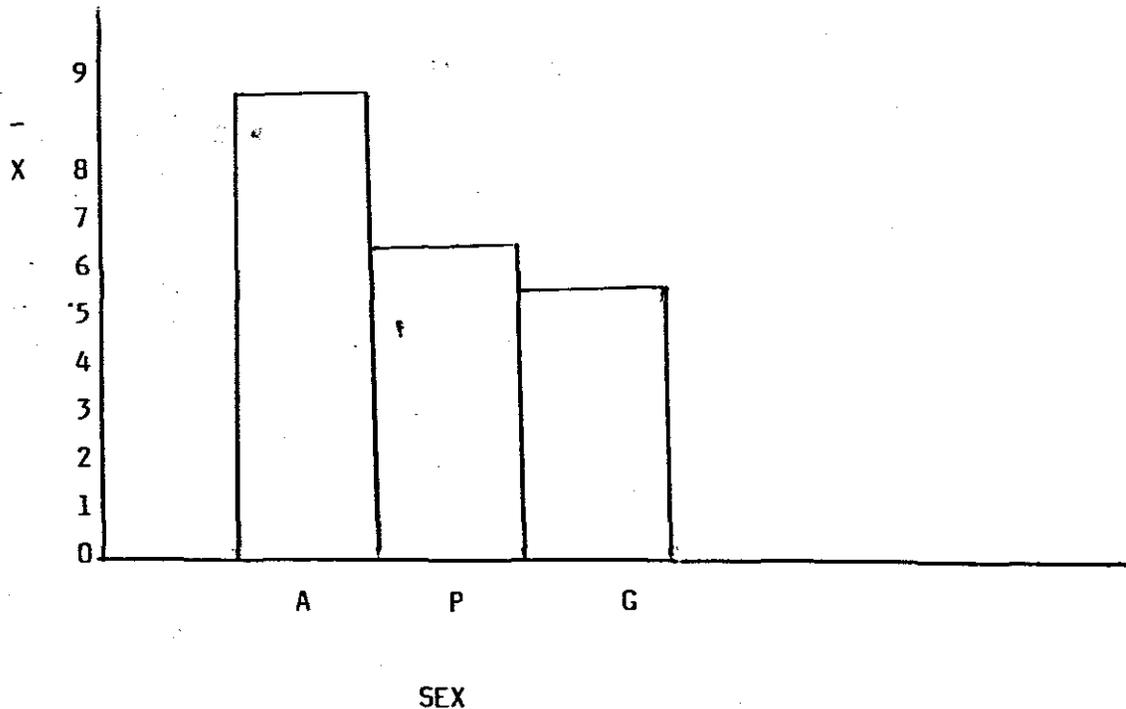
TABLE 3

QUANTITATIVE t-TEST ANALYSIS OF ADOLESCENT, PARENT AND GRANDPARENTS' ATTITUDES TOWARDS PREMARITAL SEXUAL RELATIONS

AGE GROUPS	MEANS	t-TEST	df	SIGNIFICANCE
Adolescents vs Parents	8,83 vs 6.16	2,051	58	*
Adolescents vs Grand- parents	8,83 vs 5,70	2,410	58	*
Parents vs Grandparents	6,16 vs 5,70	0,466	58	-

figure 1

t-TEST MEAN SCORES OF ADOLESCENTS', PARENTS' AND GRANDPARENTS' ATTITUDES TOWARDS PREMARITAL SEXUAL RELATIONS



KEY

\bar{X}	= Mean score of each age group
SEX	= Premarital sexual relations
A	= Adolescents
P	= Parents
G	= Grandparents
*	= $p < 0,05$

The t-test indicated significant differences between adolescents and both parents and grandparents with regard to attitudes towards premarital sexual relations. No significant difference was found between parents and grandparents on this variable.

These findings tend to support the assertion that the modern adolescent has an increased need to explore this area of premarital sexual relations (Mc Candless & Coop, 1979; Onyehalu, 1983). It has also been noted that the modern adolescent receives sexual information from many sources (Swan, 1983). The attitudes of the present generation adolescents concerning sexual issues thus seem to be more open, liberal and permissive than those of adolescents of previous generations (Coleman, 1980).

The results seem to support the statement that parents and grandparents are traditionally conservative in their attitudes towards premarital sexual relations (Conger, 1971). They thus still uphold cultural standards of sexual activities and emphasize purity before marriage. They are aware of the breakdown of the traditional safety of intracultural sex play which has been replaced by sexual intercourse (Craig and Richter-Strydom, 1983). They seem to be aware of the increased availability of contraception which some parents feel may lead to promiscuity (Coleman, 1980).

The generation gap appears to have increased in terms of the present adolescent generation in that differences between adolescents and parents are greater than between parents and grandparents.

The insignificant differences between parents' and grandparents' attitudes towards premarital sexual relations are possibly due to the realities and responsibilities of their parenthood. Parents and grandparents have greater knowledge as to the implications of adolescent sexuality.

4.1.2 THE χ^2 TEST RESULTS

The quantitative analysis of the χ^2 test results with regard to adolescents, parents and grandparents' attitudes towards premarital sexual relations, are shown on table 4.

TABLE 4

ANALYSIS OF ADOLESCENT, PARENT AND GRANDPARENT ATTITUDES TOWARDS
PREMARITAL SEXUAL RELATIONS

STATEMENT	ADOLESCENTS VS PARENTS			ADOLESCENTS VS GRANDPARENTS			PARENTS VS GRANDPARENTS		
	χ^2	df	p	χ^2	df	p	χ^2	df	p
3.1	2,73	4		3,014	4		3,876	4	
3.3	6,84	4		9,406	4		1,037	4	
3.4	5,48	4		7,586	4		0,369	4	
3.7.	5,47	4		3,700	4		3,650	4	
3.8	12,82	4	*	15,920	4	*	6,82	4	
3.11	4,176	4		12,264	4	*	8,72	4	

*Indicates at least 0,05 level of significance.

Table 4 refers to the following statements:

- 3.1 "Adolescents should be allowed to indulge in sexual relations before marriage.
- 3.3 Premarital sexual relations do not lead to pregnancies.

- 3.4 Premarital sexual relations do not lead to additional emotional problems in marriage.
- 3.7 Parents do not approve of premarital sexual relations among adolescents.
- 3.8 Premarital sexual intercourse does not lead to unplanned marriages.
- 3.11 Engaging in premarital sexual intercourse is not against good morals".

The results of the Chi-square test indicated significant differences between adolescent and parent attitudes towards statement 3.8. Attitudes of adolescents and those of grandparents towards this statement also differed significantly. There were no significant differences between the attitudes of parents and grandparents towards this statement.

Table 4 also revealed significant differences between the adolescents' and grandparents' attitudes towards statement 3.11.

4.2 ATTITUDES TOWARDS ADOLESCENT DELINQUENT BEHAVIOUR

4.2.1 THE t-TEST RESULTS

The quantitative analysis of adolescent, parent and grandparent attitudes towards adolescent delinquent behaviour are shown in table 5.

