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**Swazi Secondary School Students:
Sexual Behaviors and Attitudes
and Communication Habits**

by

**Polly E. McLean, Ph.D.
University of Colorado, Boulder
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RESEARCH TEAM

Principal Investigator

Polly E. McLean, Consultant
Family Health Services Project

Interviewers

University of Swaziland

Fezile Dlamini, Primary Interviewer
Mbongeni Maseko, Primary Interviewer
Lungile Simelane
Sabello Msibi

Graduate Research Assistants

University of Colorado

Li-mei Chiang
Malinda Miller
Eve Armour
Charles Huey
Michael Stratton

Data Entry and Analysis

Evaluation and Research Unit, FLAS

Tom Fenn
Cedric Mgogo
Dominic Magita

Family Health Services Project/Family Life Association of Swaziland.
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The author takes full responsibility for any errors or omissions in the paper itself.

**This report is dedicated to the memory of the late
Maureen Mthunzi who died in silence.
15th July 1971 - 5th June 1990
Form 3**

TABLE OF CONTENTS

Chapter One Research Rationale and Focus	1-2
Chapter Two Sample Frame and Research Design	3-5
Chapter Three Findings	6-25
Chapter Four Discussion and Recommendations	26-32
Figures	33-38
Tables	39-77
References	78
Appendices Appendix A-Government Schools Sampled Appendix B-Questionnaire	

Chapter One

RESEARCH RATIONALE AND FOCUS

Purpose

In Swaziland, young people constitute a large and rapidly growing proportion of the population. According to the latest government census, 58.5 percent of the population is under the age of 20, with 0-15 years of age accounting for 49.7 percent. Approximately 50.8 percent of the under 20 age group are females, whereas 49.2 percent are males. Urban dwellers constitute 18.1 percent, while the rural population of the under 20 age group is 89.1 percent (Swaziland Population Census, 1986).

As elsewhere in Africa, young people in Swaziland are living in a rapidly changing society brought about by the process of development and modernization. While the pace of development is often more noticeable in the urban than in rural areas, nonetheless, change in any context can bring about tension and stress on individuals as they try to negotiate between modern ideas and traditional values.

While the Swazi are still bounded by traditional ways of life, some of the traditional systems of teaching family life education and preparation for adult life have broken down. These changes have undoubtedly affected some young people. For example, the Ministry of Education (MOE) points out that one of the factors for female drop-outs in both primary and secondary school is pregnancy (*Wastage in the Education System*, 1986). In the same vein, the 1982 MOE/Family Life Association of Swaziland survey found that pregnancy was as high as 20 percent among high school girls between Form 1 to Form 3.

The 1989 Swaziland Health Population and Nutrition Sector Assessment further suggests that within the changing socio-cultural environment, young people are often left without supervision while parents work. Parental control and family guidance in behavior and personal relationships are lessening. Traditional sanctions in sexual behavior are no longer enforceable. Likewise, traditional systems regulating youth

sexual activity have died out and no alternative structures have replaced them (Schneider, Kanagaratnam and Ginindza, 1989).

This study examines the sexual behaviors and attitudes and communication patterns among Swazi secondary and high school students and addresses the following questions:

- 1) What do students feel and understand about puberty?
- 2) When do students begin relationships with the opposite gender and how do they feel?
- 3) What is the level of students' sexual experiences?
- 4) What are students' understanding about pregnancy, sexually transmitted diseases and AIDS?
- 5) What communication channels and sources do students use and what are their preferences?

Chapter Two

SAMPLE FRAME and RESEARCH DESIGN

This chapter describes the procedures used to collect data from the institutional sources and respondents involved in this research project. In addition, this chapter contains an explanation of the methods used to analyze responses supplied by the survey participants, as well as the statistical analysis applied to the coded data.

Method of Data Collection

The Ministry of Education School list for 1988/1989, which consists of a listing of schools for each of the four school districts (Hhohho, Manzini, Shiselweni, and Lubombo), was used as the sample frame. Schools were selected by using a geographical stratified systematic sampling technique. Primary and church-sponsored schools as well as schools with which the Family Life Association of Swaziland (FLAS) has had an on-going relationship (e.g. pilot high schools) were excluded from the sample. Since the urban schools represented a small number (e.g. Lubombo with only one urban government sponsored school) none were omitted. However, in the rural areas, every nth school was selected from each district. The total sample consisted of 46 percent (N = 26) of all government secondary schools (Appendix A). The actual sample called for more schools with fewer students.

Sampling

Students were randomly chosen from the class register, stratified by form, located in the administrative office. In a few instances, the class register was not available. In this case, respondents were randomly selected in the classroom in their respective forms. If this latter method was used, the organization of the classroom was first determined and then the third student in the fifth row or any other combination was employed to guarantee randomness. Individual indepth interviews were conducted by

trained interviewers of the same gender as the respondent between 10th July to 21th August, 1990.

Questionnaire

The questionnaire (Appendix B) was developed in consultation with FLAS' IEC unit staff and the Ministry of Education. It consisted of 92 open and close-ended questions divided into six sub-sections. Questions 1-5 in section one were for demographic purposes and were used in an attempt to warm up the respondents. Section two (questions 6 - 14) sought to understand how teens feel about the physical maturation process and how knowledgeable they are about the physical changes that occur. Questions 15 - 30 were designed to ascertain general perceptions about the opposite gender (section 3). Section four (questions 31-52) were asked of sexually active respondents. Section five (questions 53 - 64) sought answers to the respondents' knowledge about pregnancy, sexually transmitted diseases (STDs) and AIDS. The final section (six) centered around communication and media habits (questions 65 - 92).

Given the sensitivity of the study, a number of preliminary pretesting methods were employed. First, the draft questionnaire was reviewed by students from the University of Swaziland ranging from 18-23 years of age. This was to solicit feedback on the appropriateness and feasibility of asking some of the more sensitive questions. The questionnaire met with their unanimous approval with the exception of one question, which was deleted. The same questionnaire was then given to key informants from an urban high school to test for some of the same reasons cited above. Again, one question was deleted. The questionnaire was also reviewed by a Senior Curriculum Designer from the Ministry of Education (MOE), National Curriculum Center and the Senior Matron from the Ministry of Health. Finally, on the request of the MOE, the questionnaire was field tested with a group of rural mothers.

While a number of preliminary field testing methods were useful and provided good insights, the first series of interviews served as the primary field testing. After

discussions with the interviewers, it was decided to add one follow-up question to #63. This was because the interviewers felt that a number of sexually active respondents were responding to their own contraception rather than that of their peers, therefore question #64 was added as a subsequent question to respondents' own contraceptive usage.

Coding and Data Analysis

The general coding and analytical approach to this study was simple and straightforward.

The close-ended responses were scaled by four trained coders from the variables presented in the questionnaire. However the vast majority of the questions evoked responses of a more complex nature. Content analysis schemes for the open-ended questions were initially developed by the principal investigator, in consultation with the interviewers, with a 10 percent subsample coded independently by another trained coder. Coding discrepancies were discussed among the group and consensus agreement was used to settle coding issues. Reliability was assessed using Stemple's percentage of agreement index (Stemple, 1975).

Data was analysed using the Statistical Package for the Social Sciences (Nie et al., 1975).) Descriptive statistics were produced for all variables. In addition, chi-square tests were obtained for relevant variables. The results of the data analysis are reported in the following section.

Chapter Three

FINDINGS

This chapter describes the findings stemming from an examination of data obtained by interviewing a random sample of secondary school students enrolled at government schools in Swaziland. The findings are presented in the sequence prescribed by the research questions guiding this study. A discussion of the implications of these findings is presented in the following chapter.

The Sample

A total of 202 individual, in-depth interviews were completed. There was one refusal. Figure 1.1 indicates that 78.7% of respondents were from the rural areas while 21.3% attended urban schools. In terms of gender, 51.0% were females and 49.0% were males [Figure 1.2].

Figure 1.3 shows that 10.9% were 14, 17.3% were 15 years, 18.3% were 16 years old, 21.8% of the sample was 17 years old, 13.4% were 18 years, 8.4% were 19 years and 9.9% were above 20 years of age.

Figure 1.4 shows that 28.7% of the respondents were in Form 1, 25.2% Form 2, 18.3% Form 3, 14.9% Form 4, and 12.9% Form 5.

Interviewers asked respondents what their career goals are and to name their favorite subjects. Figure 1.5 indicates that teaching and careers in the medical profession (e.g., nursing and doctor) accounted for over half of the reported career choices. Business and accounting were cited by 13.4%, law enforcement 9.9%, auto mechanic 8.9%, engineering 5.0%, farming 2.5% and law 2.0%. A number of respondents listed other occupations such as musician, extension officer, and computer operator.

Of all the favorite subjects listed in Figure 1.6, the top four subjects reported were English (28.2%), math (26.2%), science (15.8)% and commercial subjects (11.4)%.

As a check on representativeness, the sample was compared with data supplied by the Ministry of Education and the Central Statistical Office. In virtually every comparison characteristic, the sample matched those of the general student population.

Sexual Maturation

Table 2.1 shows the age of menarche or wet dreams. As indicated, most females reported the onset of menarche at about 14 years of age (30.1%). This was followed by age 15 at 27.2% and age 13 at 17.5%. In regard to males, most reported beginning wet dreams at about 15 years old (28.3%) followed by 14 years old (16.2%). Essentially, females generally reported the onset of menarche between the ages of 13 -15 years old; whereas males reported experiencing wet dreams between 14 - 15 years old ($p < .001$).

Those responding to the question on menstruation and wet dreams were asked to discuss their feelings about the onset of puberty [Table 2.2]. Chi square is significant at $p < .000$.

For female respondents, the largest percentage (27.5%) felt they were sick, 16.5% were confused or scared, 14.3% said they knew what was happening and were prepared, 13.2% said it was a painful experience, and 12.1% said they were surprised. Feeling angry was reported by 7.7%, whereas 5.5% of females said they saw it as the beginning of maturation and 3.3% had other answers.

Male respondents answered somewhat differently. Only 19.4% felt they were sick, 18.1% said they knew about wet dreams and were prepared, and 20.8% said they saw it as the beginning of maturity. Some respondents were surprised or confused and scared when it began (both at 11.1%). When combining both gender groups, a total of 9.8% of respondents either did not respond or cited other reasons.

In analysing the "other" category, females reported disliking menstruation either for fear of being discovered and therefore embarrassed or didn't realise the length of the menstrual cycle. While males reported feeling "happy and excited", "wet and hot", or was afraid that they were sleeping with a "Tilkoloshe" (bearded dwarf).

When asking respondents if they had talked to anyone before the onset of menarche or having wet dreams, 45.1% of female respondents had talked to someone, while 54.9% had not (N=91 with 12 missing cases). For males, 40.3% had talked to someone prior to the experience, while 59.7% had not. (N=72 with 27 missing cases). In comparing geographic locations, 42.0% of rural respondents (N=31 with 28 missing cases) had talked to someone prior to the experience, while 46.9% of the urban (N=32 with 11 missing cases) said they had.

Males who reported talking to someone more often talked to a friend (69.0%), followed by talking to a non-parent family member (24.1%), and to a teacher and a parent (both at 3.4%). For females, the most common person talked to was a parent (34.1%), followed by a non-parent family member (26.8%), with teachers and friends both named third at 19.5% [Table 2.3].

Those who reported talking to someone were then asked to name the specific topic discussed. As shown in Table 2.4a, the most common answer among males was how wet dreams occur -- e.g., the production of sperm -- (48.3%), the relation to sex -- e.g., how to get girls -- (17.2%), and the connection to pregnancy (13.8%). Similarly for females, the most common topic discussed was how menstruation occurs -- e.g., through ovulation, bleeding from the vagina -- (53.7%). The relationship between menstruation and pregnancy was next (29.3%), followed by body hygiene --e.g., use of pads and toilet paper -- (7.3%) and the relation to sex (4.9%). Of the total sample, 11.4% said they discussed sexual maturity.

In examining how rural and urban respondents answered the same question as in Table 2.4b, 58.2% of rural respondents said they had talked about how the physical processes of maturation occur. This was followed by discussions about how their body changes are connected to pregnancy (21.8%), the relation to sex (7.3%), body hygiene (1.8%) and maturity (10.9%). On the other hand, urban respondents were more likely to discuss how their body changes occurred (26.7%). Talking about their body changes in

relationship to pregnancy was cited by 26.7%, body hygiene and maturity both by 13.3%.

Respondents who talked to someone were asked the degree of helpfulness of the information received [Table 2.5]. According to respondents, 65.7% said the information was very helpful, 17.1% said a little helpful and 17.1% said the information received was not helpful.

Respondents who rated the information received as "very helpful" were then asked how the information helped [Table 2.6]. In looking at how rural and urban respondents answered the question, 33.3% of rural respondents said the information helped them not to worry, 18.2% said it informed them about the consequences of intercourse, 15.2% said it helped them to understand the occurrence of menstruation and wet dreams, 15.2% said it changed their ideas about sex, and 12.1% said that the talks helped them to learn body hygiene. Of the urban respondents, 69.2% said it helped them not to worry, 23.1% said it helped them to know about wet dreams and menstruation, and the remaining 7.7% answered it helped them to understand the results of intercourse.

Those who had experienced puberty [Table 2.7] were then asked what this meant to them. In all cases, the predominant response was the onset of maturity (66.0%), followed by being capable of conceiving (19.9%). Reasons cited as other by males included: "It meant I would have a wife one day," "It meant that I was too young to do what I was dreaming," and for females "It meant shock," "It meant that it is not necessary to fall in love with someone before time."

Respondents were then asked what advice they think should be given to other teenagers about puberty [Table 2.8]. Female respondents more often said that other teens should be told about personal body hygiene (58.2%). Advising others to avoid sexual intercourse was reported by 20.9%, understanding what happens and the problems associated with menstruation was reported by 16.5%. Other reasons (2.2%)

cited by female respondents include "seek medical advice if they have problems" and "tell girls what menstruation means because they might do things which they are not supposed to do like commit an abortion."

Of the males, the most common response was to understand wet dreams as a natural part of maturation (45.5%), followed by knowing the relationship between pregnancy and maturity (21.8%), avoiding sexual intercourse (16.4%), seek advice from those who are older (3.6%) and take precautions to prevent pregnancy (3.6%). Other advice (9.1%) reported by the male respondents include: "boys should stop thinking about girls," "males should be aware that wet dreams decrease the sperm that should be deposited in a woman," "it's ok to begin having sexual relations with a girl," and "wet dreams are no good."

Beginning Relations with the Opposite Gender and Initial Feelings

When respondents were asked, "Do you have a present boy/girl friend?", 57.5% said yes, whereas 42.5% said no [Table 3.1].

The relationship between form and presence of a steady boy or girl friend is significant at $p < .002$. As shown in Table 3.2, it appears that over half of the pubescent respondents across all forms had a present boy or girl friend, with slightly more reported in Form 2.