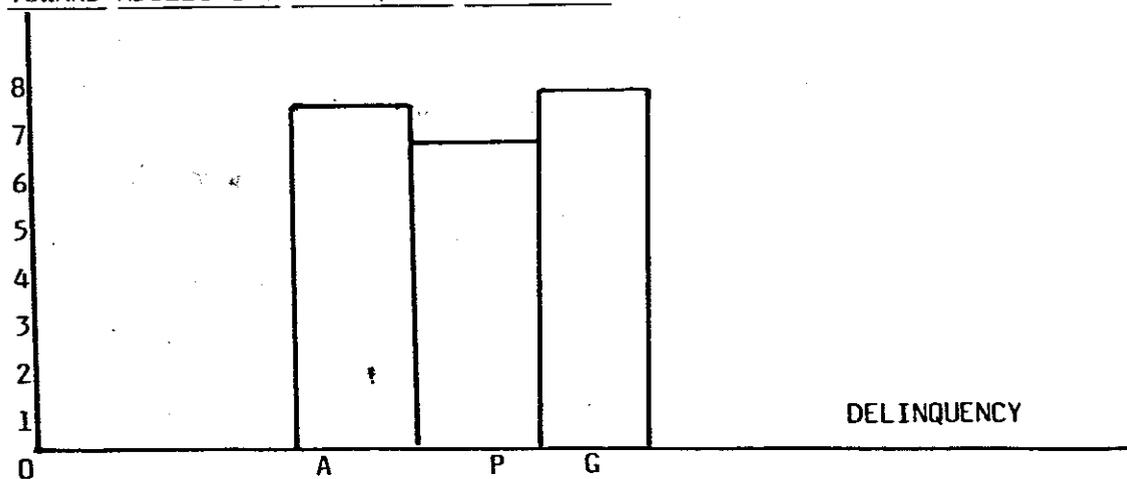
TABLE 5

QUANTITATIVE t-TEST ANALYSIS OF ADOLESCENTS', PARENTS' AND GRANDPARENTS' ATTITUDES TOWARDS ADOLESCENT DELINQUENT BEHAVIOUR

AGE GROUP	MEANS	t-TEST	df	SIGNIFICANCE
Adolescent vs Parents	7.56 vs 6.90	0.809	58	-
Adolescent vs Grandparents	7.56 vs 7.90	0.434	58	-
Parents vs Grandparents	6.90 vs 7.90	1.304	58	-

Figure 2

t-TEST MEAN SCORES OF ADOLESCENTS', PARENTS' AND GRANDPARENTS' ATTITUDES TOWARD ADOLESCENT DELINQUENT BEHAVIOUR



The t-test generally indicated no significant differences between adolescents', parents' and grandparents' attitudes towards delinquent behaviour. It is possible to postulate a breakdown in the traditional

tribal pattern of age sets (intanga), which were responsible for much socializing of the adolescent within his age group. In the case of grandparents, this socializing was within control, owing to a relatively more fixed pattern of authoritarian parental and grandparental control (cf. Krige, 1957).

That this traditional tribal pattern is breaking down through urbanization, acculturation, group areas act and migrant labour is evident (cf. Edwards, Borstein, Nene and Kunene, 1984). It seems that in the modern world traditional authorities have lost most of their impact on adolescents' behaviour. Adolescents' respect for parental authority seems to have decreased. (Osofsky, 1971; Edwards, 1987).

It is possible that adolescents in ^aSouth African community felt that parents had failed to change the socio-political situation. Consequently the youth played an active role during the recent unrest situation. They thus trusted peers more than older people.

4.2.2 THE χ^2 TEST RESULTS

The quantitative Chi-square test analysis of results with regard to adolescents', parents' and grandparents' attitudes towards adolescent delinquent behaviour is shown in table 6.

TABLE 6

ANALYSIS OF ADOLESCENTS', PARENTS' AND GRANDPARENTS' ATTITUDES TOWARDS ADOLESCENT DELINQUENT BEHAVIOUR.

STATEMENT	ADOLESCENTS VS PARENTS			ADOLESCENTS VS GRANDPARENTS			PARENTS VS GRANDPARENTS		
	χ^2	df	p	χ^2	df	p	χ^2	df	p
3.5	4,538	4		2,55	4		2,772	4	
3.14	2,844	4		2,662	4		2,082	4	
3.16	6,343	4		6,90	4		1,435	4	
3.19	5,15	4		11,704	4	*	4,609	4	

Table 6 refers to the following statements:

3.5 "Friends provide adolescents with better information than that of parents".

3.14 Friends provide guidance to adolescents.

3.16 Parents do not provide guidance to adolescents.

3.19 Adolescents trust friends more than they trust their parents".

It seems that adolescent trust is now invested more in the peer group than in previous generations of parents or grandparents as perceived by the majority of both adolescents and previous generations (3.19).

4.3. ATTITUDES TOWARDS ADOLESCENT USE OF ALCOHOLIC BEVERAGES

4.3.1 THE t-TEST RESULTS

The quantitative analysis of adolescents', parents' and grandparents' attitudes towards adolescent use of alcoholic beverages are shown in table 7.

TABLE 7

QUANTITATIVE t-TEST ANALYSIS OF ADOLESCENTS', PARENTS' AND GRANDPARENTS' ATTITUDES TOWARDS ADOLESCENT USE OF ALCOHOLIC BEVERAGES.

<u>AGE GROUPS</u>	<u>MEANS</u>	<u>t-TEST</u>	<u>df</u>	<u>SIGNIFICANCE</u>
Adolescents vs Parents	18,06 vs 16,23	1,527	58	
Adolescents vs Grand- parents	18,06 vs 14,46	2,6737	58	*
Parents vs Grandparents	16,23 vs 14,46	1,480	58	

FIGURE 3

t-TEST MEAN SCORES OF ADOLESCENTS, PARENTS AND GRANDPARENTS ATTITUDES TOWARDS ADOLESCENTS USE OF ALCOHOLIC BEVERAGES

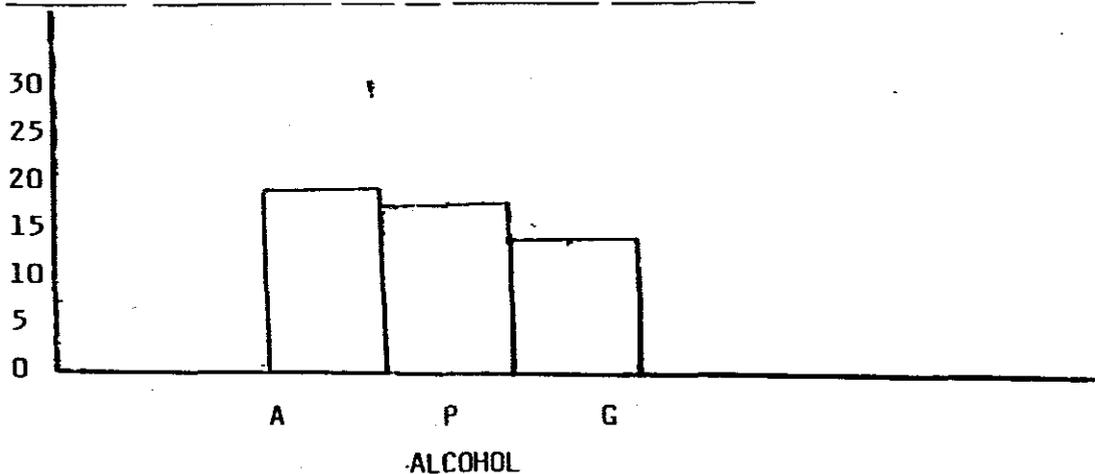


Table- 7 indicates that there were significant differences between the attitudes of adolescents and grandparents towards adolescent use of alcoholic beverages. There were no significant differences between the attitudes of adolescents and parents and between those of parents and grandparents towards adolescent use of alcoholic beverages.

The above findings give an impression that modern adolescents seem to have a permissive and liberal attitude towards the use of alcoholic beverages, while grandparents who are the traditional authority figures representing the standards of the adult world, are against adolescent use of alcoholic beverages (cf. Briddle, Bank & Marlin, 1980).

The fact that the parents' and grandparents' attitudes towards the use of alcoholic beverages was not significantly different indicates that these generations are to greater respective degree more conservative than adolescents in their attitudes towards adolescent drinking.

4.3.2 THE χ^2 TEST RESULTS

The Chi-square test breakdown of the above findings is shown in table 8.

(SEE TABLE OVERLEAF)

TABLE 8

ANALYSIS OF ADOLESCENT, PARENT AND GRANDPARENT ATTITUDES TOWARDS
ADOLESCENT USE OF ALCOHOLIC BEVERAGES.

STATEMENT	ADOLESCENT VS PARENTS			ADOLESCENTS VS GRANDPARENTS			PARENTS VS GRANDPARENTS		
	χ^2	df	p	χ^2	df	p	χ^2	df	p
3.2	7,716	4		6,511	4		1,047	4	
3.6	1,238	4		1,150	4		1,921	4	
3.9	6,140	4		4,503	4		2,804	4	
3.10	1,050	4		2,326	4		3,760	4	
3.12	6,140	4		10,424	4	*	4,052	4	
3.13	7,460	4		4,252	4		3,907	4	
3.15	3,094	4		4,428	4		0,340	4	
3.17	5,644	4		6,202	4		2,600	4	
3.18	1,906	4		2,522	4		2,004	4	
3.20	1,510	4		5,136	4		6,470	4	
3.21	4,852	4		5,720	4		2,010	4	
3.22	11,040*	4	*	10,090	4	*	2,788	4	

Table 8 refers to the following statements:

- 3.2 "Adolescents should drink alcoholic beverages to prove their maturity.
- 3.6 Adolescents drink alcoholic beverages merely for relaxation.
- 3.9 Adolescents learn to drink alcoholic beverages from their parents.
- 3.10 Adolescents drink alcoholic beverages for pleasure.

- 3.12 Parents are not against adolescents drinking alcoholic beverages.
- 3.13 Only male adolescents must be allowed to drink alcoholic beverages.
- 3.15 Adolescents must be allowed to drink alcoholic beverages so as to imitate their parents.
- 3.17 Adolescents must be allowed to drink alcoholic beverages with their parents.
- 3.18 Most problem drinkers are not school drop-outs.
- 3.20 Advertisement on television and in the news media encourage adolescent drinking.
- 3.21 Most adolescents are moderate drinkers.
- 3.22 Adolescents do not learn to drink alcoholic beverages from their friends".

The Chi-square test results indicated a significant difference between the attitudes of adolescents and parents towards statement 3.22 that "Adolescents do not learn to drink alcoholic beverages from their friends". A significant difference was also observed between the attitudes of adolescents and grandparents towards this issue. This finding leads one to postulate that parents and grandparents are of the opinion that adolescents are influenced by their friends to drink alcoholic beverages. This also supports Briddle, Bank and Marlin's (1980) statement that parents with their normative standards have a negative attitude towards adolescents drinking and are less likely to influence adolescents to indulge in drinking alcoholic beverages.

Chi-square test results also indicates a significant difference between the attitudes of adolescents and grandparents towards statement 3.12 which

reads "Parents are not against adolescents drinking alcoholic beverages". There was no significant difference between parent and grandparent attitudes towards this statement. This could be interpreted as meaning that both parents and grandparents are against adolescent use of alcoholic beverages. This is also supported by the majority of parents compared to adolescents who disagreed with this statement.

The preceding discussion has clearly demonstrated that in this critical adolescent stage of development in this sample, the peer group seems to have a stronger influence in the teenager's life. This influence is likely to become stronger if the relationships in the adolescent's home are poor and if communication between adolescent and his parents is minimal. It is also possible that the type of society, for example, our modern unrest situation in South Africa, in which the modern adolescent lives has, to greater or lesser extent, an impact on his behaviour.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The researcher's aim in this chapter is to make conclusions and recommendations concerning adolescent premarital sexual relations, delinquent behaviour and use of alcoholic beverages.

5.1. CONCLUSIONS

5.1.1 PREMARITAL SEXUAL RELATIONS

The results of this investigation have highlighted significant differences between the attitudes of adolescents and parents towards premarital sexual relations. There were also significant differences between adolescents' and grandparents' attitudes towards premarital sexual relations. The fact that there were no significant difference between the attitudes of parents and grandparents towards premarital sexual relations, is very significant. This seems to indicate that concerning sexuality in general and sex education in particular, parents and grandparents are traditionally more conservative in their attitudes towards these issues than are adolescents.

In a traditional Zulu society, older girls were responsible for the sexual socialization of younger girls. Their role was to inform younger girls about sexual matters. It is thus possible and understandable that parents who were traditionally not expected to give sexual information to adolescents, still do not transmit sexual information to adolescents (Craig & Richter-Strydom, 1983: 452).

It seems the generation gap between adolescents and parents and to a greater extent between adolescents and grandparents increases.

The values, needs, opinions and expectations of modern adolescents seem to be different from those of parents and other adults.

5.1.2 ADOLESCENT DELINQUENT BEHAVIOUR

Insignificant differences between the attitudes of adolescents, parents and grandparents towards adolescent delinquent behaviour were indicated in the results. This finding is significant because it indicates that all three generations have observed that in our modern society the peer group has become one of the reference groups in the adolescent's life, (cf. Steyn, 1987: 93). Adolescents tend to conform to the codes of their peer group while parents do not accept peer group codes.

The parents, who grew up as adolescents in a different period from that of adolescents, may expect adolescents to submit completely to their views and ideas. They may feel that adolescents should be treated in the same manner in which parents were handled by their own parents as adolescents. Modern adolescents are likely to seek independence, autonomy and opportunity to argue with their parents about existing norms and values.

Adolescents may perceive their parents' standard of behaviour as old-fashioned and thus be reluctant to conform to the standards that are different from those of their peers (Humock cited by Mkhabela, 1985:46).

As the adolescent trust is invested more on the peer group, it is possible that regular verbal communication and satisfactory dialogue between adolescents and their parents are not maintained.

If communication does occur, it is likely to be experienced by adolescents merely as a way of giving out orders or instructions to them. This may result in a feeling that adolescents' opinions

and views are not acceptable to parents. Adolescents who seem to acquire most of their information from other sources and to a greater extent from peers are likely to interpret this somewhat insufficient dialogue between them and parents as failure of parents to understand the world as perceived by them (adolescents).

It is possible that in the South African technocratic and divided society, the socio-political unrest, violence and change that have occurred over the past years, have affected adolescents. It appears the respect they had for parental authority has decreased because parents might have been viewed as having failed to change the political situation (Edwards, 1987). In this socio-political situation, children and adolescents seem to have adopted violence and criminality as some of their mechanisms of handling problems (Magwaza, 1985).

5.1.3 ADOLESCENT USE OF ALCOHOLIC BEVERAGES

Significant differences between the adolescent and parent attitudes and between adolescent and grandparent attitudes towards adolescent use of alcoholic beverages were indicated in this study. The significant difference among the attitudes of parents and grandparents towards this variable, seem to indicate that parents and grandparents are against adolescent use of alcoholic beverages.

On the other hand, modern adolescents may feel that they should drink alcoholic beverages to enjoy themselves, since the modern world suggests that entertainment goes together with the use of alcoholic beverages. It is possible that friends also have a strong influence on the behaviour of adolescents. Adolescents may also have a feeling that the use of alcoholic beverages signifies maturity and adulthood.

As some parents realize they should themselves limit their alcohol intake, they may feel that the youth should not drink liquor at all. Seemingly, parents feel that the use of alcoholic beverages by adolescents could impede the latter's healthy, physical, intellectual growth and development. Moreover, adolescents with their lack of experience in controlling their alcohol use are likely to over-indulge in drinking alcoholic beverages.

In their early days, Black grandparents used to make home brewed beer for themselves to drink. Some of today's youth are frequently found in drinking places such as bars and shebeens. They are thus at risk for alcoholism and poor health.

Seeman (1985) observes that the use of alcoholic beverages has become more acceptable in the modern society than it was in the past. The youth see liquor advertised on television and in newspapers and magazines. Some parents who believe that their adolescent children may be tempted by advertisements to use alcoholic beverages, seem not to attempt to counsel their adolescent children on the dangers of alcohol.

Some parents who are themselves heavy drinking people, are not likely to be believed by their children when they say alcohol is bad. Their children may imitate them, start drinking alcoholic beverages, experience learning problems at school and eventually drop out of school.

5.2 RECOMMENDATIONS

On the basis of the findings of this study the following recommendations are made.

5.2.1 PREMARITAL SEXUAL RELATIONS

It seems appropriate to recommend that the community gives full attention to this problem of premarital sexual relations so that premarital pregnancies can be reduced. Odendaal (1985) observes that teenage pregnancy is the problem of the society, the mother and the expected baby.

Community programmes could include seminars or meetings in which parents are given information concerning the adolescent stage in general and the problem of modern adolescents in particular. Experts such as doctors, family planning nurses, social workers, psychologists and ministers of religion may possibly help parents to gain greater understanding of adolescents and how to provide their children with sex socialization and counselling.

Parents may also be made aware that communication and dialogue between them and their adolescent children are a sine-qua-non towards the solution or alleviation of their problems.

Such communication could be encouraged during meetings, in the press, television and radio. It is thus important that parents openly discuss with adolescents all their views and feelings concerning the subject, premarital sexual relations.