Another point of interest is between age and present boy/girl friend [Table 3.3]. It appears that relationships begin at about 15 years of age, take-off at about 16, and gradually increase.

In examining urban/rural differences for first relationships, there was a greater difference between rural and urban respondents than between genders [Table 3.4]. For example, among urban respondents, 62.0% had their first relationship between 14 - 15 years of age, while only 44.0% of rural teens had their first relationship in the same age span. Among rural teens, the majority had their first relationship between 15-16 years of

age (47.6%). The major gender difference is that the majority of females (54.2%) began relationships at 15-16 years old and males (43.6%) at 14 -15 years old.

Most male respondents said they felt good (40.7%) or emotionally charged (48.1%) when they first saw or realized that the person they were attracted to was special. On the same question (#19), 28.1% of females said they felt good, 36.8% said that they felt emotionally charged, and 21.1% said they were uncertain and scared [Table 3.5]. Other reasons cited include "hated it", "relieved of peer pressure", "annoyed" and "didn't feel anything because I already knew the person." Differences between gender are statistically significant at $p < .05$.

When respondents were asked, "How old is your girl/boy friend?", 56.1% of the females said their boyfriend is 19 or older and 28% said 17-18 years old. However, 27.5% of males said that their girlfriend is 14 or younger. Among other males, 23.5% said 15 years old and 21.6% said 16 years old [Table 3.6].

Most urban respondents (46.7%) said they have been involved in a relationship for two years, while 16.7% said one year and 30.0% said less than six months. However, among rural respondents, 33.3% said they have been involved for two years, followed by one year (30.9%) and less than six months (25.9%) [Table 3.7].

When asked, "Do the two of you ever have a chance to be alone?", 83.8% of the respondents said yes, whereas 16.2% said no [Table 3.8].

When males were asked, "What do you and your girlfriend talk about when you are alone?", 38.5% said future plans, 23.1% said love/sex and 15.4% said solving problems (N=39 with 15 missing cases). When asked the same question, 18.4% of females said future plans, 18.4% also reported love/sex and 6.8% said other people (N=54 with 3 missing cases).

Respondents were asked if their friends know about their relationship and what advice their friends give them. Of those surveyed, 85.8% said yes their friends know and that they give encouragement.

Level of Sexual Activity

According to Table 4.1, respondents use physical contact, such as kissing and hugging, to demonstrate affection (48.6%). Affection was also shown by sexual relations (20.0%), exchanging gifts (12.4%), writing letters (6.7%), and talking about problems -- e.g., possibility of pregnancy -- (4.8%). A number of other ways were cited including taking a walk, attending recreational events, doing anything a partner asks, and visiting and kissing (6.7%).

As shown in Table 4.2, respondents were asked, "What kinds of things does your boy/girl friend want you to do to show your affection?" "Being faithful" is the most important way to show affection (22.2%), followed by being submissive or obedient (20.6%), having sexual relations and exchanging gifts (both at 19.0%), kissing and hugging (7.9%), writing letters (6.3%), and marrying partner (4.8%) Chi square tests between gender were not significant. However when asking respondents their perceptions on how affection is demanded by their partner, the association was stronger and significant ($p < .001$). Gender differences that emerged suggest that males feel females want "gifts" (36.4%) and for their partner to be "faithful" (21.2%). Females feel that males want them to be submissive or obedient (36.7%), followed by coitus as a way of showing affection (30.0%).

Respondents were asked, "What are some of the things your friends do to show affection for their boy/girl friend?" As reported in Table 4.3, more respondents cited sexual intercourse (67.5%) as a method friends use to show affection for their partner. Sharing secrets was reported by 11.7%, while exchanging gifts and "other" methods, such as giving a female money, love, kissing and visiting each other, were both listed at 7.8%. In examining how males responded to the question versus females, 16.7% of males reported sharing secrets versus 5.7% of females. In addition, 9.5% of males cited fighting over lover, whereas females did not indicate this option.

When respondents were all asked, "What do girls expect from a boyfriend?", the major expectation cited by both males and females is sponsor/money (males, 33.3% and females, 33.3%). The second expectation cited by females is affection/love (31.5%), followed by sexual intercourse (16.7%). The second expectation of males responding to, "What do girls expect from a boyfriend?" is sexual intercourse (27.1%) (Total N = 102 with 9 missing cases).

Males responding to "What do boys expect from a girlfriend?" cited sexual intercourse (64.6%), followed by submissiveness or obedience (20.8%). In response to the same question, females also said sexual intercourse (60.4%), followed by submissiveness or obedience (17.0%).

Respondents were asked, "In a relationship between a teenage boy and a teenage girl, who places more demands?" According to Table 4.4, males (75.5%) reported demanding more than females (17.6%).

Table 4.5 illustrates the reasons cited by both genders for placing more demands. As indicated, 45.5% of the respondents feel males have a natural/God-given right to place demands. Aggressiveness of partner was listed by 40.4% of the respondents and fear of partner by 9.1%. A total of 5.0% cited other reasons (he proposed the girl for love, afraid of pregnancy and can't say no.) In looking at gender differences, more female respondents (11.1%) reported fear of partner as a reason for placing demands than males (6.7%).

In response to the same question, there is a higher percentage of urban respondents saying that males have a natural/God-given right to place demands (59.3%, N=27 with 3 missing cases) than rural respondents. In addition, a higher percentage of rural respondents (40.3%, N=72 with 9 missing cases) than urban respondents (33.3%), cited aggressiveness of partner as a reason for placing more demands. In the same way, more rural respondents (11.1%) than urban respondents (3.7%) cited fear of partner as a reason for placing demands.

Table 4.6 lists who respondents say places more demands in the relationship with their present girl/ boyfriend. In responding to the question, males (45.7%) said that they placed more demands in a relationship. In the same way, females reported that males placed more demands (48.2%).

In asking respondents why they thought the person cited places more demands, aggressiveness or threats from partner (26.3%) were most often reported with possessiveness of partner (21.1%) appearing next in frequency. More females (34.2%) cited aggressiveness and threats from partner as a reason to place demands than males (18.4%). In the same way, more urban respondents cited aggressiveness and threats from partner (34.8%), whereas rural respondents cited possessiveness of partner as a major reason for placing more demands (26.4%).

By far, both gender groups reported learning about the opposite gender from friends (52.8% males; 56.9% females) as illustrated in Table 4.7. Other sources cited were family members (12.6%), self-taught (8.0%), movies (6.9%) and love stories/books (6.9%). More females (19.6%) reported learning this information from family members than males (2.8%). Whereas more males reported learning from books (19.4%) than females (2.0%). Male responses to the "other" category (2.8%) were: "I learn about them because they were made by God." Female responses to the "other" category (3.9%) were: "It happened automatically."

In answering sources from which respondents learn about the opposite gender, a seven male respondents translated "how" did they learn to "what" they know about. Their responses are as follows: "I know girls like money and food." "I know girls are not trustworthy." "I know they are no good." "I know they are jealous." "I know that boys get jealous when a guy is in girl's company." "Girls are no good, they have more than one partner."

When answering, "Do any of your friends have sexual relations with their boy/girlfriend?", 82.1% of the respondents in Table 4.8 reported yes (females, 74.5% and males, 89.6%) and 17.9% reported no (females, 25.5% and males, 10.4%).

Respondents who reported the presence of a boy or girl friend were asked about their own sexual activity [Table 4.9]. Overall, more were sexually active 73.6% reported that they are sexually active (males, 85.4% and females, 63.8%) and 26.4% said they are not (females, 36.2% and males, 14.6%), which is significant ($p < .02$). It is important to note that some of the "no" responses should be viewed with skepticism. For example, in comparing the "no" cases to previous responses in section three, quite a number of these cases reported behaviors (e.g., visiting lover's place, close physical contact) which might suggest their response to level of sexual activity questionable. In addition, the MOE requested that if a respondent did not indicate the presence of a steady partner, questions on sexual activity were to be deleted.

The influence of age and gender on beginning coital activity is shown in Table 4.10a. Most respondents reported beginning coitus at 16 years of younger. While a few males reported beginning coitus at 19 years or more, no females reported beginning coital activity after 18 years old. In other words, according to those sampled, by the time a female reaches 18 years of age, she would have had her first sexual encounter. The evidence here is not surprising since traditionally premarital sexuality among adolescents was culturally acceptable and early marriages for girls not uncommon (Kuper, 1947).

In comparing the geographic differences by age beginning sexual activity [Table 4.10b], urban respondents reported beginning sexual activity at a younger age than rural respondents. Of urban respondents, 56.3% reported starting their sexual experience at the age of 15 or younger, while only 31.6% of rural respondents said they were sexually active at the same age. At the age of 16, 33.3% of rural and 25.0% of urban respondents reported starting their sexual experience.

When asked if there was a discussion prior to sex, 56.1% of respondents said there was and 43.9% said there was not [Table 4.11]. More females reported that there was no discussion prior to sex (54.8%) as opposed to those who reported that there was such a discussion (45.2%). And more males reported that there was a prior discussion (66.7%) than those who reported otherwise (33.3%).

Of respondents who said they had a discussion prior to sexual activity, the possibility of pregnancy was the most dominant topic between gender groups (47.8% males; 40.0% females) [Table 4.12a]. Among males the second most prevalent topic discussed was the need for sex (34.8%) followed by the use of contraceptives (17.4%). On the other hand, females discussed the need for sex and contraceptive methods equally (both at 26.7%).

Geographically, more urban respondents (54.6%) than rural (33.3%) reported that pregnancy was the most important topic discussed [Table 4.12b].

Respondents reported in Table 4.13 that 52.3% did not want to have sexual intercourse as much as their partner, while 44.7% said they did. More female respondents (73.7%) said they did not have the same sexual desire as their partner; whereas 36.8% of males reported not having a similar desire. The reasons mentioned by females for not having a similar desire as their partner were: the pain associated with coitus, fear of pregnancy, lack of enjoyment, and not knowing anything about sex. For males, the reasons cited for not having similar desire as their partner were: fear of female pregnancy, feelings that too much coitus weakens males and not being able to sexually satisfy the female.

Frequency of coital activity by gender, as reported in Table 4.14, revealed no significant differences among gender groups.

When asked if the reported sexual relation is the first partner a respondent had had sex with, 68.4% said yes and 31.6% said no. Yet, more females (85.7%) said it was their first partner as compared to males (53.7%). For males, 46.3% said it was not their

first partner as compared to 14.3% of females [Table 4.15]. In examining how many partners male respondents had prior to their present partner 55.6% said one to two; 22.2% said three to four and 22.2% said 5 or more. In comparing female responses to the same question, 50.0% said they had one additional prior relationship; 33.3% said two; and 16.7% said three. Chi square test is significant at 01.

Respondents were also asked their perception of multiple partners among their peers. More respondents (83.6%) reported such a presence and fewer respondents (16.4%) reported otherwise [Table 4.16].

Reasons for having multiple partners are shown in Table 4.17. The highest percentage of respondents (37.9%) reported promiscuity as a reason for having multiple partners, followed by insecurity with partner (31.0%). Other reasons cited by females (21.4%) include that peers are undisciplined and can't say no to boys, while males said that one of the reasons for multiple partners was to make their partner jealous (23.3%).

More males (46.7%) than females (14.3%) reported being insecure with one partner as a reason for multiple partners. Whereas, more females (46.4%) than males (30.0%) reported that promiscuity is a reason. Also, 17.9% of the female respondents stated financial needs as a reason for having multiple partners. Chi square is significant at .02.

Respondents were first asked their perceptions about contraceptive uses among adolescents. Of the 177 students who answered the question, 46.6% said that adolescents use condoms, 42.1% said orals and 11.2% said other reasons as safe period, withdrawal and abstinence.

However a different picture emerges when asking coitally active respondents about their own contraception. Of the 38 coitally active females, 40.6% never used contraceptives, 12.5% said they use orals and 6.3% mentioned safe period. In response to the same question, 51.7% of males said they use condoms, 41.4% said

they never use contraceptives and 6.9% reported using orals. The use of orals among males should be viewed in terms of their reporting on what their partner uses.

At the conclusion of this section, respondents were asked, "What are some of the things about teenage sexual experiences that were not discussed?" In this analysis, respondents mentioned: feelings about first sexual experience (33.3%), time taken to arouse partner (19.0%), respondents' possible pregnancy (11.9%), and contraception (2.4%). There were numerous responses (33.3%) that are not collapsable. These include: future plans, why I am having sex, what he does before we sleep and how we sleep, STDs, how to propose love, girls being forced by their boyfriends to have sex, and more sex makes us feel close or bonded.

Knowledge about Pregnancy, STDs and AIDS

When respondents were asked "What are your ideas about having sex before finishing school?", 57.0% think it is not a good idea, 34.2% said that they are afraid of pregnancy, whereas 8.3% do not have a problem with it (N=192 with 10 missing cases).

Respondents were then asked what they know about how pregnancy occurs. [Table 5.1]. Sexual intercourse was mentioned by 54.2% and when sperm meets egg was cited by 45.2%. There were no urban/rural differences in response to this question. Rural respondents tended to say by sexual intercourse (56.8%), while urban respondents said when sperm meets egg (55.6%).

Male respondents were asked "If your girlfriend got pregnant before finishing school, what would you do?" Similarly, female respondents were asked "If you got pregnant before finishing school, what would your boyfriend do?" The largest percentage of female respondents said that their boyfriends would run away (42.5%), followed by taking responsibility for the child (40.2%), denying the pregnancy (4.6%) and seeking assistance from the family (4.6%). Some respondents cited other reasons such as "kill self", "have an abortion", "drop-out of school", "would not be able to take care of child", "will be dropped by boyfriend", and "nothing" (8.0%). In responding to the

question above, male respondents said that they would take responsibility for the child (47.1%), seek assistance from family (33.3%), run away from the female (9.2%), and deny the pregnancy (2.3%) [Table 5.2].

In responding to the question "What ideas do teenage boys/girls have about pregnancy?" Table 5.3 shows that more males (25.7%) reported that sex is taken as a game and that teenagers do not care. However 17.1% said that teens think that pregnancy is bad and not a good idea. Males also said that boys have the tendency to deny pregnancy (17.1%), they use contraceptives (10.0%), they would take the responsibility for the child (8.6%), that pregnancy is a way to demonstrate maturity/fertility (7.1%), they think about solving the financial expenses (5.7%), and 1.4% said they think about abortions. Females responding to the ideas that teenage girls have about pregnancy said that girls think pregnancy is not a good idea (23.6%), use contraceptives (18.1%), think about abortion (16.7%), sex is a game and that girls do not care about pregnancy (15.3%), they think about dropping out of school if they become pregnant (6.9%), will take responsibility for the child and pregnancy is a way to demonstrate maturity/fertility (both at 4.3%) and kill self at 1.4%. A number of responses were not collapsible. These responses by gender are as follows. For males 7.1% reported: "One thing I know they say is that it's not likely they will get pregnant if they do not have sex frequently." "They think pregnancy is a case of having multiple partners." "Some say yes to pregnancy, some say no...it depends on their family background." "They say they cannot make a girl pregnant." For females, other reasons (5.6%) cited were "They get pregnant by mistake." "They think it's easy to get a child." "It happens to those who like it."