The discussions could take place in an atmosphere of love and caring in which parents also listen to the views of adolescents concerning this issue of premarital sexual relations. Parents could be made aware that they are the people who are in the best position to guide children during their critical stages of development. Adolescents could be motivated to listen to the views of parents and to fully express their opinions and uncertainties. Community youth clubs and therapeutic groups could greatly improve social skills of our contemporary youth.

Van Coeverdon de Groot, Kenley and Isaac (1985) commented on the seemingly serious lack of responsible sex education in many schools. It is thus felt that most adolescents may gain valuable sex information if this issue could be frequently discussed in schools. Experts in the field of adolescence and teachers may address adolescents in schools with a view to enhancing their knowledge concerning biological changes and problems of the adolescence stage.

It may help if from childhood, adolescents are taught to share their feelings, problems and opinions with parents, not with the purpose of arguing or challenging parents, but with an aim of listening and gaining from parents.

Parents may then make themselves available to listen to their children with a view to providing them with appropriate information. With such factual sex information, adolescents may be in a position to make realistic and competent decisions for their own life.

Frequent discussions, parent-adolescent discussions may improve parent-child relationships.

5.2.2 ADOLESCENT DELINQUENT BEHAVIOUR

Parents may be motivated to develop more interest in the activities of their adolescent children. In this way they are likely to be in a position to provide adolescents with guidance that would possibly help to mould their personalities.

It could possibly be an acceptable thing to do for parents to openly discuss problems with their adolescent children instead of blaming them or merely giving orders. In this way parent-child relationships could improve and thus making adolescents trust parents, accept information and guidance given by them. It is

important that an adolescent be enabled to feel that despite his faults and shortcomings, he is accepted and loved by his parents. This calls for the right attitude on the part of the parents.

It may facilitate the adolescent's development if parents and teachers identify and reinforce positive qualities and talents in him/her. Self-esteem and self-respect are likely to be enhanced by this type of recognition of personal qualities. It seems important that parents adjust themselves to the modern ways of living and more democratic styles of parenting where children should be allowed to express both their positive and negative opinions concerning certain issues.

5.2.3 ADOLESCENT USE OF ALCOHOLIC BEVERAGES

It seems adolescents need sufficient information and education concerning the harmful effects of alcoholic beverages on their mind, body and physical health.

Sound communication between adolescents and parents concerning this issue of drinking is thus indispensable. The parents could be made aware that shouting, punishing and beating often aggravates problems of children in trouble and usually reinforces negative behaviour.

It is suggested that parents be encouraged to teach their adolescent children to cope with problems without flight into alcohol misuse. It is important to know why adolescents drink alcohol so as to provide them with alternative ways through which their needs and expectations can be satisfied. The parents may help adolescents to learn to mix easily with people, feel relaxed and happy without indulging in drinking alcoholic beverages. To succeed in this, parents themselves should serve as good models from whom adolescents can copy good behaviour.

Information concerning problems that are associated with the use of alcoholic beverages could be disseminated by means of the radio television and the press media, including experts in the field. This may be done during the child's early stage of development so that he grows up knowing about the dangers of alcohol. Adolescents may be encouraged to participate in recreational activities that will keep them creatively occupied. They may also be made aware that engaging in sport activity is a constructive and healthy way of utilizing one's leisure time and that non-drinkers usually associate with decent people.

It is the task of parents to help adolescents develop their talents, abilities and potentialities to the fullest possible extent.

Awareness on the part of adolescents that they possess certain qualities and potentialities will most likely boost their self-esteem and develop in them a positive self-concept. This alone is likely to minimize or reduce a need to take alcohol through peer group pressure for the purpose of feeling self-confident and mature.

BIBLIOGRAPHY

- Adams, J.F. (1980). : Understanding Adolescence: Current Development in Adolescent Psychology.
BOSTON: Allyn & Bacon Incorporated.
- Aiken, L.R. (1979). : Psychological Testing and Assessment - 3rd Edition
BOSTON: Allyn & Bacon Incorporated.
- Baizerman, M. (1977). : Can the first pregnancy of a young adolescent be prevented? A question which must be answered.
JOURNAL OF YOUTH AND ADOLESCENCE,
6(4), 343 - 351.
- Bell, R.R. (1966) : Parent-Child conflict in Sexual Values.
JOURNAL OF SOCIAL ISSUES,
22, 34-44.
- Bernard, H.W. (1971). : Adolescent Development.
LONDON: Intext Educational Publishers,
- Binder, A. (1988). : Juvenile Delinquency. Annual Review of Psychology - 39, 253-82.
- Briddle, B.J; Bank, B.J;
and Marlin, M (1980). : Social Determinants of Adolescent Drinking: What they think, What they do and What I think and do.
JOURNAL OF STUDIES ON ALCOHOL,
41(3), 215-241.

- Brown, D.G. (1958). : Sex Role Development in a changing culture.
PSYCHOLOGICAL BULLETIN, 55(4)
232-242.
- Chassin, L; Tetzloff, C
and Hershey, M. (1985). : Self-Image and Social Image Factors in Adolescent Alcohol Use.
JOURNAL OF STUDIES ON ALCOHOL,
46(1), 39-47.
- Christiansen, B.A. and
Goldman, M.S. (1983). : Alcohol Related Expectations versus Demographic/Background Variables in the Prediction of Adolescent Drinking.
JOURNAL OF CONSULTING AND CLINICAL
PSYCHOLOGY, 51(2), 249-257.
- Colman, J.C. (1980). : The Nature of Adolescence.
LONDON: MATHEW.
- Conger, J.J. (1975). : Contemporary Issues in Adolescent Development.
NEW YORK: Harper and Row Publishers.
- Conger, J.J. (1977). : Adolescent and Youth: Psychological Development in a changing world.
NEW YORK: Harper and Row Publishers.
- Craig, A.P. and Richter-Strydom, L.M.
(1983) : Unplanned pregnancies among Urban school girls: Community Research as preparation for intervention.

- Craig, G.J. (1983) : Human Development - 3rd Edition.
 ENGLEWOOD CLIFFS, NEW JERSEY:
 Prentice Hall Incorporated.
- Cronje, G; van der Walt, P.J;
 Retief, G.M. and Naudé, C.M.B.
 (1976) : The Juvenile Delinquent in
 Society.
 PRETORIA: University of South
 Africa.
- Dacey, J.S. (1982). : Adolescents Today.
 GLENVIEW, ILLINOIS: Scott
 Foresman and Company.
- Donovan, J.E. and Jessor, R.
 and Jessor, L. (1983). : Problem Drinking in Adolescents
 and Young Adulthood.
 JOURNAL OF STUDIES ON ALCOHOL,
 44(1), 109-137.
- Donovan, J.E. and Jessor, R. (1978). : Adolescent Problem Drinking:
 Psychosocial Correlates in a
 Nationwide Sample Study.
 JOURNAL OF STUDIES ON ALCOHOL,
 39(9), 1506-1524.
- Dreyer, H.J. (1980) : Adolescence in a Changing Society.
 PRETORIA: Academica.
- Du Toit, J.B; Steyn, A.F.
 and Rip, C.M. (1965) : Afwykende Gedrag: 'n Studie van
 Enkele Maatskaplike Probleme.