Respondents were asked their feelings about having a child at their present age. In Table 5.4, most respondents said it was not a good idea (53.1%). It would hurt me was reported by 25.0%, it would be embarrassing was reported by 10.7%, the child would suffer was reported by 5.6%, and would handle the pregnancy was reported by 3.6%. Other reasons cited were "it's part of life to have a child," "excited," "I'm under age," 2.0%.

Not surprising, more female respondents reported that pregnancy would be embarrassing (17.0%) as compared to males (4.2%). Similarly, more females (37.0%) said that pregnancy before finishing school would hurt them as compared to males (12.5%).

Respondents were then asked if other teenagers think as they do about having a child [Table 5.5]. Surprisingly, 43.1% said that other teenagers do not find it objectionable, 40.1% said that other teens think it's bad, 5.8% said that teens think about abortion and 3.6% said they think it's a way of proving their fertility. Other reasons cited were "they cannot handle the responsibility", "they would be happy", "sex is fun", and "don't know what others think" (7.3%).

On the subject of STDs, respondents were asked what did they know about STDs. About one-third of respondents reported that AIDS is an STD (35.3%); that both AIDS or Gonorrhea are STDs (14.9%); STDs are dangerous and can kill (13.9%); are diseases transmitted through coitus (8.0%), while 17.9% said that they did not know anything about STDs.

After several other questions in this section, respondents were asked what ideas did teenagers have about STDs [Table 5.7]. According to respondents, 24.9% of teenagers do not know anything about STDs, 18.1% of teenagers do not believe that STDs exist, 15.8% believe that STDs are dangerous and are afraid of them, 15.3% said that teenagers believe that using a condom serves as a preventive measure, 10.7% believes that STDs are incurable and can kill, 5.1% said if you contact an STD seek medical advice and help, and being faithful to one partner or abstaining from coitus was mentioned by 2.3%.

Respondents also were asked what they know about AIDS. According to Table 5.8, 68.9% said AIDS is incurable, 15.8% said it is transmitted by sexual intercourse, 7.1% said that they knew nothing and 3.3% said it AIDS is transmitted through multiple partners. A number of responses to this question were not collapsible. Male responses

(1.1%) to the "other" category were "AIDS is a disease you get from a female when you are a male." Female respondents (7.7%) said that "Its symptoms are not easy to see." "I know that AIDS attacks boys." "It's a virus." "You can get AIDS from wearing the victims panties." "It is a disease transmitted through blood transfusion." "It is a disease you get from a prostitute."

Communication and Media Habits

Respondents were asked, "Besides school books, what other books and stories do you like to read?" [Table 6.1]. Magazines were cited by 28.3% of respondents, novels by 23.1%, love/romance stories by 19.1%, comics by 12.1%, short stories by 6.4% and 11.0% said other such as poems, the Bible, and newspapers.

Table 6.2 indicates that 31.6% of the sample like to listen to reggae music, 21.9% country and western, and 20.9% gospel. The next favorite musics are rock and disco music (13.3%), slow and fusion (5.6%), and others such as rap and umiso (6.6%). Gender differences emerged in the gospel category with 31.7% of females and 9.5% of males liking gospel music.

Lucky Dube, Brenda Fassie and Derrick Ndzimandze are the top local recording artists among respondents with 37.2%, 24.0% and 22.5% respectively [Table 6.3]. Among respondents, Lucky Dube is preferred by 33.7% of males and 17.0% of females, while 21.0% of females prefer Brenda Fassie over 10.9% of males.

When asking respondents, "What radio station do you usually listen to?", 76.0% said SBIS, 12.0% said Radio Zulu, 5.0% Radio Swazi, 4.0% Metro with 3.0% citing other stations such as Radio 5 and Radio Tshonga [Table 6.4].

According to Table 6.5, 92.0% of respondents have access to a radio. Most respondents (98.5%) listened to radio at home, whereas 1.5% listened elsewhere (e.g., hotel, friend's place) [Table 6.6].

Table 6.7 indicates that 58.5% of respondents listen to SBS before or after school with 36.8% listening on weekends only.

Respondents were asked what are some of their favorite radio programs. First, second and third choices programs reported were then coded and then collapsed. The following represents the top ten programs from the collapsed categories and are listed in order of preference Tinkinga (16.2%), Tibingelele (13.9%), Reggae (8.3%), Temndeni (7.6%), Ngicela Ingoma (7.3%), Top 20 (6.6%), Temidlalo (6.3%), Country and Western (6.0%), Asikudlalele (5.6%) and Tindzaba (4.3%). [Table 6.8].

Table 6.9 represents the top five respondents' favorite radio announcers. The top five include Sigayoyo Magongo (32.8%), Bongani Dlamini (22.3%), Marwick Khumalo (14.1%), Nhlanhla Dlamini (10.5%) and Jim Gama (6.2%).

Tables 6.10 through 6.12 show newspaper readership among respondents. As noted in Table 6.10, 68.0% have access to a newspaper. Of those having access 85.9% read the Swazi Times, 10.4% the Observer, 1.5% the Sowetan and 2.2% reported other papers such as the Star [Table 6.11].

Most respondents (37.6%) read the sports section, 10.5% said stars, 9.4% said local news and international news, 9.0% reported foreign news, 7.2% said headlines/front page, 6.1% said entertainment, 4.4% said Bogi Benda, a regional comic strip, and letters to the editor [Table 6.12].

In examining how males and females responded to the question. Over fifty percent of males reported reading sports (51.5%), followed by international news (14.1%), local news (11.1%), and entertainment (9.0%). One-fifth of females reported reading sports (20.7%) followed by stars (17.1%), headlines/front page (12.2%), crime and accident news (9.5%), letters to the editor (9.3%) and Bogi Benda, a regional comic strip, (8.5%).

Television viewing was reported by 32.8% of respondents. Given electrification in the country, Swazi TV was watched by 53% of respondents having access to television with 22.7% viewing TV 2, 12.1% reporting both TV 1 and TV 2 and 9.1% viewing both Swazi TV and TV 2 [Tables 6.13 and 6.14].

Respondents were asked of all the people they know in Swaziland who did they trust [Table 6.15]. In terms of most trusted people, respondents said mother only (23.9%), both parents (22.8%) and the King (15.7%). For males, the "other" category (4.4%) includes self, Jesus, priest/minister and Chief. For females, the "other" category (2.0%) includes elders and police.

Of people respondents would listen to and follow advice from, both parents were singled out (32.2%), mother only (22.1%) and the King (13.7%). [Table 6.16]. For males, the "other" category (13.5%) includes God, Royal family, Temphilo, Temndeni, Minister of Education, elders, Prime Minister, friends and no one. For females, the "other" category includes God, strangers, elders, police, lover, friend, priest and no one.

Respondents were finally asked how they would design a program to communicate to teenagers about pregnancy. The following section lists and categorizes responses provided by gender.

1. Teach Preventive Measures

MALE

"Advise them to use condoms."

"They should abstain or use a condom."

"Tell them to use a condom."

"Avoid sleeping with girls; if it happens use a condom."

"Write pamphlets and advise them to use a condom."

FEMALE

"They should have no sexual relations without using contraceptives."

"They should use contraceptives to prevent unwanted pregnancies."

"They should not sleep without taking contraceptives."

"They must tell their boyfriends to use a condom."

"When they have relationships, boys should use a condom, girls OC's."

"They should avoid sex. If they don't, use a condom."

2. Develop Educational Efforts

MALES

"Should be part of the school syllabus."

"Provide educational programs in schools."

"Make programs on radio that teaches youths about pregnancy."

"Let it be in the schools on how to prevent pregnancy."

"Broadcast programs on radio during weekends and in the mornings."

"Have a special magazine teaching teens about maturity."

"Tell parents to teach their children about sex and the dangers of sexual relations at an early age."

"Make educational programs in schools and universities."

"Produce programs in schools and universities."

"Have youths help teach in schools about sex."

"Use radio and TV to educate."

"Introduce family life education in schools."

"Show them a movie which would be terrifying."

"Be part of the curriculum because present teenagers are sexually active."

FEMALE

"Teach the 8 to 14 year olds about menstruation and its connection with sexual intercourse. Teach the 15 to 21 year olds to use contraceptives if sexually active."

"The subject of how pregnancy occurs should be introduced in primary schools."

"Tell parents to teach their children about sex and the dangers of sexual relations at an early age."

"Teach teenagers about how pregnancy occurs."

"Teach about STDs and the results of them."

"Teach them the expenses of maintaining a child."

"Provide educational programs in schools."

"What they should use when menstruating."

"Teach teenagers about the consequences of having relations before finishing school through radio and television."

"We should give advice to teenagers through the Times of Swaziland."

"Try to discuss the ideas of pregnancy with the teenagers."

"Teenagers should be well educated to have a brighter future--may have sexual relations but try to use orals."

"I would teach them about the dangers of pregnancy and hungry children."

3. Social/Moral Values

FEMALE

"They should avoid sexual intercourse up until they are old enough to take the responsibility of a child."

"They shouldn't be pregnant while at school because the child would suffer or else may die."

"They should stop having relations with boys and try to abstain."

"Girls should learn to say no to boys."

"They shouldn't be taken by what boys say to them because the relationship can come to an end at anytime."

"Tell them to ignore boys and concentrate on their school work."

"They should abort the embryo if it happens that they get pregnant."

"Shouldn't be forced by what boys say (e.g., being beautiful) it ends up in the middle of nowhere."

"I would preach the gospel of abstinence and the consequences of pregnancy."

"They shouldn't trust boys. Should be educated to a brighter future and shouldn't be hurry to have relationships while still at school."

"I would tell them to stick to education and ignore boys."

Chapter Four

DISCUSSION AND RECOMMENDATIONS

This chapter presents a discussion of the major findings emerging from this study designed to examine the sexual behaviors and attitudes and communication habits of Swazi secondary school students. In addition, this chapter describes the limitations of the study and provides suggestions for policy and programmatic activities directed to secondary school students.

What do students feel and understand about puberty?

Respondents clearly understand that the physical body changes young people undergo is the beginning of sexual maturity.

Some young people are able to handle the onset of puberty without undue stress, while others find it difficult and confusing. It is evident from this study that both genders were unsure and scared of their body changes. However, more females than males experienced uncertainty and fear.

When problems occur, people generally seek information. In this instance, young people sought information from a variety of interpersonal sources to help explain and reduce their uncertainty. The majority of male respondents talked to a friend; females talked to a parent. The parent variable here represents the extended definition of parent in the Swazi family.

Things talked about include how puberty occurs, its relation to coitus and pregnancy, and body hygiene. Most respondents reported that the information they received was helpful, in that it reduced their stress and provided them knowledge about the process of maturation and about the consequences of coitus.

There is some concern here with the primary use of interpersonal sources. While interpersonal sources are best to provide the needed emotional support during this time in a young person's life, sole reliance on sources who may indeed be information poor can be problematic.

When do students begin relationships with the opposite gender and what are their initial feelings?

The vast majority of young people reported beginning relations with the opposite gender at about 15 years old. Most are in Form 2. Urban youths begin slightly earlier than their rural counterparts. This finding is contradictory to the 1988 Family Health Survey which reported that the first sexual encounter for girls is 17 years and 19 years for boys. Considering that FLAS clinic records indicate that the age of first pregnancy among its clients is 17 years, it would seem that their first sexual encounter may be earlier than 17 years old.

A sizeable number reported being involved in a relationship for two years. What this may suggest is that relations with the opposite gender may actually begin much earlier than reported above. Females tend to have relations with older males. In most instances, the age difference is a few years. However, the evidence (going to the casino or South Africa with lover) suggests that some females are undoubtedly involved with older males.

A large percentage of respondents find the time and place to be alone with their partner. When alone, two topics dominate the conversation — future plans and love/sex.

While most respondents reporting feeling good about the person they were involved with, females were more likely to report feeling less than positive feelings. This finding raises the question as to whether females feel more pressured to prematurely begin relationships.

What is the level of students' sexual experiences?

No matter how the data are examined--from the respondent as the unit of analysis or their reporting on others--the majority of respondents involved in a relationship are sexually active. About half of the respondents say that they were coitally active either

once a month or two to three times per month.. Urban respondents began coitus at a younger age than their rural counterparts.

Pregnancy is a very real consequence of adolescents who have little understanding of human sexuality and what constitutes responsible behavior. The three major topics of discussion among sexually active respondents were pregnancy, the need for sex and contraception.

The findings of this study suggest that adolescent sexuality in Swaziland deserves serious government examination. Premature sexuality leads to a number of serious health consequences for young people. Adolescent fertility is very real and may increase (as in other African countries) with rapid social changes.

What are student's understanding about pregnancy, sexually transmitted diseases and AIDS?

A little over half of the respondents understand that a consequence of coitus is pregnancy. When sperm meets egg was also mentioned. No matter how respondents were probed, their explanations did not get more involved than this. Again all this suggests is that general awareness of how pregnancy occurs (coitus) is high, but not much more than that.

Respondents also understand the social stigma and consequences associated with early childbearing. This is reported in terms of school-drop outs, male denial of pregnancy, abortion and teen suicide.

While this study did not address the issue of abortion, it did arise in discussions between interviewers and respondents who were quite open in mentioning numerous life-threatening and harmful methods which teens are aware of and use to induce abortion. These include: jik bleach douche, drinking any of the following --liquid mercury, cattle dipping solution, jik bleach and Sta-soft, coke mixed with metholated spirits and bicarbonate of soda, permanganate of potash--use cooking soda and blue soap for douching and take pills from the chemist, use raw eggs with laxatives--pills from

chemist and vinegar, mix margarine with sunlight soap and douche followed by a cup of black vinegar, eat Eno and drink cooking soda in water, medicine from Inyanga.

As a follow-up to the abortion concern raised above, during the first four weeks of this study, three cases of abortions were brought to the attention of the research team. Two of the three cases ended in death for the females. In all cases, they drank a highly toxic concoction. (This report is dedicated to one of the females).

Respondents knowledge on the subject of STDs was not surprising. Essentially they identified AIDS with STDs. This is probably due in part to the attention that AIDS has received in the local media. Among other STDs, syphilis and gonorrhoea were singled out. Along with likhubalo, which is a sexual condition that arise from medicine passed from a male to a female to trap illicit relations.

In terms of AIDS, 68.9% said AIDS is dangerous and incurable, (15.8%) said it is transmitted by coitus and (3.3%) said it is transmitted by having multiple partners. Only 7.1% of respondents said they did not know anything about AIDS. These figures seems high and is supported by evidence from the AIDS/KAP study.

What are the communication patterns and behaviors?

Respondents like to read magazines, novels and love/romance stories. They listen to a wide selection of music formats with reggae, country and western and gospel heading the list. Gender differences emerge in the gospel and reggae formats. More females reported liking gospel than males, while more males like reggae than females. Given their music preferences, it is not surprising that Lucky Dube, a South African reggae artist, is considered the top local recording artist. Other artists noted by respondents are Brenda Fassie and Derrick Ndzimandze.

In an open recall question, SBIS is the radio station that at least three-fourths of the respondents listen to. The majority of respondents reported having access to a radio at home.

Program preferences run parallel to favorite music format, with reggae and country and western among the top ten favorite programs. Another important discovery was that among the top ten favorite programs, the majority are audience participation formats.

A large percentage of respondents said that they have access to a newspaper. The vast majority of those having access read the *Times*. This does not necessarily indicate a preference. It may be the newspaper that is most available or accessible to respondents. The sports, stars and local and international news are by far the sections respondents read most often. While both males and females indicated a preference for sports, males more often selected sports as the most read section of the newspaper. In regard to the second most read section, stars, females more often reported reading this section than males. It is also interesting to note that three of the nine item categories (stars, entertainment, and Bogi Benda) mentioned by respondents often appear on the same page in the *Times*.

Given the problems of electrification, it is understandable that a smaller number of respondents have access to television. Those having access watched the range of channels available from South Africa and the one station in Swaziland.

In addressing two separate questions, one on who respondents trust the most and the second on who they will listen to and follow their advice, responses are parallel. Both parents, mother and the King are who respondents trust the most, will listen to and follow their advice. What is interesting are the reasons many respondents gave for the choices they selected. This information was not solicited. Essentially, the choice of mother was often connected to nurturing and caring factors. Mother was also viewed as the sole supporter and therefore deserved the credit for getting the respondent to a particular point in their life.

The reasons attributed to the King also deserves some explanation. The King was seen in a leadership capacity. Therefore, his word was to be respected for he had the interest of the nation at heart.

Limitations of the Study

The limitations of the study must be considered in relation to the limitations involved in gathering data and analysis. A major limitation of indepth interviews is the problem of interviewer bias. While every precaution was taken to minimize this problem, nonetheless any number of factors regarding the interviewer (e.g., non-verbal behaviors, physical appearance) may prompt respondents to answer questions untruthfully.

Another limitation of the findings of this report pertains to the method of collapsing categories within content analysis schemes. While this process is often necessary for analysis of the data and can be justified by the requisites of handling large amounts of open-ended data, the more subtle nuances of the responses are sometimes lost. For this reason, one must return to the uncollapsed categories or the raw data in order to provide additional insights into the findings.

Recommendations

In sum, the findings of this study points to the need for sincere and immediate policy and programmatic attention for the future Swazi generation. Since adolescents represent a very large and unique target audience, it is recommended that any fundamental changes or future research directions be based upon the realities and needs of this user group.

As a result of the above findings, the following recommendations are made:

- Utilize the comments from those surveyed into consideration when planning any policy changes and programmatic activities.
- Making family life education (FLE) universally available in Form 1 thru Form 5 in government and government aided schools.

Produce a series of booklets for parents on the following subjects:

1. "Talking with your child about Family Life Education."
2. "Helping your child understand sexually transmitted diseases."
3. "How to talk to your child about AIDS."
4. "Helping your child understand human sexuality."

- Offer hands-on-training for parents and teachers in both family life education and the communication skills needed to convey those facts to young people. Build this training into established bodies, particularly women's groups.
- Use radio and print ads to sensitize parents to talk to youths about FLE and human sexuality. Develop these media ads or programs in conjunction with copies of above booklets.
- Work with established groups of parents and the Ministry of Education to develop regional parent counselors to work as FLE advocates in schools.

Develop two national youth campaigns. One focused on information and education and based on responsible behaviors by both males and females. The second geared towards motivating a change of views towards sex and to promote values that encourage positive social attitudes.

- Working in conjunction with the Scouts, National Youth Council and other youth focused groups, develop a youth advisory council who will be responsible to help formulate (plan, design and implement) programs for youths on family life and responsible parenthood.
- Work with NGOs, such as Sebenta, to get messages across to parents about teaching family life education to youths.
- Establish regional adolescent health centers that would provide counseling and health related services.
- Bring FLAS' teen radio programs more in line with formats and program preferences as demonstrated in this survey.
- Develop programs which would focused on the male role in teenage pregnancy and early parenting.

FIGURE 1.1 :
Sample Population by Geographic Location

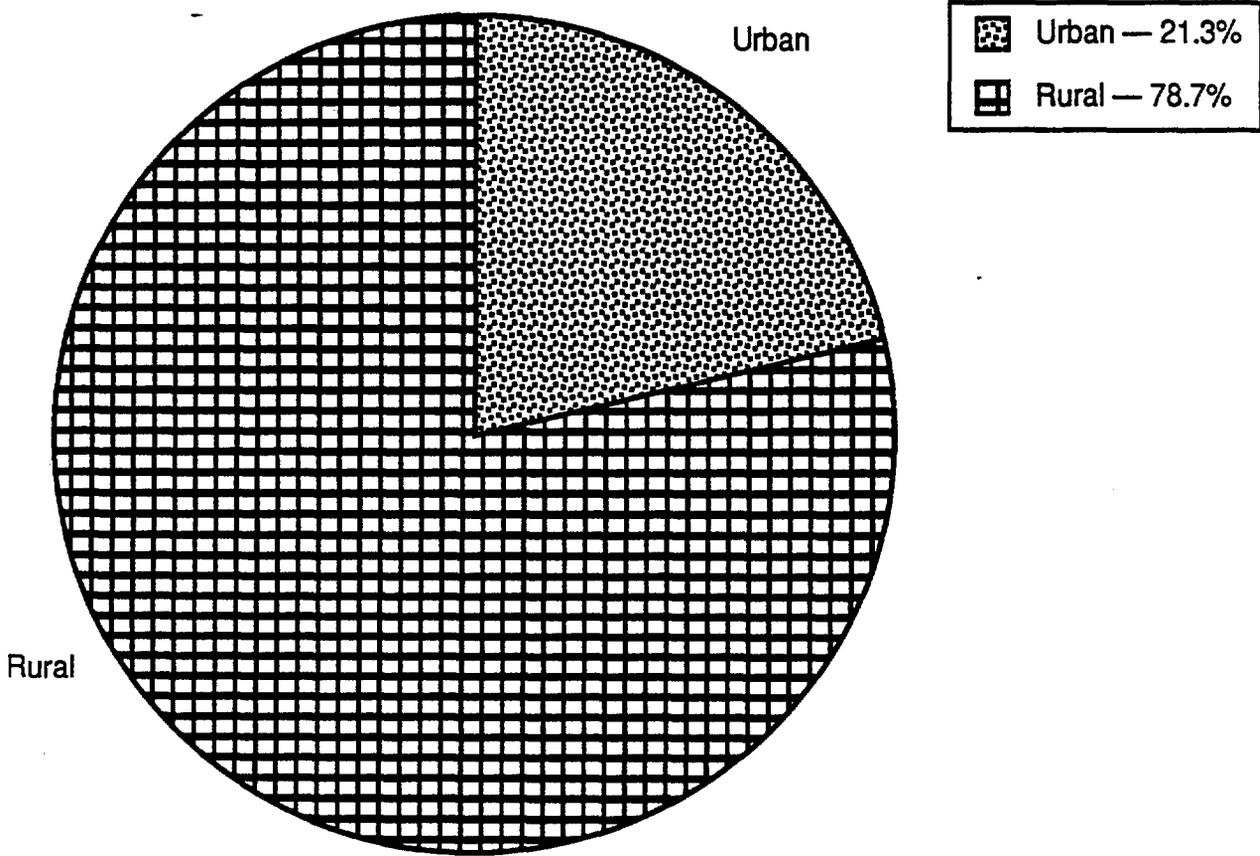


FIGURE 1.2 :
Sample Population by Gender

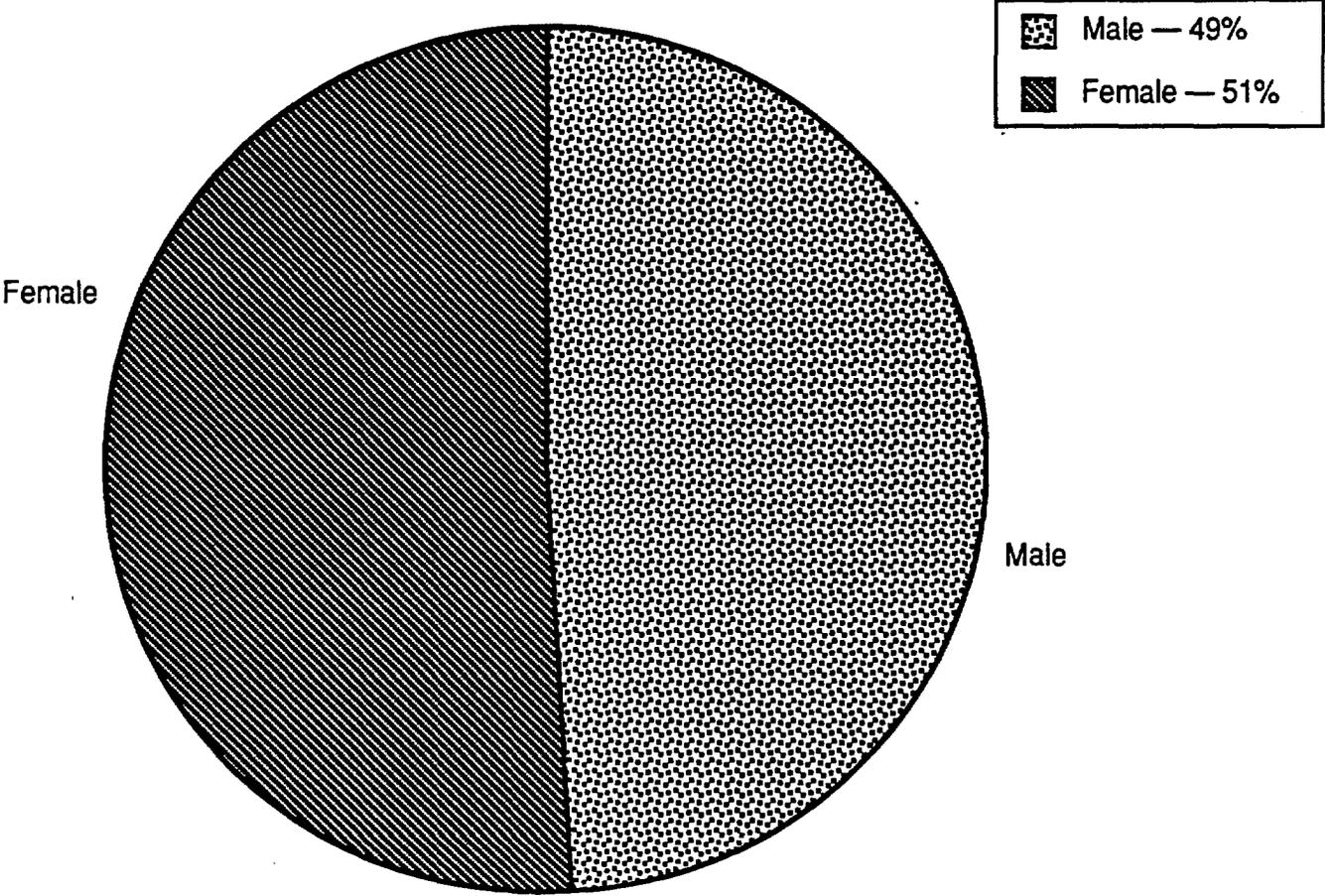
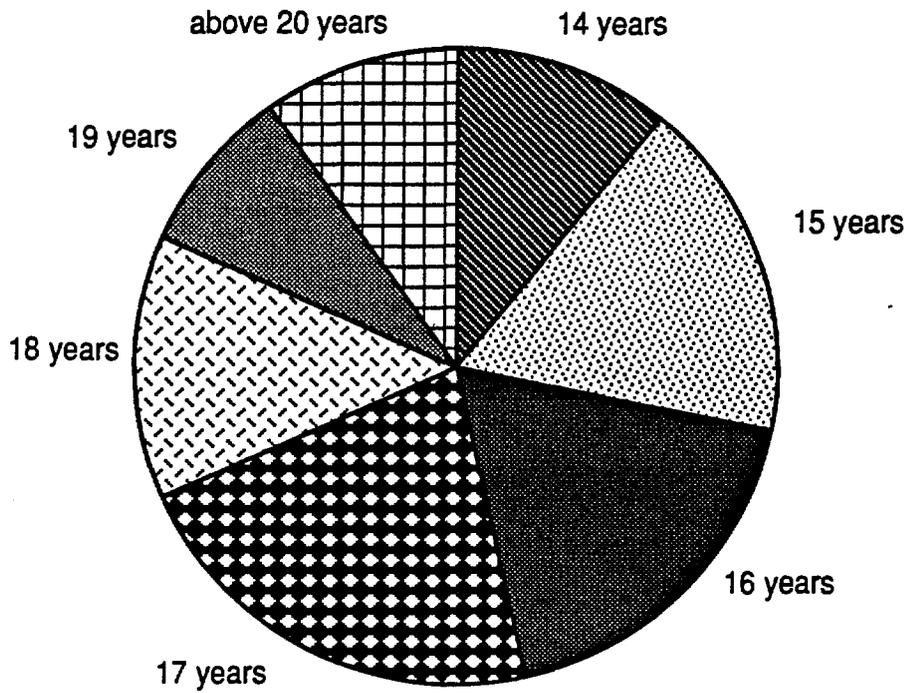


FIGURE 1.3 :
Sample Population by Age



	14 years — 10.9%
	15 years — 17.3%
	16 years — 18.3%
	17 years — 21.8%
	18 years — 13.4%
	19 years — 8.4%
	above 20 years — 9.9%