- Edwards, A.L. (1957). : Techniques of Attitude Scale Construction.
NEW YORK: Appleton-Century Crofts Incorporated.
- Edwards, S.D. (1987) : The idea of Adulthood and its criteria in a tertiary educational context.
UNIVERSITY OF ZULULAND JOURNAL OF PSYCHOLOGY, 3(1), 8-24.
- Edwards, S.D; Borsten, G.E; Nene, L.M. and Kunene, S.T. (1986) : Urbanization and Changing Perceptions of Responsibilities among African Fathers.
JOURNAL OF SOCIAL PSYCHOLOGY
120, 433-438.
- Erikson, E.H. (1974). : Identity Youth and Crisis.
LONDON: Faber and Faber.
- Fishbein, M. (1967). : Attitude Theory and Measurement.
NEW YORK: John Wiley and Sons Incorporated.
- Fishbein, M. and Azjen, I. (1975). : Belief, Attitude, Intention and Behaviour: An introduction to Theory and Research.
LONDON: Addison-Wesley Publishing Company.
- Fried, L.F. (1963). : Crime in South Africa: An Integralist Approach.
CAPE TOWN: Juta and Company

- Geliring, R. (1978) : Basic Behavioural Statistics.
BOSTON: Houghton Mifflin Company.
- Gibbons, D.C. (1981). : Delinquent Behaviour - 3rd Edition
ENGLEWOOD CLIFFS, NEW JERSEY:
Prentice Hall Incorporated.
- Glueck, S. (1959). : The Problem of Delinquency.
BOSTON: Houghton Mifflin Company.
- Gordon, R. (1980). : Interviewing: Strategy, technique
and tactics.
HOMEWOOD, ILLINOIS: The Dorsey Press.
- Grinder, R.E. (1969). : Studies in Adolescence.
LONDON: McMillan Company.
- Helode, R.D. and
Jetli, K.U.A.V. (1986). : A Study of social pressure on
Indian children.
BULLETIN: ACADEMIC STAFF -
University of Durban-Westville,
7(2), 36-40.
- Hollingworth, L.S. (1947). : The Psychology of the Adolescent.
LONDON: P.S. King and Son Limited.
- Hurlock, E.B. (1973). : Adolescent Development.
McGraw Hill, Kogakusha Limited -
International Student Edition.
- Huysamen, G.K. (1976). : Introductory Statistics and Research
Design.
JOHANNESBURG: Varsity Press.

- Kaplan, H.B. (1976). : Self-attitudes and Deviant Response.
SOCIAL FORCES, 54(4), 788-801.
- Kenniston, K. (1967). : The sources of Student Dissent.
JOURNAL OF SOCIAL ISSUES,
23(3), 108-127.
- Kluegel, J.R. (1983). : Evaluating Juvenile Justice.
BEVERLEY HILLS: American Society
of Criminology.
- Krige, E.J. (1957). : The Social System of the Zulus.
PIETERMARITZBURG: Shuter and
Shooter.
- Magwaza, A.S. (1985). : Child aggression in South Africa:
Disappearance of child-adult
boundaries.
KWADLANGEZWA: Publication Series
of the University of Zululand.
- Mayer, J.E. and
Filstead, W.J. (1980). : Adolescence and Alcohol.
CAMBRIDGE: Ballinger Publishing
Company.
- McCandless, B.R. and
Coop, R.H. (1979). : Adolescents: Behaviour and Development
2nd Edition.
NEW YORK: Carolina at Chapel Hill.
- McCary, J.L. (1978). : Human Sexuality.
NEW YORK: Van Nostrand, Reinhold.

Medora, N and Woodward, J.C.
(1982).

: Premarital Sexual Opinions of Undergraduate Students at a Midwestern University.

ADOLESCENCE, 17(65), 213-224.

Mfusi, K.S. (1984).

: The role of dreams for Zulu indigenous practitioner.

Unpublished M.A. Dissertation - University of Zululand.

Miller, W.B. (1958).

: Lower class culture as a generating milieu of gang delinquency.

JOURNAL OF SOCIAL ISSUES.
14(3), 5-19.

Mkhabela, O.K. (1985).

: Problems in understanding and educating an adolescent in a transitional Society, from point of view of an adolescent, a parent and a teacher, a psychopedagogic perspective.

PAIDONOMIA: (Journal of the Faculty of Education), 13(2), 45-62.

Moos, R.H; Moos B.S. and Kulik, J.A. (1976).

: College Student Abstainers, Moderate Drinkers and Heavy Drinkers: A comparative analysis.

JOURNAL OF YOUTH AND ADOLESCENCE,
5(4), 349-360.

Murray, J.B. (1971).

: Generation Gap.

JOURNAL OF GENETIC PSYCHOLOGY,
118, 71-80.

- Odendaal, J.H. (1985). : Tienjarige swangerskappe.
SOUTH AFRICAN MEDICAL JOURNAL,
68(6), 366.
- Onyehalu, A.S. (1983). : Inadequacy of sex knowledge of
adolescents: Implications for
counselling and sex education.
ADOLESCENCE, 18(71), 627-630.
- Osofsky, H.J. (1971). : Adolescent Sexual Behaviour: Current
status and anticipated trends for the
future.
CLINICAL OBSTETRICS AND GYNAECOLOGY,
14, 393-408.
- Owuamanam, D.O. (1983). : Peer and Parental Influence on social
activities of schoolgoing adolescents
in Nigeria.
ADOLESCENCE, 1(69), 169-179.
- Rink, G; Rudolph, J.A.
and Simkins, L. (1983). : A survey of attitudes concerning
contraception and resolution of
teenage pregnancy.
ADOLESCENCE, 18(72), 923-929.
- Rhodes, A.L. and Reiss, A.J.
(1969). : Truancy and Delinquency as
Adaptations to School Failure.
SOCIAL FORCES, 48, 12-22.
- Rosenberg, F.R. and
Rosenberg, M. (1978). : Self-esteem and Delinquency.
JOURNAL OF YOUTH AND ADOLESCENCE,
7(3), 279-294.

Runyon, R.P. and Haber, A.
(1980).

: Fundamentals of Behavioural
Statistics.

READING, MASSACHUSETTS: Addison-
Wesley Publishing Company.

Scher, P.W; Emans, S.J.
and Grace, E.M. (1982).

: Factors associated with compliance
to oral contraceptive use in
adolescent population.

JOURNAL OF ADOLESCENT HEALTH CARE,
3(2), 12-123.

Scott, J.W. (1983).

: The sentiments of Love and Aspirations
with Teenage Sexual Activity.

ADOLESCENCE, 18(72), 889-897.

Seaman, T. (1985).

: New Drug Menace: Teenage Drinking.

READERS DIGEST, June 1985, 77-83.

Steel, R. (1967).

: New Light on Juvenile Delinquency.

NEW YORK: The H.W. Wilson Company.

Steyn, A.F. (1987).

: The peer group as a reference group
in the behaviour of adolescent with
reference to sexual behaviour.

SOUTH AFRICAN JOURNAL OF SOCIOLOGY,
18(3), 88-94.

Swan, R.W. (1983).

: Communication about Sexuality in
Catholic Homes.

JOURNAL OF SOCIAL WORK AND HUMAN
SEXUALITY, 1(3), 39-52.

- Toffler, A. (1970). : Future Shock.
LONDON, SYDNEY, TORONTO: The
Stellar Press Limited.
- Trent, J.W. and
Craise, J.L. (1967). : Commitment and Conformity in the
American College.
JOURNAL OF SOCIAL FORCES, 23(3),
34-51.
- Van Coeverdon de Groot, H.A;
Kewley, C.F. and Isaacs, S.
(1985). : Teenage pregnancies in Cape Town in
1979 and 1983.
SOUTH AFRICAN MEDICAL JOURNAL,
68(1), 7-8.
- Voss, H.L. (1966). : Socio-economic Status and Reported
Delinquent Behaviour.
SOCIAL PROBLEMS, 13, 314-324.
- Winer, J.A; Schwartz, L.H.
and Berger, A.L. (1977). : Sexual Problems Found in Users of
Student Mental Health Clinic.
JOURNAL OF YOUTH AND ADOLESCENCE,
6(2), 117-126.
- Wolman, B.B. (1982). : Handbook of Developmental
Psychology.
ENGLEWOOD CLIFFS, NEW JERSEY:
Prentice Hall Incorporated.

APPENDIX (i)PRELIMINARY ATTITUDE SCALEATTITUDES TOWARDS ADOLESCENT PROBLEMS1. INTRODUCTION

- 1.1 This is a study of adolescent attitudes towards adolescent problems in a changing society.
- 1.2 This is not an examination.
- 1.3 There are no right or wrong answers to these statements.
- 1.4 You will be able to contribute towards solutions of adolescent problems by giving your opinion.
- 1.5 Your opinions will be strictly confidential as you cannot be identified.

2. PERSONAL DETAILS

Give your personal particulars by making an X on the appropriate word/space.

- 2.1 Are you male or female?

MALE

FEMALE

- 2.2 Are you single, married, widowed, divorced or seperated?

SINGLE	?
MARRIED	
WIDOWED	
DIVORCED	
SEPERATED	

2.3 Age in years, last birthday.

14 to 20
21 to 40
41 to 60
61 to 80

2.4 To which ethnic group do you belong?

Zulu
South Sotho
Xhosa
Tswana
North Sotho

2.5 What are your qualifications?

Std 10 and above
Above Std 5 but below Std X
Std V and below
Illiterate

2.6 What is your occupation?

Teacher
Nurse
Clerk
Labourer
Other (Specify)

3. ATTITUDE TOWARDS PREMARITAL SEXUAL INTERCOURSE

Please indicate your opinion on each of the following statements.

To indicate your opinion, draw a circle around the number next to the word which best describes your agreement or disagreement with the statement.

3.1 Premarital sexual intercourse is unsafe for adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.2 Premarital sexual intercourse is against good morals.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.3 Premarital sexual intercourse should not be allowed.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.4 Premarital sexual intercourse makes parents reject adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.5 Premarital sexual intercourse leads to unplanned marriages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.6 Premarital sexual intercourse can lead to additional emotional problems in marriage.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.7 Premarital sexual intercourse leads to the birth of illegitimate children.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.8 Parents disapprove of sex education for adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.9 Parents disapprove of premarital sexual relations among adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.10 Parents should not discuss sexual issues with their adolescent children.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.11 Adolescents must be told the age at which they may indulge in sexual relations.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.12 Adolescents should know that they may only have sexual relations after they are married.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.13 Parents should discuss sexual issues with their adolescent children.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.14 Parents do approve of premarital sex relations among adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.15 Adolescents need not be told the age at which they may indulge in sexual relations.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree

3.16 Adolescents can manage to deal with their sexual matters.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.17 Engaging in premarital sexual intercourse, is not against good morals.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.18 Parents do not approve of sex education for adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.19 Premarital sex relations help adolescents to marry their lovers early in life.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.20 Adolescents should be allowed to indulge in sexual relations before marriage.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree

3.21 Adolescents respect the views of parents on sex.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.22 Premarital sexual intercourse does not lead to unplanned marriages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.23 Premarital sex relations do not lead to pregnancies.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.24 Adolescents do not respect the views of parents on sex.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.25 Premarital sex relations do not lead to additional emotional problems in marriage.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4. ADOLESCENT DELINQUENT BEHAVIOUR

4.1 Adolescents must be allowed to return home late.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.2 Adolescents defy the views of their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.3 Adolescents do not show respect for their ancestors.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.4 Friends provide adolescents with better information than that of parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.5 Friends provide guidance to adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree

4.6 Adolescents trust friends more than they trust their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.7 Parents show respect for their ancestors.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.8 Adolescents should be allowed to attend dances and night clubs.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.9 Adolescents defy the views of their grandparents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.10 Parents provide guidance to adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.11 Adolescents must share ideas with their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.12 Adolescents must not be allowed to return home late.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.13 Adolescents respect their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.14 Adolescents show great respect for their ancestors.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.15 Friends do not provide adolescents with better information than that of parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.16 Friends do not provide guidance to adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.17 Adolescents trust their parents more than they trust their friends.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.18 Parents do not show great respect for their ancestors.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.19 Adolescents respect their grandparents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.20 Parents do not provide guidance for adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.21 Adolescents must not be allowed to attend dances and night clubs.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

4.22 Adolescents must not share ideas with their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5. ADOLESCENT USE OF ALCOHOLIC BEVERAGES.

5.1 Adolescents must be allowed to drink alcoholic beverages so as to imitate their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.2 Adolescents should drink alcoholic beverages to prove their maturity.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.3 Adolescents drink alcoholic beverages merely for relaxation.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.4 Adolescents drink alcoholic beverages merely for pleasure.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.5 Parents are not against adolescents drinking alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.6 Adolescents must be allowed to drink alcoholic beverages with their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.7 Adolescents learn to drink alcoholic beverages from their friends.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.8 Most adolescents are moderate drinkers.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.9 Most problem drinkers are school dropouts.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.10 Advertisements on television and in the news media encourage adolescent drinking.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.11 Only male adolescents must be allowed to drink alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.12 Adolescents must not be allowed to drink alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.13 Adolescent drinking is a bad habit.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.14 Adolescent drinking is not a symbol of maturity.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.15 Adolescents drink alcoholic beverages in order to express hostility towards their overstrict parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.16 Parents are against adolescent drinking.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.17 Adolescents must not be allowed to drink alcoholic beverages with their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.18 Adolescents do not learn to drink alcoholic beverages from their friends.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.19 Adolescents learn to drink alcoholic beverages from their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.20 Nowadays, there are more adolescents who indulge in drinking alcoholic beverages than there were in the past.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.21 Most problem drinkers^f are not school dropouts.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.22 Adolescents are not encouraged by advertisements on television and in the news media to drink alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

5.23 Both female and male adolescents must not be allowed to drink alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

THANK YOU

~~APPENDIX (ii)~~

FINAL ATTITUDE SCALE

ATTITUDE TOWARDS ADOLESCENT PROBLEMS

1. INTRODUCTION

- 1.1 This is a study of attitudes towards adolescent problems in a changing society.
- 1.2 This is not an examination.
- 1.3 There are no right or wrong answers to these questions.
- 1.4 You will be able to contribute towards solutions of adolescent problems by giving your opinion.
- 1.5 Your opinion will be strictly confidential as you cannot be identified.

2. PERSONAL DETAILS

Give your personal particulars by making an X on the appropriate word/space.

2.1 Are you male or female ?

MALE

FEMALE

2.2 Are you single, married, widowed, divorced or separated ?

SINGLE
MARRIED
WIDOWED
DIVORCED
SEPARATED

2.3 Your age in years, last birthday.

14 - 20
21 - 40
41 - 60
61 - 80

2.4 To which ethnic group do you belong ?

ZULU
SOUTH SOTHO
XHOSA
TSWANA
NORTH SOTHO

2.5 What are your qualifications ?

Std 10 and above
Above Std 5 but below Std X
Std V and below
Illiterate

2.6 What is your occupation ?

Teacher
Nurse
Clerk
Labourer
Other (Specify)

3. ATTITUDES TOWARDS PREMARITAL SEXUAL RELATIONS, DELINQUENT BEHAVIOUR
AND USE OF ALCOHOLIC BEVERAGES

Please indicate your opinion on each of the following statements.
To indicate your opinion, draw a circle around the number next to
the word which best describes your agreement or disagreement with
the statement.

3.1 Adolescents should be allowed to indulge in sexual relations before
marriage.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.2 Adolescents should drink alcoholic beverages to prove their maturity.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.3 Premarital sexual relations do not lead to pregnancies.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.4 Premarital sexual relations do not lead to additional emotional problems in marriage.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.5 Friends provide adolescents with better information than that of parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.6 Adolescents drink alcoholic beverages merely for relaxation.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.7 Parents do approve of premarital sexual relations among adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.8 Premarital sexual intercourse does not lead to unplanned marriages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.9 Adolescents learn to drink alcoholic beverages from their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.10 Adolescents drink alcoholic beverages merely for pleasure.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.11 Engaging in premarital sexual intercourse is not against good morals.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.12 Parents are not against adolescents drinking alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.13 Only male adolescents must be allowed to drink alcoholic beverages.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.14 Friends provide guidance to adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.15 Adolescents must be allowed to drink alcoholic beverages so as to imitate their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.16 Parents do not provide guidance to adolescents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.17 Adolescents must be allowed to drink alcoholic beverages with their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.18 Most problem drinkers are not school drop-outs.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.19 Adolescents trust friends more than they trust their parents.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.20 Advertisements on television and in the news media encourage adolescent drinking.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.21 Most adolescents are moderate drinkers.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

3.22 Adolescents do not learn to drink alcoholic beverages from their friends.

1. Agree strongly
2. Agree
3. Uncertain
4. Disagree
5. Disagree strongly

THANK YOU

APPENDIX (iii)ZULU SCALEIMIBONO MAQONDAŃA NEZINKINGA ZENTSHA1. ISINGENISO

- 1.1 Lolu wucwaningo maqondana nezinkinga zentsha emphakathini ohlale uguquka.
- 1.2 Lesi akusona isivivinyo.
- 1.3 Wonke umbono wamukelekile.
- 1.4 Uzonceda ekucwaningeni ngezinkinga zentsha ngokuveza umbono wakho.
- 1.5 Imibono yakho izogcinwa iyimfihlo ngoba alinakuvezwa igama lakho.