FIGURE 1.4 :
Sample Population by Form

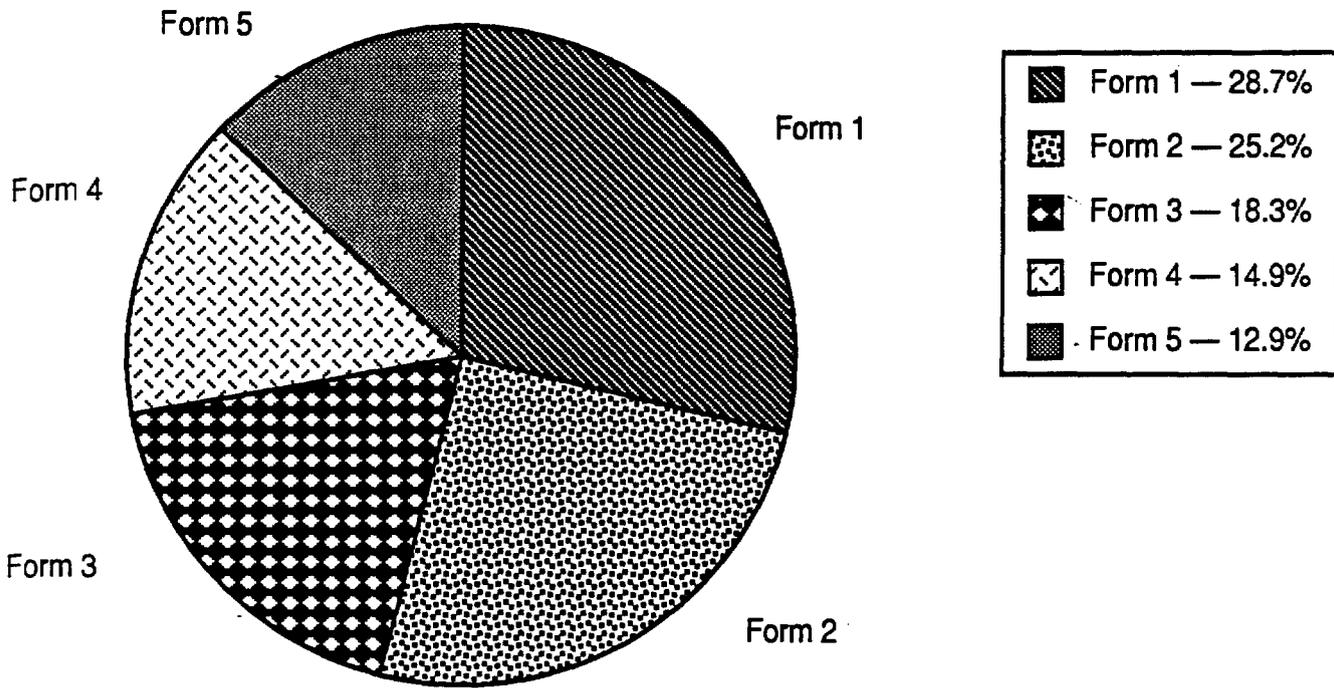


FIGURE 1.5 :
Career Goals of Respondents

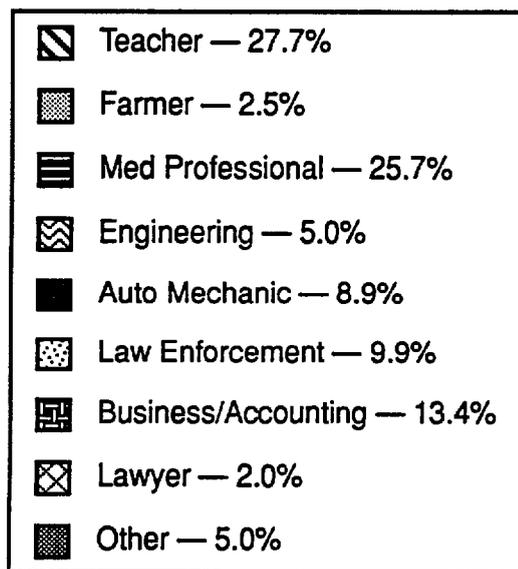
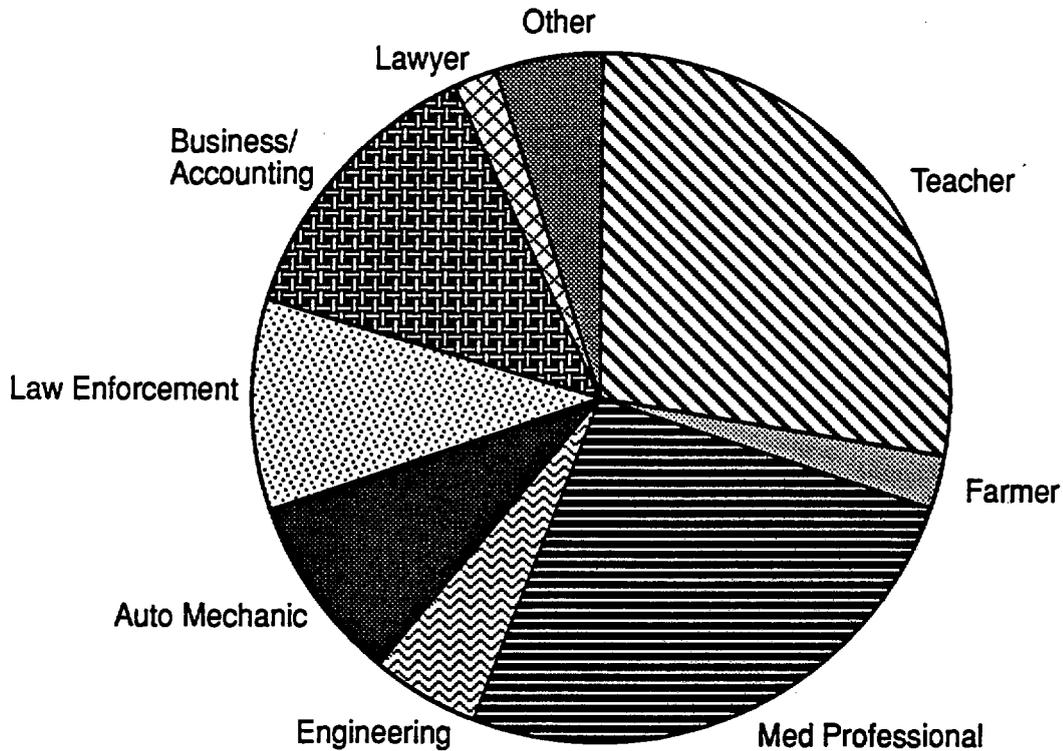
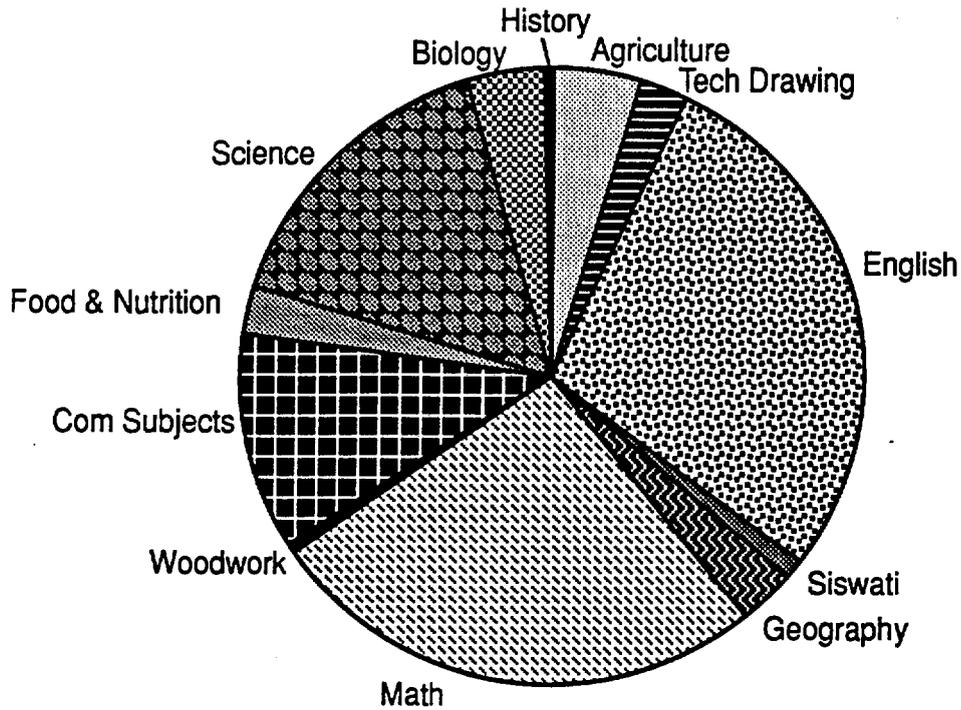


FIGURE 1.6 :
Favorite Subjects of Respondents



 Agriculture — 4.5%	 Woodwork — .5%
 Tech Drawing — 2.5%	 Com Subjects — 11.4%
 English — 28.2%	 Food & Nutrition — 2.5%
 Siswati — 1.0%	 Science — 15.8%
 Geography — 3.0%	 Biology — 4.0%
 Math — 26.2%	 History — .5%

TABLE 2.1
Percentage of Respondents Beginning Puberty
by Age*

Age	Wet Dreams	Menstruation	Row Totals
11 yrs.	0 (0.0%)	3 (2.9%)	3 (1.5%)
12 yrs.	3 (3.0%)	3 (3.9%)	6 (3.0%)
13 yrs.	4 (4.0%)	18 (17.5%)	22 (10.9%)
14 yrs.	16 (16.2%)	31 (30.1%)	47 (23.3%)
15 yrs.	28 (28.3%)	28 (27.2%)	56 (27.7%)
16 yrs.	10 (10.1%)	8 (7.8%)	18 (8.9%)
17 yrs.	9 (9.1%)	0 (0.0%)	9 (4.5%)
18 yrs. or more	2 (2.0%)	0 (0.0%)	2 (1.0%)
No** response	27 (27.3%)	12 (11.7%)	39 (19.3%)
Column Totals	99 (49.0%)	103 (51.0%)	202 (100%)

* N= 202 with no missing cases.

X²=26.57, df=7, p<.001

** No responses represents students who are not experiencing menstruation or wet dreams.

TABLE 2.2
 Respondents' Thoughts and Feelings About the Onset of Puberty
 by Gender*

Category	Male	Female	Row Totals
Knew about it/was prepared	13 (18.1%)	13 (14.3%)	26 (16.0%)
Thought I was sick	14 (19.4%)	25 (27.5%)	39 (23.9%)
Felt angry	1 (1.4%)	7 (7.7%)	8 (4.9%)
Beginning of maturity	15 (20.8%)	5 (5.5%)	17 (10.4%)
Suprised	8 (11.1%)	11 (12.1%)	19 (11.7%)
Confused/scared	8 (11.1%)	15 (16.5%)	23 (14.1%)
Painful experience	0 (0.0%)	12 (13.2%)	12 (7.4%)
Other	13 (18.1%)	3 (3.3%)	16 (9.8%)
Column Totals	72 (44.2%)	91 (55.8%)	163 (100%)

*N= 163 with no missing cases.
 $\chi^2=50.04$, $df=7$, $p<.000$

TABLE 2.3
Source of Information about Puberty
by Gender*

Category	Male	Female	Row Totals
Teacher	1 (3.4%)	8 (19.5%)	9 (12.9%)
Friend	20 (69.0%)	8 (19.5)	28 (40.0%)
Family member (mother/father)	1 (3.4%)	14 (34.1%)	15 (21.4%)
Family-member (brother/sister)	7 (24.1%)	11 (26.8%)	18 (25.7%)
Column Totals	29 (63.1%)	41 (36.9%)	70 (100%)

*N= 70 with no missing cases.

TABLE 2.4a
Topics Discussed with Source About Puberty
by Gender*

Category	Male	Female	Row Totals
Body hygiene	0 (0.0%)	3 (7.3%)	3 (4.3%)
How it occurs	14 (48.3%)	22 (53.7%)	36 (51.4%)
Relationship to pregnancy	4 (13.8%)	12 (29.3%)	16 (22.9%)
Relation to sex	5 (17.2%)	2 (4.9%)	7 (10.0%)
Maturity	6 (20.7%)	2 (4.9%)	8 (11.4%)
Column Totals	29 (41.4%)	41 (58.6%)	70 (100%)

*N= 70 with no missing cases.

TABLE 2.4b
Topics Discussed with Source About Puberty
by Geographic Location*

Category	Rural	Urban	Row Totals
Body hygiene	1 (1.8%)	2 (13.3%)	3 (4.3%)
How it occurs	32 (58.2%)	4 (26.7%)	36 (51.4%)
Relationship to pregnancy	12 (21.8%)	4 (26.7%)	16 (22.9%)
Relation to sex	4 (7.3%)	3 (20.6%)	7 (10.0%)
Maturity	6 (10.9%)	2 (13.3%)	8 (11.4%)
Column Totals	55 (78.6%)	15 (21.4%)	70 (100%)

*N= 70 with no missing cases.

TABLE 2.5
Helpfulness of Information*

Category	Frequency	Percent
Very helpful	46	65.7%
A little helpful	12	17.1%
Not helpful	12	17.1%
Total	70	100%

*N=70 with no missing cases

TABLE 2.6
How Information Helped
by Geographic Location*

Category	Rural	Urban	Row Totals
Helped me not to worry	11 (33.3%)	9 (69.2%)	20 (43.5%)
Helped me change sexual behavior	5 (15.2%)	0 (0.0%)	5 (10.9%)
Helped me to understand Menses and wet dreams	5 (15.2%)	3 (23.1%)	8 (17.4%)
Helped me to know body hygiene	4 (12.1%)	0 (0.0%)	4 (8.7%)
Helped me to know the results of intercourse	6 (18.2%)	1 (7.7%)	7 (15.2%)
Other	2 (6.1%)	0 (0.0%)	2 (4.3%)
Column Totals	33 (71.7%)	13 (28.3%)	46 (100%)

*N= 46 with no missing cases.

TABLE 2.7
Meaning of Puberty*

Category	Frequency	Percent
Maturity**	103	66.0%
Capable of conceiving	31	19.0%
To have sex	9	5.5%
Don't know	4	2.3%
Other	5	3.1%
Total	152	100%

*N=152 with 11 missing cases due to no response.

**Students define maturity as 1) no longer a child, 2) had become an adult, 3) new stage of life cycle, 4) ready to have girls, and 5) being grown up.

TABLE 2.8
Advice to Others About Puberty
by Gender*

Category	Male	Female	Row Totals
Natural part of maturation (understand process and problems)	25 (45.5%)	15 (16.5%)	40 (27.4%)
Avoid sexual intercourse	9 (16.4%)	19 (20.9%)	28 (19.2%)
Know relationship between pregnancy & maturity	12 (21.8%)	1 (1.1%)	13 (8.9%)
Seek advice from older friend	2 (3.6%)	0 (0.0%)	2 (1.4%)
Take precautions to avoid pregnancy	2 (3.6%)	1 (1.1%)	3 (2.0%)
Know personal body hygiene	0 (0.0%)	53 (58.2%)	53 (36.3%)
Other	5 (9.1%)	2 (2.2%)	7 (4.8%)
Column Totals	55 (37.7%)	91 (62.3%)	146 (100%)

*N=146 with 17 missing cases due to don't know/no response.

TABLE 3.1
Present Boy/Girl Friend*

Category	Frequency	Percent
Yes	111	57.5%
No	82	42.5%
Total	193	100%

*N=193 with 9 missing cases due to no response.

TABLE 3.2
Crosstabulation of Form
by Present Boy/girlfriend*

Category	Form					Row Totals
	One	Two	Three	Four	Five	
Yes	21 (38.9%)	29 (61.7%)	21 (56.8%)	18 (62.1%)	22 (84.6%)	111 (57.5%)
No	33 (61.1%)	18 (38.3%)	16 (43.2%)	11 (37.9%)	4 (15.4%)	82 (42.5%)
Column Totals	54 (28.0%)	47 (24.4%)	37 (19.2%)	29 (15.0%)	26 (13.5%)	193 (100%)

*N= 193 with 9 missing cases due to no response.

$\chi^2=16.07$, $df.=4$ $P>.002$

TABLE 3.3
Age of Respondent and the Presence of a Boy/girlfriend*

Age	Present Boy/girlfriend		Row Totals
	Yes	No	
14 yrs.	3 (2.7%)	17 (20.7%)	20 (10.4%)
15 yrs.	12 (10.8%)	19 (23.2%)	31 (16.1%)
16 yrs.	22 (19.8%)	13 (15.9%)	35 (18.1%)
17 yrs.	26 (23.4%)	17 (20.7%)	43 (22.3%)
18 yrs.	19 (17.1%)	8 (9.8%)	27 (14.0%)
19 yrs.	12 (10.6%)	5 (6.1%)	17 (8.8%)
Above 20 yrs.	17 (15.3%)	3 (3.7%)	20 (10.4%)
Column Totals	111 (57.5%)	82 (42.5%)	193 (100%)

*N= 111 with no missing cases.

TABLE 3.4
Age of First Relationship by Geographic Location*

Category	Rural	Urban	Row Totals
12 yrs. or younger	3 (3.7%)	0 (0.0%)	3 (2.7%)
13 yrs.	5 (6.1%)	3 (10.3%)	8 (7.2%)
14 yrs.	13 (15.9%)	9 (31.0%)	22 (19.8%)
15 yrs.	23 (28.1%)	9 (31.0%)	32 (28.8%)
16 yrs.	16 (19.5%)	5 (17.2%)	21 (18.9%)
17 yrs.	13 (15.9%)	2 (6.9%)	15 (13.3%)
18 yrs. or older	9 (11.0%)	1 (3.5%)	10 (9.0%)
Column Totals	82 (73.9%)	29 (26.1%)	111 (100%)

*N=111 with no missing cases.

Table 3.5
Respondent's Feelings About Opposite Gender
by Gender*

Category	Male	Female	Row Totals
Feel good	22 (40.7%)	16 (28.1%)	38 (34.2%)
Emotionally charged	26 (48.1%)	21 (36.8%)	47 (42.3%)
Uncertain and scared	3 (5.6%)	12 (21.1%)	15 (13.5%)
Other	3 (5.6%)	8 (14.0%)	11 (9.9%)
Column Totals	54 (47.8%)	57 (52.2%)	111 (100%)

N=111 with no missing cases.
X²=8.26, df=3, p<.05

TABLE 3.6
Age of Present Boy/girlfriend
by Gender*

Category	Male	Female	Row Totals
14 yrs. or younger	14 (27.5%)	1 (1.8%)	15 (13.9%)
15 yrs.	12 (23.5%)	5 (8.8%)	17 (15.7%)
16 yrs.	11 (21.6%)	3 (5.3%)	14 (13.0%)
17 yrs.	8 (15.7%)	10 (17.5%)	18 (16.7%)
18 yrs.	2 (3.9%)	6 (10.5%)	8 (7.4%)
19 yrs. or older	4 (7.8%)	32 (56.1%)	36 (33.3%)
Column Totals	51 (47.2%)	57 (52.8%)	108 (100%)

*N=108 with 3 missing cases due to no response.

TABLE 3.7
Length of Time Involved in a Relationship
by Geographic Location*

Category	Urban	Rural	Row Totals
Less than 6 months	9 (30.0%)	21 (25.9%)	30 (27.0%)
1 year	5 (16.7%)	25 (30.9%)	30 (27.2%)
2 years	14 (46.7%)	27 (33.3%)	41 (36.9%)
3 years	1 (3.3%)	5 (6.2%)	6 (5.4%)
4 years or more	1 (3.3%)	3 (3.7%)	4 (3.6%)
Total	30 (27.0%)	81 (73.0%)	111 (100%)

N=111 with no missing cases.

TABLE 3.8
Opportunity to be Alone with Boy/girlfriend*

Category	Frequency	Percentage
Yes	93	83.8%
No	18	16.2%
Total	111	100%

*N=111 with no missing cases

TABLE 4.1
Things Respondents Report They Do to Show Affection
by Gender*

Category	Male	Female	Row Totals
Sexual relations	11 (21.6%)	10 (18.5%)	21 (20.0%)
Talking about problems	1 (2.0%)	4 (7.4%)	5 (4.8%)
Exchange gifts	7 (13.7%)	6 (11.1%)	13 (12.4%)
Write letters	4 (7.8%)	3 (5.6%)	7 (6.7%)
Physical contact (kissing and hugging)	23 (43.1%)	27 (50.0%)	51 (48.6%)
Other	5 (9.8%)	4 (7.4%)	8 (7.6%)
Column Totals	51 (48.6%)	54 (51.4%)	105 (100%)

*N= 105 with 6 missing cases due to no response.
 $\chi^2=5.16$, $df=4$, $p<.3$ (ns)

TABLE 4.2

Respondents' Perception of How the Opposite Gender Wants Them to Show Affection by Gender*

Category	Male	Female	Row Totals
Have sexual relations	3 (9.1%)	9 (30.0%)	12 (19.0%)
Write letters	3 (9.1%)	1 (3.3%)	4 (6.3%)
Exchange gifts	12 (36.4%)	0 (0.0%)	12 (19.0%)
Marry him or her	2 (6.1%)	1 (3.3%)	3 (4.8%)
Be faithful	7 (21.2%)	7 (23.3%)	14 (22.2%)
Be submissive or obedient	2 (6.1%)	11 (36.7%)	13 (20.6%)
Physical Contact (Kissing and hugging)	4 (12.1%)	1 (3.3%)	5 (7.9%)
Column Totals	33 (52.4%)	30 (47.6%)	63 (100%)

N=63 with 48 missing cases.
 $\chi^2=24.43$, $df=6$, $p<.001$

TABLE 4.3
What Respondents Say Their Friends Do to Show Affection
for Partner by Gender*

Category	Male	Female	Row Totals
Sexual intercourse	25 (59.5%)	27 (77.1%)	52 (67.5%)
Fight over lover	4 (9.5%)	0 (0.0%)	4 (5.2%)
Share secrets	7 (16.7%)	2 (5.7%)	9 (11.7%)
Exchange gifts	3 (7.1%)	3 (8.6%)	6 (7.8%)
Other	3 (7.1%)	3 (8.6%)	6 (7.8%)
Column Totals	42 (54.5%)	35 (45.5%)	77 (100%)

*N=77 with 34 missing cases.

TABLE 4.4
Gender Placing More Demands in a Relationship*

Category	Frequency	Percent
Males	77	75.5%
Females	18	17.6%
Both place equal demands	7	6.9%
Total	102	100%

*N=102 with 9 missing cases due to no response.

TABLE 4.5
Reasons Cited for Placing More Demands
by Gender*

Category	Male	Female	Row Totals
Male has natural/God-given right	20 (44.4%)	25 (46.3%)	45 (45.5%)
Aggressiveness of partner	19 (42.2%)	21 (38.9%)	40 (40.4%)
Fear of Partner	3 (6.7%)	6 (11.1%)	9 (9.1%)
Other	3 (6.7%)	2 (3.8%)	4 (4.0%)
Column Totals	45 (45.5%)	54 (54.5%)	99 (100%)

*N=99 with 12 missing cases due to no response.

TABLE 4.6
Gender Placing More Demands in Respondent's Relationship*

Category	Male	Female	Row Totals
Self	21 (45.7%)	11 (19.6%)	32 (31.4%)
Partner	17 (37.0%)	27 (48.2%)	44 (43.1%)
Both equal demands	5 (10.9%)	16 (28.6%)	21 (20.6%)
Other	3 (6.5%)	2 (3.6%)	5 (4.9%)
Column Totals	46 (45.1%)	56 (54.9%)	102 (100%)

*N=102 with 9 missing cases due to no response.

TABLE 4.7
Sources from Which Respondents Learn about Opposite Gender by Gender*

Category	Male	Female	Row Totals
Friends	19 (52.8%)	29 (56.9%)	48 (55.2%)
Love stories/books	7 (19.4%)	1 (2.0%)	8 (9.2%)
Movies	5 (13.9%)	1 (2.0%)	6 (6.9%)
Family member	1 (2.8%)	10 (19.6%)	11 (12.6%)
Self-taught	2 (5.6%)	5 (9.8%)	7 (8.0%)
By observation	1 (2.8%)	3 (5.9%)	4 (4.6%)
Other	1 (2.8%)	2 (3.9%)	3 (3.4%)
Column Totals	36 (41.9%)	51 (58.6%)	87 (100%)

*N= 87 with 24 missing cases due to no response.

TABLE 4.8
Level of Sexual Activity of Respondents' Friends
by Gender*

Category	Male	Female	Row Totals
Yes	41 (85.4%)	37 (63.8%)	78 (73.6%)
No	7 (14.6%)	21 (25.5%)	28 (17.9%)
Column Totals	48 (45.3%)	47 (54.7%)	106 (100%)

*N= 106 with 5 missing cases due to no response.
X²=6.04, df=1, p<.02

TABLE 4.9
Respondents' Sexual Activity
by Gender*

Category	Male	Female	Row Totals
Yes	41 (85.4%)	37 (63.8%)	78 (73.6%)
No	7 (14.6%)	21 (36.2%)	28 (26.4%)
Column Totals	48 (45.3%)	58 (54.7%)	106 (100%)

*N=106 with 5 missing cases due to no response.

TABLE 4.10a.
Sexual Activity of Respondent
by Age and Gender*

Age Beginning Sexual Experience	Male	Female	Row Totals
15 yrs. or younger	14 (35.0%)	13 (39.4%)	27 (37.0%)
16 yrs.	10 (25.0%)	13 (39.4%)	23 (31.5%)
17 yrs.	5 (12.5%)	4 (12.1%)	9 (12.3%)
18 yrs.	5 (12.5%)	3 (9.1%)	8 (11.0%)
19 yrs.-or more	6 (15.0%)	0 (0.0%)	6 (8.2%)
Column Totals	40 (54.8%)	33 (45.2%)	73 (100%)

*N=73 with 5 missing cases due to no response.

TABLE 4.10b.
Sexual Activity of Respondent
by Age and Geographic Location*

Age Beginning Sexual Experience	Rural	Urban	Row Totals
15 yrs. or younger	18 (31.6%)	9 (56.3%)	27 (37.0%)
16 yrs.	19 (33.3%)	4 (25.0%)	23 (31.5%)
17 yrs.	7 (12.3%)	2 (12.5%)	9 (12.3%)
18 yrs.	7 (12.3%)	1 (6.3%)	8 (11.0%)
19 yrs or more.	6 (10.5%)	0 (0.0%)	6 (8.2%)
Column Totals	57 (78.1%)	16 (21.9%)	73 (100%)

*N=73 with no missing cases.

TABLE 4.11
Prior Discussion of Sexual Activity
by Gender*

Category	Male	Female	Row Totals
Yes	24 (66.7%)	14 (45.2%)	38 (56.1%)
No	12 (33.3%)	17 (54.8%)	29 (43.9%)
Column Totals	36 (53.7%)	31 (46.3%)	67 (100%)

*N=67 with 11 missing cases due to no response.

TABLE 4.12a.
Topics Discussed with Partner
by Gender*

Category	Male	Female	Row Totals
Need for sex	8 (34.8%)	4 (26.7%)	12 (35.6%)
Use of contraceptives	4 (17.4%)	4 (26.7%)	8 (21.1%)
Pregnancy	11 (47.8%)	6 (40.0%)	17 (44.7%)
Other	1 (4.3%)	0 (0.0%)	1 (2.6%)
Column Totals	23 (60.5%)	15 (39.5%)	38 (100%)

*N=38 with no missing cases.

TABLE 4.12b.
Topics Discussed with Partner
by Geographic Location*

Category	Rural	Urban	Row Totals
Need for sex	9 (33.3%)	3 (27.3%)	12 (31.6%)
Use of contraceptive	7 (25.9%)	2 (18.2%)	9 (23.7%)
Pregnancy	9 (33.3%)	6 (54.5%)	15 (39.5%)
Other	2 (8.7%)	0 (0.0%)	2 (5.3%)
Column Totals	27 (71.1%)	11 (28.9%)	38 (100%)

N=38 with no missing cases.

TABLE 4.13
 Similar Sexual Desire as Partner
 by Gender*

Category	Male	Female	Row Total
Yes	24 (63.2%)	10 (26.3%)	34 (44.7%)
No	14 (36.8%)	28 (73.7%)	42 (52.3%)
Column Totals	38 (50.0%)	38 (50.0%)	76 (100%)

*N=76 with 2 missing cases due to no response.

TABLE 4.14
 Frequency of Sexual Relations
 by Gender*

Category	Male	Female	Row Totals
Twice a week	5 (13.9%)	4 (12.5%)	9 (13.4%)
Two to three times per month	5 (13.9%)	7 (21.9%)	12 (17.4%)
Once a month	11 (30.6%)	7 (21.9%)	18 (26.1%)
Once or twice per year	8 (22.2%)	6 (18.2%)	14 (20.0%)
When convenient	3 (8.3%)	4 (12.1%)	7 (10.1%)
Other	4 (11.1%)	5 (15.2%)	9 (13.0%)
Column Totals	36 (52.2%)	33 (47.8%)	69 (100%)

*N=69 with 9 missing cases due to no response.
 $\chi^2=4.66$, $df=5$, $p<.5$ (ns)

TABLE 4.15
First Partner by Gender*

Category	Male	Female	Row Totals
Yes	22 (53.7%)	30 (85.7%)	52 (68.4%)
No	19 (46.3%)	5 (14.3%)	24 (31.6%)
Column Totals	41 (53.9%)	35 (46.1%)	76 (100%)

*N=76 with 2 missing cases due to no response.
X²=8.91, df=1, p<.01

TABLE 4.16
Respondents' Perception of Multiple Partners Among
Peers by Gender*

Category	Male	Female	Row Totals
Yes	31 (81.6%)	30 (85.7%)	61 (83.6%)
No	7 (18.4%)	5 (14.3%)	12 (16.4%)
Column Totals	38 (52.1%)	35 (47.9%)	73 (100%)

*N=73 with 5 missing cases due to no response.