2. IMINININGWANE NGawe

Nika imininingwane ngawe ngokufaka uphawu X esikhaleni esifanele.

- 2.1 Ungowesilisa noma, ungowesifazane?

ISILISA

ISIFAZANE

- 2.2 Ingabe awushadile, ushadile, ungumfelwa, wehlukanisile noma nehlukena nje?

AWUSHADILE
USHADILE
UNGUMFELWA
WEHLUKANISILE
NEHLUKENE NJE

2.3 Ubudala ngeminyaka.

14 kuya 20
21 kuya 40
41 kuya 60
61 kuya 80

2.4 Ubuzwe.

Zulu
South Sotho
Xhosa
Tswana
North Sotho

2.5 Ufunde kangakanani?

Ibanga 10 kuya phezulu
Ngaphezu kuka 5 kodwa ngaphansi kwa 10
Ibanga 5 kuyaphansi
Awufundile

3. IMIBONO MAQONDANA NOCANSI KWABANGASHADILE

Siza uveze umbono wakho maqondana nokulandelayo. Ukuveza umbono wakho, kekelezela igama elichaza kangcono ukuvumelana nokungavumelani kwakho maqondana naloyomn iningwane ochaziwe.

3.1 Ucansi entsheni engashadile aluphephile.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.2 Ucansi entsheni engashadile luphambene nenhlonipho.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.3 Ucansi entsheni engashadile alufanele luvunywe.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.4 Ucansi entsheni engashadile lwenza abazali badikile intsha.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.5 Ucansi entsheni engashadile ludonsela emshadweni ongahleliwe.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

- 3.10 Abazali akufanele baxoxe nentsha imininingwane ephathelene nocansi.
1. Ngiyavuma kakhulu
 2. Ngiyavuma
 3. Anginaso isiqiniseko
 4. Angivumi
 5. Angivumi nhlobo
- 3.11 Intsha kufanele itshelwe ukuthi ingaqala nini ukuzibandakanya kwezocansi.
1. Ngiyavuma kakhulu
 2. Ngiyavuma
 3. Anginaso isiqiniseko
 4. Angivumi
 5. Angivumi nhlobo
- 3.12 Intsha kumele yazi ukuthi ingazibandakanya kwezocansi lapho isishadile.
1. Ngiyavuma kakhulu
 2. Ngiyavuma
 3. Anginaso isiqiniseko
 4. Angivumi
 5. Angivumi nhlobo
- 3.13 Abazali kufanele baxoxe nentsha imininingwane ephathelene nocansi.
1. Ngiyavuma kakhulu
 2. Ngiyavuma
 3. Anginaso isiqiniseko
 4. Angivumi
 5. Angivumi nhlobo

3.14 Abazali bayakwamkela ukuzibandakanya kwentsha kwezocansi ingashadile.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.15 Intsha akufanele yaziswe ukuthi ingazibandakanya nini kwezocansi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.16 Intsha ingakwazi ukubhekana nezinkinga eziphathelene nocansi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.17 Ukuzibandakanya kwentsha engashadile kwezocansi akuphambene nenhlonipho.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.18 Abazali bayakwamkela ukoxoxa nentsha ngezocansi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.19 Ukuzibandakanya kwentsha engashadile kwezocansi kuyayisiza ukuthi isheshe ishade nezithandwa zayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.20 Intsha kufanele ivunyelwe ukuzibandakanya kwezocansi ingashadile.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.21 Intsha iyayihlonipha imibono yabazali kwezocansi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.22 Ukuzibandakanya kwentsha engashadile kwezocansi akuyidonseli ekutheni ikhulelwe.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.23 Ukulalana kwentsha engashadile akudonseli emshadweni ongahleliwe.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.24 Intsha ayiyihloniphi imibono yabazali kwezocansi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

3.25 Ucansi entsheni engashadile alwandisi izinkinga emendweni.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4. UKUZIPHATHA KWENTSHA OKUNGEMUKELEKILE

4.1 Intsha kumele ivunyelwe ukufika ebusuku emakhaya.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.2 Intsha iyayedelela imibono yabazali.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.3 Intsha ayiwahloniphi ngokuphelele amadlozi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.4 Abangani banika intsha ulwazi olungcono kunolwabazali.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.5 Abangani banika intsha izeluleko.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.6 Intsha yethemba abangani kakhulu kunabazali.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.7 Abazali batshengisa inhlonipho emadlozi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.8 Intsha kufanele ivunyelwe ukuhamba imidanso nemicimbi yasebusuku.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.9 Intsha iyayedelela imibono yomkhulu nogogo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.10 Abazali bayayeluleka intsha.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.11 Intsha kufanele ibonisane nabazali.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.12 Intsha akufanele ivunyelwe ukufika ebusuku emakhaya.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.13 Intsha iyabahlonipha abazali bayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.14 Intsha iyawahlonipha amadlozi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.15 Abangani abayiniki intsha izeluleko ezingcono kunezabazali.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.16 Abangani abayiniki izeluleko intsha.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.17 Intsha yethemba abazali kakhulu kunabangani.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.18 Abazali abawahloniphi amadlozi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.19 Intsha iyabahlonipha omkhulu nogogo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.20 Abazali abayiniki intsha izeluleko.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.21 Intsha ayingavunyelwa ukuhamba imidanso nemicimbi ebusuku.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

4.22 Intsha akumele ibonisane nabazali bayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5. UKUPHUZA KWENTSHA

5.1 Intsha kumele ivunyelwe ukuphuza utshwala ukuze ilingisele abazali bayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.2 Intsha kufanele iphuze utshwala ukukhombisa ukukhula kwayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.3 Intsha iphuza utshwala ngenhloso yokukhululeka.

1. Ngiyavuma kakhulu.
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.4 Intsha iphuza utshwala ngenhloso yokuzijabulisa.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.5 Abazali abaphikisani nokuphuza kwentsha.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.6 Intsha kumele ivunyelwe ukuphuza utshwala nabazali bayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.7 Intsha ifunda ukuphuza utshwala kubangani.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.8 Iningi lentsha iphuza ngokulingene.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.9 Iningi labaphuza kakhulu ababaleka esikoleni.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.10 Izimemezelo nezibonakaliso kuma tv zikhuthaza intsha ukuthi iphuze utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.11 Yintsha yesilisa kuphela okufanele ivunyelwe ikuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.12 Intsha akumele ivunyelwe ukuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.13 Ukuphuza kwentsha umkhuba omubi.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.14 Ukuphuza kwentsha akukhona ukutshengisa ukukhula.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.15 Intsha iphuza utshwala ngenhloso yokukhombisa udlame kubazali abaphoqelela inhlonipho.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.16 Abazali abahambisani nokuphuza kwentsha.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.17 Intsha akumele ivunyelwe ukuphuza utshwala nabazali bayo.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.18 Intsha ayifundi kubangani ukuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.19 Intsha ifunda kubazali ukuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.20 Kulesikhathi samanje iningi intsha ephuza utshwala kunesikhathi esedlule.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.21 Iningi labaphuza kakhulu akubona ababaleka esikoleni.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.22 Intsha ayikhuthazwa izimemezelo nezithombe ku tv ukuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Anginaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

5.23 Yombili intsha yesifazane nesilisa akumele ivunyelwe ukuphuza utshwala.

1. Ngiyavuma kakhulu
2. Ngiyavuma
3. Angimaso isiqiniseko
4. Angivumi
5. Angivumi nhlobo

SIYABONGA

APPENDIX (iv)RESULTS (RAW DATA)SUMMARY OF RESPONSES OF 30 ADOLESCENTS, 30 PARENTS AND 30 GRANDPARENTS
TO THE 22 STATEMENTS

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
3.1 Adolescents should be allowed to indulge in sexual relations before marriage.				
(1) Strongly Agree	2	1	1	4
(2) Agree	7	4	3	14
(3) Uncertain	5	4	7	16
(4) Disagree	5	11	5	22
(5) Strongly Disagree	10	10	14	34
TOTALS	30	30	30	90
3.1 Adolescents should drink alcoholic beverages to prove their maturity.				
(1) Strongly Agree	2	0	1	3
(2) Agree	0	0	0	0
(3) Uncertain	2	0	0	2
(4) Disagree	16	11	10	37
(5) Strongly Disagree	10	19	19	48
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.3 Premarital sexual relations
do not lead to pregnancies.

(1) Strongly Agree	3	0	0	3
(2) Agree	4	2	2	8
(3) Uncertain	4	1	0	5
(4) Disagree	9	13	14	36
(5) Strongly Disagree	10	14	14	38
TOTALS	30	30	30	90

3.4 Premarital sexual relations
do not lead to additional
emotional problems in
marriage.

(1) Strongly Agree	2	2	2	6
(2) Agree	7	2	1	10
(3) Uncertain	1	4	4	9
(4) Disagree	9	13	14	36
(5) Strongly Disagree	11	9	9	29
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.5 Friends provide adolescents with better information than that of parents.

(1) Strongly Agree	3	1	2	6
(2) Agree	3	5	7	15
(3) Uncertain	1	2	2	5
(4) Disagree	9	14	8	31
(5) Strongly Disagree	14	8	11	33
TOTALS	30	30	30	90

3.6 Adolescents drink alcoholic beverages merely for relaxation.

(1) Strongly Agree	1	0	1	2
(2) Agree	6	5	5	16
(3) Uncertain	5	6	7	18
(4) Disagree	10	10	7	27
(5) Strongly Disagree	8	9	10	27
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.7 Parents do approve of premarital sexual relations among adolescents.

(1) Strongly Agree	0	2	0	2
(2) Agree	7	3	3	13
(3) Uncertain	3	2	5	10
(4) Disagree	8	14	13	35
(5) Strongly Disagree	12	9	9	30
TOTALS	30	30	30	90

3.8 Premarital sexual intercourse does not lead to unplanned marriages.

(1) Strongly Agree	8	0	0	8
(2) Agree	5	2	3	10
(3) Uncertain	0	1	7	8
(4) Disagree	8	15	8	31
(5) Strongly Disagree	9	12	12	33
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
3.9 Adolescents learn to drink alcoholic beverages from their parents				
(1) Strongly Agree	6	1	1	8
(2) Agree	2	6	2	10
(3) Uncertain	6	7	6	19
(4) Disagree	9	7	10	26
(5) Strongly Disagree	7	9	11	29
TOTALS	30	30	30	90

**3.10 Adolescents drink
alcoholic beverages
merely for pleasure.**

(1) Strongly Agree	5	6	4	15
(2) Agree	13	15	10	38
(3) Uncertain	2	2	3	7
(4) Disagree	7	4	6	17
(5) Strongly Disagree	3	3	7	13
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.11 Engaging in premarital
sexual intercourse, is
not against good morals.

(1) Strongly Agree	3	0	1	4
(2) Agree	8	7	0	15
(3) Uncertain	2	1	1	4
(4) Disagree	9	13	17	39
(5) Strongly Disagree	8	9	11	28
TOTALS	30	30	30	90

3.12 Parents are not against
adolescents drinking
alcoholic beverages.

(1) Strongly Agree	2	1	0	3
(2) Agree	6	2	0	8
(3) Uncertain	0	2	1	3
(4) Disagree	12	9	13	34
(5) Strongly Disagree	10	16	16	42
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.13 Only male adolescents
must be allowed to drink
alcoholic beverages.

(1) Strongly Agree	2	0	0	2
(2) Agree	4	1	6	11
(3) Uncertain	6	3	3	12
(4) Disagree	8	16	12	36
(5) Strongly Disagree	10	10	9	29
TOTALS	30	30	30	90

3.14 Friends provide guidance
to adolescents.

(1) Strongly Agree	3	1	1	5
(2) Agree	8	6	11	25
(3) Uncertain	3	5	4	12
(4) Disagree	10	14	11	35
(5) Strongly Disagree	6	4	3	13
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.15 Adolescents must be allowed to drink alcoholic beverages so as to imitate their parents.

(1) Strongly Agree	0	0	0	0
(2) Agree	1	0	0	1
(3) Uncertain	2	0	0	2
(4) Disagree	10	9	7	26
(5) Strongly Disagree	17	21	23	61
TOTALS	30	30	30	90

3.16 Parents do not provide guidance to adolescents.

(1) Strongly Agree	6	1	2	9
(2) Agree	6	4	4	14
(3) Uncertain	1	4	7	12
(4) Disagree	12	16	12	40
(5) Strongly Disagree	5	5	5	15
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.17 Adolescents must be allowed to drink alcoholic beverages with their parents.

(1) Strongly Agree	1	1	0	2
(2) Agree	1	1	1	3
(3) Uncertain	5	0	0	5
(4) Disagree	7	10	6	23
(5) Strongly Disagree	16	18	23	57
TOTALS	30	30	30	90

3.18 Most problem drinkers are not school drop-outs.

(1) Strongly Agree	2	1	1	4
(2) Agree	4	3	2	9
(3) Uncertain	6	9	5	20
(4) Disagree	15	12	15	42
(5) Strongly Disagree	3	5	7	15
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.19 Adolescents trust friends
more than they trust
their parents.

(1) Agree Strongly	11	6	6	23
(2) Agree	11	18	23	52
(3) Uncertain	3	3	1	7
(4) Disagree	2	0	0	2
(5) Disagree Strongly	3	3	0	6
TOTALS	30	30	30	90

3.20 Advertisements on tv
and in the news media
encourage adolescent
drinking.

(1) Agree Strongly	4	6	2	12
(2) Agree	9	9	5	23
(3) Uncertain	4	5	11	20
(4) Disagree	7	7	6	20
(5) Disagree Strongly	6	3	6	15
TOTALS	30	30	30	90

	ADOLESCENTS	PARENTS	GRAND- PARENTS	TOTALS
--	-------------	---------	-------------------	--------

3.21 Most adolescents are moderate drinkers.

(1) Strongly Agree	2	0	1	3
(2) Agree	9	7	5	21
(3) Uncertain	8	5	5	18
(4) Disagree	5	10	13	28
(5) Strongly Disagree	6	8	6	20
TOTALS	30	30	30	90

3.22 Adolescents do not learn to drink alcoholic beverages from their friends.

(1) Strongly Agree	6	0	1	7
(2) Agree	3	1	0	4
(3) Uncertain	4	3	2	9
(4) Disagree	8	18	16	42
(5) Strongly Disagree	9	8	11	28
TOTALS	30	30	30	90

APPENDIX (v)CHI-SQUARE RESULTS FOR THE THREE GENERATIONS.

STATEMENT	ADOLESCENT VS PARENTS			ADOLESCENTS VS GRAND-PARENTS			PARENTS VS GRANDPARENTS		
	χ^2	df	p	χ^2	df	p	χ^2	df	p
3.1	2,73	4	-	3,014	4	-	3,876	4	-
3.2	7,716	4	-	6,511	4	-	1,047	4	-
3.3	6,84	4	-	9,406	4	,10	1,037	4	-
3.4	5,48	4	-	7,586	4	-	0,369	4	-
3.5	4,538	4	-	2,55	4	-	2,772	4	-
3.6	1,238	4	-	1,15	4	-	1,921	4	-
3.7	5,47	4	-	3,7	4	-	3,65	4	-
3.8	12,82	4	,02	15,92	4	,01	6,82	4	-
3.9	6,14	4	-	4,503	4	-	2,804	4	-
3.10	1,05	4	-	2,326	4	-	3,76	4	-
3.11	4,176	4	-	12,264	4	,02	8,72	4	-
3.12	6,14	4	-	10,424	4	,05	4,052	4	-
3.13	7,46	4	-	4,252	4	-	3,907	4	-
3.14	2,844	4	-	2,662	4	-	2,082	4	-
3.15	3,094	4	-	4,428	4	-	0,340	4	-
3.16	6,343	4	-	6,90	4	-	1,435	4	-
3.17	5,644	4	-	6,202	4	-	2,6	4	-
3.18	1,906	4	-	2,522	4	-	2,004	4	-
3.19	5,15	4	-	11,704	4	,02	4,609	4	-
3.20	1,51	4	-	5,136	4	-	6,47	4	-
3.21	4,852	4	-	5,72	4	-	2,01	4	-
3.22	11,04	4	,05	10,09	4	,05	2,788	4	-