TABLE 4.17
Reasons for Multiple Partners
by Gender*

Category	Male	Female	Row Totals
Promiscuity	9 (30.0%)	13 (46.4%)	22 (37.9%)
Financial needs	0 (0.0%)	5 (17.9%)	5 (8.6%)
Insecure with partner	14 (46.7%)	4 (14.3%)	18 (31.0%)
Other	7 (23.3%)	6 (21.4%)	13 (10.3%)
Column Totals	30 (51.7%)	28 (48.3%)	58 (100%)

*N=58 with 20 missing cases due to don't know/no response.
X²=11.31, df=3, p<.02

TABLE 5.1
Knowledge of How Pregnancy Occurs
by Geographic Location*

Category	Rural	Urban	Row Totals
When sperm meets egg	56 (42.4%)	20 (55.6%)	76 (45.2%)
By sexual intercourse	75 (56.8%)	16 (44.4%)	91 (54.2%)
Other	1 (0.8%)	0 (0.0%)	1 (0.6%)
Column Totals	132 (78.6%)	36 (21.4%)	168 (100%)

*N=168 with 34 missing cases due to don't know/no response.

TABLE 5.2
Thoughts on Being Pregnant before Finishing School:
by Gender*

Category	Male	Female	Row Totals
Seek assistance	29 (33.3%)	4 (4.6%)	33 (19.0%)
Boy run away from girl	8 (9.2%)	37 (42.5%)	45 (25.9%)
Take responsibility	41 (47.1%)	35 (40.2%)	76 (43.7%)
Deny pregnancy	2 (2.3%)	4 (4.6%)	6 (3.5%)
Kill self	0 (0.0%)	1 (1.1%)	1 (0.6%)
Other	7 (8.0%)	6 (6.9%)	13 (7.5%)
Column Totals	87 (50.0%)	87 (50.0%)	174 (100%)

*N=174 with 28 missing cases due to don't know/no response.

TABLE 5.3
Ideas about Pregnancy
by Gender*

Category	Male	Female	Row Totals
Kill self	0 (0.0%)	1 (1.1%)	1 (0.6%)
Think of abortion	1 (1.1%)	12 (13.6%)	13 (7.3%)
Take responsibility for child	6 (6.7%)	3 (3.4%)	9 (5.1%)
It's not a good idea/it's bad	11 (12.2%)	16 (18.2%)	27 (15.2%)
Drop out of school	0 (0.0%)	5 (5.7%)	5 (2.8%)
Think of financial requirments	4 (4.4%)	0 (0.0%)	4 (2.2%)
It demonstrates maturity	3 (3.3%)	1 (1.1%)	4 (2.2%)
It's a game/don't care	13 (14.4%)	11 (12.5%)	24 (13.5%)
Use contraceptives	7 (7.8%)	13 (14.8%)	20 (11.2%)
Deny pregnancy	12 (13.3%)	0 (0.0%)	12 (6.7%)
Don't Know	19 (21.1%)	16 (18.2%)	35 (19.7%)
Other	14 (15.5%)	10 (11.4%)	24 (13.5%)
Column Totals	90 (50.6%)	88 (49.4%)	178 (100%)

*N=178 with 24 missing cases due to no response.

TABLE 5.4
Feelings about Having a Child at Present Age
by Gender*

Category	Male	Female	Row Totals
Not a good idea	67 (69.8%)	37 (37.0%)	104 (53.1%)
It would hurt me	12 (12.5%)	37 (37.0%)	49 (25.0%)
Will handle it	3 (3.1%)	4 (4.0%)	7 (3.6%)
Child would suffer	8 (8.3%)	3 (3.0%)	11 (5.6%)
Embarrassing	4 (4.2%)	17 (17.0%)	21 (10.7%)
Other	2 (2.1%)	2 (2.0%)	4 (2.0%)
Column Totals	96 (49.0%)	100 (51.0%)	196 (100%)

*N=196 with 7 missing cases.

TABLE 5.5
Other Teens' Feelings about Having a Child at Present Age*

Feelings	Frequency	Percent
Think of abortion	8	5.8%
Do not find it objectionable	59	43.1%
Prove their fertility	5	3.6%
It's bad	55	40.1%
Other	10	7.3%
Total	137	100%

*N=137 with 65 missing cases due to don't know/no response.

TABLE 5.6
Knowledge about STD's
by Gender*

Category	Male	Female	Row Totals
AIDS only	32 (32.3%)	39 (38.2%)	71 (35.1%)
Diseases which are dangerous/ kill	20 (20.2%)	8 (7.8%)	28 (13.9%)
AIDS and Gonorrhea	12 (12.1%)	18 (17.7%)	30 (14.9%)
Diseases transmitted through sexual intercourse	7 (7.1%)	9 (8.8%)	16 (8.0%)
Syphillis and Gonorrhea	0 (0.0%)	3 (2.9%)	3 (1.5%)
Likhubalo	3 (3.0%)	2 (2.0%)	5 (2.5%)
Don't know anything	17 (17.2%)	19 (18.6%)	36 (17.8%)
Other	8 (8.1%)	4 (3.9%)	12 (6.0%)
Column Totals	99 (49.0%)	102 (50.5%)	202 (100%)

*N=202 with no missing cases.

TABLE 5.7
Ideas Respondents Say Teenagers have about STD's
by Gender *

Category	Male	Female	Row Totals
Don't believe they exist/ don't care	20 (20.6%)	12 (5.0%)	32 (18.1%)
Incurable and can kill	12 (12.4%)	6 (7.5%)	18 (10.7%)
Use a condom for prevention	19 (19.6%)	8 (10.0%)	27 (15.3%)
Sexually transmitted and dangerous/ afraid of them	20 (20.6%)	8 (10.0%)	28 (15.8%)
Be faithful/ won't contact them	3 (3.1%)	1 (1.3%)	4 (2.3%)
Seek medical help	0 (0.0%)	9 (11.3%)	9 (5.1%)
Abstain from sexual relations to avoid contact	0 (0.0%)	4 (5.0%)	4 (2.3%)
Don't know anything	19 (19.6%)	25 (31.3%)	44 (24.9%)
Other	4 (4.1%)	7 (8.8%)	11 (6.2%)
Total	97 (54.8%)	80 (45.2%)	177 (100%)

*N=177 with 25 missing cases due to no response.

TABLE 5.8
Respondents' Knowledge about AIDS
by Gender*

Category	Male	Female	Row Totals
Incurable/dangerous	69 (75.0%)	57 (62.6%)	126 (68.9%)
Transmitted by sexual contact	14 (15.2)	15 (16.5%)	29 (15.8%)
Transmitted by having multiple partners	0 (0.0%)	7 (7.7%)	6 (3.3%)
Don't know anything	8 (8.7%)	5 (5.5%)	13 (7.1%)
Other	1 (1.1%)	7 (7.7%)	9 (4.9%)
Total	92 (50.3%)	91 (49.7%)	183 (100%)

*N= 183 with 19 missing cases due to no response.

TABLE 6.1
Book/stories Respondent Likes to Read*

Category	Frequency	Percent
Love/romance	33	19.1%
Short stories	11	6.4%
Comics	21	12.1%
Magazines	49	28.3%
Novels	40	23.1%
Other	18	11.0%
Total	173	100%

*N=173 with 29 missing cases due to no response

TABLE 6.2
Respondents' Music Preferences *

Category	Frequency	Percent
Reggae	62	31.6%
Country and Western	43	21.9%
Rock/disco	26	13.3%
Gospel	41	20.9%
Slow/fusion	11	5.6%
Other	13	6.6%
Total	196	100%

*N=196 with 6 missing cases due to no response

TABLE 6.3
Respondent's Favorite Local Recording Artist*

Favorite Artist	Frequency	Percent
Mercy Pakela	1	0.8%
Brenda Fassie	31	24.0%
Lucky Dube	48	37.2%
Stimela	2	1.6%
Yvonne Chakachaka	2	1.6%
Jumbo	6	4.7%
Rebecca Malope	4	3.1%
Patricia Majalisa	4	3.1%
Buddy Masango	2	1.6%
Derrick Ndzimandze	29	22.5%
Total	129	100%

*N=129 with no missing cases.

Note: European and American artists accounted for the other cases and were excluded from this analysis.

TABLE 6.4
Radio Station Respondent's Listen To

Radio Station	Frequency	Percent
SBS	152	76.0%
Metro	8	4.0%
Radio Zulu	24	12.0%
Radio Swazi	10	5.0%
Radio 5	2	1.0%
Other	4	2.0%
Total	200	100%

*N=200 with 2 missing cases due to no response

TABLE 6.5
Respondent's Access to Radio*

Category	Frequency	Percent
Yes	183	92.0%
No	16	8.0%
Total	199	100%

*N=199 with 3 missing cases due to no response

TABLE 6.6
Location Respondent's Listens to Radio*

Category	Frequency	Percent
Home	195	98.5%
Other	3	1.5%
Total	198	100%

*N=198 with 4 missing cases due to no response

TABLE 6.7
When Listen to SBS*

Category	Frequency	Percent
Before or after school	114	58.5%
Weekends only	71	36.4%
Other	10	5.1%
Total	195	100%

N=195 with 7 missing cases due to no response.

TABLE 6.8
Favorite Radio Programmes by Gender*

Category	Male	Female	Row Totals
Tinkinga	25 (15.3%)	24 (17.3%)	49 (16.2%)
Tibingelele	15 (9.2%)	27 (19.4%)	42 (13.9%)
Reggae	17 (10.4%)	8 (5.8%)	25 (8.3%)
Temndeni	12 (7.4%)	11 (7.9%)	23 (7.6%)
Ngicela Ingoma	12 (7.4%)	10 (7.2%)	22 (7.3%)
Top 20	10 (6.1%)	10 (7.2%)	20 (6.6%)
Sports	13 (8.0%)	6 (4.3%)	19 (6.3%)
Country and Western	13 (8.0%)	5 (3.6%)	18 (6.0%)
Asikudlalele	7 (4.3%)	10 (7.2%)	17 (5.6%)
Tindzaba	12 (7.4%)	1 (0.7%)	13 (4.3%)
Umdlalo Wemoya	5 (3.1%)	9 (6.5%)	14 (4.6%)
Temphilo	8 (4.9%)	4 (2.9%)	12 (4.0%)
Gospel Beat	5 (3.1%)	7 (5.0%)	12 (4.0%)
Vusela Mzalwane	4 (2.5%)	7 (5.0%)	11 (3.6%)
Sabela	5 (3.1%)	0 (0.0%)	5 (1.7%)
Column Totals	163 (54.0%)	139 (46.0%)	302 (100%)

*N=303 represents collapsed categories.

TABLE 6.9
- Favorite Radio Announcers
by Gender*

Category	Male	Female	Row Totals
Sigayoyo Magongo	62 (33.9%)	38 (31.2%)	100 (32.8%)
Bongani Dlamini	45 (24.6%)	23 (18.9%)	68 (22.3%)
Marwick Khumalo	20 (10.9%)	23 (18.9%)	43 (14.1%)
Nhlanhla Dlamini	20 (10.9%)	12 (9.8%)	32 (10.5%)
Jim Gama	9 (4.9%)	10 (8.2%)	19 (6.2%)
Percy Simelane	13 (7.1%)	4 (3.3%)	17 (5.6%)
Joana Masuku	6 (3.3%)	8 (6.6%)	14 (4.6%)
Edward Mthetwa	8 (4.4%)	4 (3.3%)	12 (3.3%)
Total	183 (60.0%)	122 (40.0%)	305 (100%)

*N=305 represents collapsed cases.

TABLE 6.10
Percentage of Respondents Reading a Newspaper*

Category	Frequency	Percent
Yes	135	68.0%
No	64	32.0%
Total	199	100%

*N=199 with 3 missing cases due to no response

TABLE 6.11
Newspaper Usually Read*

Category	Frequency	Percent
Times	116	85.9%
Observer	14	10.4%
Sowetan	2	1.5%
Other	3	2.2%
Total	135	100%

*N=135 with no missing cases

TABLE 6.12
Newspaper Sections Usually Read
by Gender*

Category	Male	Female	Row Totals
Sports	51 (51.5%)	17 (20.7%)	68 (37.6%)
Stars	5 (5.1%)	14 (17.1%)	19 (10.5%)
Local news	11 (11.1%)	6 (7.3%)	17 (9.4%)
International news	14 (14.1%)	3 (3.6%)	17 (9.4%)
Letters to editor	2 (2.0%)	6 (9.3%)	8 (4.4%)
Headlines/front page	3 (3.0%)	10 (12.2%)	13 (7.2%)
Entertainment	9 (9.1%)	2 (2.4%)	11 (6.1%)
Bogi Benda	1 (1.0%)	7 (8.5%)	8 (4.4%)
Crime News/Accidents	0 (0.0%)	5 (9.6%)	5 (2.8%)
Other	3 (3.0%)	12 (14.6%)	15 (8.3%)
Column Totals	99 (54.7%)	82 (45.3%)	181 (100%)

*N= 181 and represents collapsed categories for more than one newspaper section read.

TABLE 6.13
Television Viewing Habits*

Category	Frequency	Percent
Yes	63	32.8%
No	129	67.2%
Total	192	100%

*N=192 with 10 missing cases due to no response

TABLE 6.14
Channels Watched

Category	Frequency	Percent
Swazi TV	34	54.0%
TV 2	15	23.8%
TV 1 and 2	8	12.7%
Swazi TV and TV 2	6	9.5%
Total	63	100%

*N=63 with no missing cases

TABLE 6.15
Person Respondent Trusts in Swaziland
by Gender*

Category	Male	Female	Row Totals
Mother only	15 (15.2%)	32 (32.7%)	47 (23.9%)
Parents/both	27 (27.3%)	18 (18.4%)	45 (22.8%)
King	20 (20.2%)	11 (11.2%)	31 (15.7%)
Self	4 (4.0%)	12 (12.2%)	16 (8.1%)
Family (brother/sister)	9 (9.1%)	5 (5.1%)	14 (7.4%)
Friends	4 (4.0%)	6 (6.1%)	10 (5.1%)
Father only	3 (3.0%)	7 (7.1%)	10 (5.1%)
Teachers	6 (6.9%)	1 (1.0%)	7 (3.6%)
Broadcasters	3 (3.0%)	1 (1.0%)	4 (2.0%)
Prime Minister	4 (4.0%)	0 (0.0%)	4 (2.0%)
Lover	0 (0.0%)	3 (3.1%)	3 (1.5%)
Other	4 (4.0%)	2 (2.0%)	6 (3.0%)
Column Totals	99 (50.3%)	98 (49.8%)	197 (100%)

*N=197 with 5 missing cases due to no response.

TABLE 6.16
Person Respondent Will Listen to and Follow Advice
by Gender*

Category	Male	Female	Row Totals
Parents/both	30 (31.3%)	34 (33.0%)	64 (32.2%)
Mother only	11 (11.6%)	33 (32.0%)	44 (22.1%)
King	12 (12.5%)	15 (14.6%)	27 (13.7%)
Father only	14 (14.6%)	5 (4.9%)	19 (9.5%)
Teachers	8 (8.3%)	5 (4.9%)	13 (6.5%)
Broadcasters	5 (5.2%)	0 (0.0%)	5 (2.5%)
Family (brother/sister)	3 (3.1%)	1 (0.9%)	4 (2.0%)
Other	13 (13.5%)	10 (9.7%)	23 (11.6%)
Column Totals	96 (48.2%)	103 (51.8%)	199 (100%)

*N= 199 with 3 missing cases due to no response.

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APPENDIX A

Government Secondary and High Schools -Sampled by Region

Hhohho

Entfongeni
Etimphisini Central
Herefords
Mbabane Central
Mpofu
Sikhuyane
St. Mark's

Lubombo

Duze
Lubombo Central
Mhlume
Mpaka
Mphundle
Vuvulane

Manzini

Cana
Ekuphakameni
Lozitha
Manzini Central
Mjinga
Swazi National
Zombodze

Shiselweni

Eric Rosenberg
Evelyn Baring
Hluti
Hlatikulu
Ka-Mozombizwe
Quomintaba

N=26 or 45% of all government schools.

Total government secondary and high schools = 46 – four of these schools were deleted due to their relationship with FLAS.

APPENDIX B FEMALE

I. DEMOGRAPHICS

1. First, how old are you? _____
2. What form are you in? _____
3. What would you like to do when you finish school? _____
4. What are some of your favorite subjects? _____
5. What do you especially like about these subjects? _____

Probe: Why is that so?
 What do you mean by that?

II. BODY

A. MENSTRUAL EXPERIENCES

6. At what age did you begin to have menstruation? _____

IF NOT YET EXPERIENCING MENSTRUATION, GO TO Q. #15

7. When it began, what were your thoughts and feelings? _____

Probe: What did you think was happening to you?
Were you afraid? If yes, tell me about your fears?

8. Before you began to menstruate, did you talk to anyone about it? YES ___ NO ___
9. With whom did you discuss it? _____
Probe: Was this person older or your same age?
Did you trust this person?

10. Tell me a little bit about what was discussed?
Probe: Anything else? _____

11. How helpful was the information you received?
___ very helpful ___ a little helpful ___ not helpful

12. IF RESPONDENTS SAY "VERY HELPFUL" THEN ASK:

In what way was it helpful? _____

13. What did the beginning of menstruation mean to you? _____

Probe: What does menstruation mean to a girl? _____

14. Now, if you would think back to when you first had your menstruation, what kind of things do you think are important to tell teenage girls about menstruation?

B. GENERAL PERCEPTIONS ABOUT BOYS

INTERVIEWER: NOW I WANT TO TALK TO YOU A LITTLE ABOUT BOYS. BUT I WANT YOU TO SEPARATE BOYS THAT YOU ARE JUST FRIENDS WITH FROM BOYS YOU LIKE A LOT AND FEEL CLOSE TO: (A BOYFRIEND FOR EXAMPLE)

15. Now, is there a boy that you are presently close with?

YES _____ NO _____
(Interviewer: IF YES, GO TO Q. 17; IF NO GO TO Q. 16)

16. Was there ever a boy that you were close with, like a boyfriend?

YES _____ NO _____
(Interviewer: IF NO, SKIP TO SECTION D)

17. At what age did you first begin having a boyfriend? _____

18. How did you meet? _____

19. When you first saw him or realized that he was special how did you feel? _____

PROBE: Did your body feel differently? In what way?
Did you feel excited? Explain your excitement.

20. What does having a boyfriend mean to you?

PROBE: Does it set you apart from other teenagers?
Is it important in your life?

21. How old is your boyfriend? _____

22. Is this a fun relationship?
YES _____ NO _____
PROBE: In what way?
Describe what makes it fun.

23. How long have you been involved (or were you involved) with this person? _____

24. Do both of you ever have a chance to be alone?
YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 28)

25. When does this happen? _____

26. Where do you usually go when you are alone? _____

27. When you are alone what do you talk about? _____
PROBE: Is that all?
What about problems?
What about future things?

28. Do your friends know about your friendship with him?

YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 30)

29. What do they usually say to you about it? _____

PROBE: Do they ever talk to you about him?
Do they agree with what you are doing?

30. Of all the boys you know, what makes this one special? _____

PROBE: Anything else?
Is that all?

C. SEXUAL EXPERIENCES

INTERVIEWER: SOMETIMES WHEN A GIRL AND A BOY ARE CLOSE, THEY OFTEN DO THINGS TO SHOW THEIR AFFECTION FOR EACH OTHER. TELL ME:

31. What kind of things do you and your boyfriend do to show affection for each other? _____

PROBE: Is that all?
Anything else?

32. What kind of things does you boyfriend want you to do to show your affection for him?

33. What about your friends? Do they ever share with you things that they do to show their affection with their boyfriends?

YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 35)

34. What are some of those things? _____

35. What do boys expect from a girlfriend? _____

PROBE: Do they expect someone only to talk with?
Do they expect other things?
Anything else?

36. What do girls expect from a boyfriend? _____

PROBE: As above.

37. In a relationship between a teenage boy and a teenage girl, who places more demands? Why do you think so? _____

38. What about your relationship with your boyfriend? Who places more demands? Why do you think so? _____

39. How did you learn about boys? _____

40. Do any of your friends have sex with their boyfriends?

YES _____ NO _____

41. Have you ever had sexual relations with a boy?

YES _____ NO _____ (GO TO Q. No. 53)

42. How old were you when you had your first experience? _____

43. Is this about the same age that most of your friends had their first experience?

YES _____ NO _____ If no, then at what age? _____

44. Did either you or your boyfriend discuss sex before you began having sexual relations?

YES _____ NO _____ (GO TO Q. No. 46)

45. What did you talk about? _____

46. Did you want to have sexual intercourse as much as he did?

PROBE: Why do you say this?

47. How often do you have relations? _____

48. Is this the first boy you've had sexual intercourse with?

YES _____ NO _____

49. How many others? _____

50. Do most teenage girls have more than one boyfriend at a time?

YES ____ NO ____

51. Why do you think this is so? _____

52. What are some of the things about teenage sexual experiences that we have not talked about?

PROBE: Anything else?

D. IDEAS AND KNOWLEDGE ABOUT PREGNANCY AND AIDS

53. What are your ideas about having sex before finishing school? _____

PROBE: Is this something that teenagers are concerned about?

54. Tell me, what do you know about how pregnancy occurs? _____

PROBE: Is that all?
Anything else?

55. Now tell me what you know about sexually transmitted diseases? _____

PROBE: What are they?
Which ones do you know?
How does one get them?
How serious are they?
What do you mean by that?
What should someone do to cure them?

56. How do you feel about having a child at your age? _____

57. What about other teenagers, do they think as you do? _____

58. If you got pregnant before you finish school, what would your boyfriend do? _____

59. How do you think your parents would react? _____

PROBE: Why do you say that?

60. What ideas do teenage girls have about pregnancy? _____

61. What are their ideas about STDs? _____

62. What do you know about AIDS? _____

63. What do teenage girls do to protect themselves from becoming pregnant? _____

64. Which contraceptive methods do you usually use? _____

E. COMMUNICATION AND MEDIA HABITS

65. Besides school books, what kinds of books or stories do you like to read? _____

66. Do you like comics? YES ____ NO ____
67. What type of music do you like to listen to? _____
68. Who are some of your favorite artists? _____
69. Where do you usually listen to this music? _____
70. Do you have access to a radio at home? YES ____ NO ____
71. Can you listen to whatever programmes you want to listen to? YES ____ NO ____
 71.a. If no, why? _____
72. What radio station do you usually listen to? _____
 PROBE: Are there any others? _____
 (Interviewer: IF SBS IS NOT MENTIONED ASK)
73. Do you ever listen to SBS? YES ____ NO ____
74. What are some of your favorite programmes on SBS? _____

75. Who are your favorite announcers? _____
76. When do you usually listen to SBS? _____
77. Do you ever read the newspapers? YES ____ NO ____
 (IF NO, GO TO Q. No. 80)
78. What newspapers do you usually read? _____
79. What are your favorite sections of the newspaper? _____
80. Do you ever watch TV? YES ____ NO ____
 (IF NO, GO TO Q. 86)

81. What TV channels do you usually watch? _____

82. What are some of your favorite programmes? _____

IF STBC IS NOT MENTIONED, ASK:

83. Do you ever watch Swazi TV? YES ___ NO ___
(IF NO, GO TO Q. 91) IF YES, ASK:

84. What programmes do you usually watch? _____

85. When do you usually watch Swazi TV? _____

86. Of all the people you know in Swaziland, who do you trust the most? _____

87. Of all the people you know in Swaziland, who would you listen to and follow their suggestions?

88. What words do teenagers like yourself use to describe menstruation? _____

89. What words do they use to describe STDs?
PROBE: For specifics

90. What words do teenagers like yourself use to describe sex? _____

91. Do teenagers have any terms that they use to describe a boy who gets a girl pregnant before finishing school?

YES ___ NO ___ If yes, what are they? _____

92. FINALLY, IF YOU WERE TO DESIGN A PROGRAMME TO COMMUNICATE TO TEENAGERS ABOUT PREGNANCY, HOW WOULD YOU DO IT? _____

APPENDIX B MALE

I. DEMOGRAPHICS

1. First, how old are you? _____
2. What Form are you in? _____
3. What would you like to do when you finish school? _____
4. What are some of your favorite subjects? _____
5. What do you especially like about these subjects? _____

Probe: Why is that so?
What do you mean by that?

II. BODY

A. WET DREAMS EXPERIENCES

6. At what age did you begin to have wet dreams? _____
(IF NO, GO TO Q No 15)
7. When it began, what were your thoughts and feelings? _____

Probe: What did you think was happening to you?
Were you afraid? If yes, tell me about your fears?

8. Before you began to have wet dreams, did you talk to anyone about it? YES ___ NO ___
(Interviewer: IF NO, GO TO Q. 13)
9. With whom did you discuss it? _____
Probe: Was this person older or your same age?
Did you trust this person?

10. Tell me a little bit about what was discussed?
Probe: Anything else? _____

11. How helpful was the information you received?
___ very helpful ___ a little helpful ___ not helpful

12. IF RESPONDENTS SAY "VERY HELPFUL" THEN ASK:

In what way was it helpful? _____

13. What did the beginning of having wet dreams mean to you? _____

Probe: What do wet dreams mean to a boy? _____

14. Now, if you would think back to when you first had a wet dream, what kind of things do you think are important to tell teenage boys about wet dreams?

B. GENERAL PERCEPTIONS ABOUT GIRLS

INTERVIEWER: NOW I WANT TO TALK TO YOU A LITTLE ABOUT GIRLS. BUT I WANT YOU TO SEPARATE GIRLS THAT YOU ARE JUST FRIENDS WITH FROM GIRLS YOU LIKE A LOT AND FEEL CLOSE TO: (A GIRLFRIEND FOR EXAMPLE)

15. Now, is there a girl that you are presently close with?

YES _____ NO _____
(Interviewer: IF YES, GO TO Q. 17; IF NO GO TO Q. 16)

16. Was there ever a girl that you were close with, like a girlfriend?

YES _____ NO _____
(Interviewer: IF NO, SKIP TO SECTION D)

17. At what age did you first begin having a girlfriend? _____

18. How did you meet? _____

19. When you first saw her or realized that she was special how did you feel? _____

PROBE: Did your body feel differently? In what way?
Did you feel excited? Explain your excitement.

20. What does having a girlfriend mean to you?

PROBE: Does it set you apart from other teenagers?
Is it important in your life?

21. How old is your girlfriend? _____

22. Is this a fun relationship?

YES _____ NO _____

PROBE: In what way?
Describe what makes it fun.

23. How long have you been involved (or were you involved) with this person? _____

24. Do both of you ever have a chance to be alone?

YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 28)

25. When does this happen? _____

26. Where do you usually go when you are alone? _____
27. When you are alone what do you talk about? _____
PROBE: Is that all?
What about problems?
What about future things?

28. Do your friends know about your friendship with her?
YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 30)

29. What do they usually say to you about it? _____
PROBE: Do they ever talk to you about her?
Do they agree with what you are doing?

30. Of all the girls you know, what makes this one special? _____
PROBE: Anything else?
Is that all?

C. SEXUAL EXPERIENCES

INTERVIEWER: SOMETIMES WHEN A GIRL AND A BOY ARE CLOSE, THEY OFTEN DO THINGS TO SHOW THEIR AFFECTION FOR EACH OTHER. TELL ME:

31. What kind of things do you and your girlfriend do to show affection for each other? _____
PROBE: Is that all?
Anything else?

32. What kind of things does your girlfriend want you to do to show your affection for her?

33. What about your friends? Do they ever share with you things that they do to show their affection with their girlfriends?
YES _____ NO _____
(Interviewer: IF NO, GO TO Q. 35)

34. What are some of those things? _____

35. What do girls expect from a boyfriend? _____
PROBE: Do they expect someone only to talk with?
Do they expect other things?
Anything else?

36. What do boys expect from a girlfriend? _____

PROBE: As above.

37. In a relationship between a teenage boy and a teenage girl, who places more demands? Why do you think so? _____

38. What about your relationship with your girlfriend? Who places more demands? Why do you think so? _____

39. How did you learn about girls? _____

40. Do any of your friends have sexual intercourse with their girlfriends?

YES _____ NO _____

41. Have you ever had sexual relations with a girl?

YES _____ NO _____ (GO TO Q. No. 53)

42. How old were you when you had your first experience? _____

43. Is this about the same age that most of your friends had their first experience? If no, then at what age?

YES _____ NO _____

44. Did either you or your girlfriend discuss sex before you began having sexual relations?

YES _____ NO _____ (GO TO Q. No. 46)

45. What did you talk about? _____

46. Did you want to have sex as much as she did?

YES _____ NO _____

PROBE: Why do you say this?

47. How often do you have relations? _____

48. Is this the first girl you've had sex with?

YES _____ NO _____

49. How many others? _____

50. Do most teenage boys have more than one girlfriend at a time?

YES _____ NO _____

51. Why do you think this is so? _____
52. What are some of the things about teenage sexual experiences that we have not talked about?

PROBE: Anything else?

D. IDEAS AND KNOWLEDGE ABOUT PREGNANCY AND AIDS

53. What are your ideas about having sex before finishing school? _____

PROBE: Is this something that teenagers are concerned about?

54. Tell me, what do you know about how pregnancy occurs? _____

PROBE: Is that all?
Anything else?

55. Now tell me what you know about sexually transmitted diseases? _____

PROBE: What are they?
Which ones do you know?
How does one get them?
How serious are they?
What do you mean by that?
What should someone do to cure them?

56. How do you feel about having a child at your age? _____

57. What about other teenagers, so they think as you do? _____

58. If your girlfriend got pregnant before you finish school, what would you do? _____

59. How do you think your parents would react? _____

PROBE: Why do you say that?

60. What ideas do teenage boys have about pregnancy? _____

61. What are their ideas about STD's? _____

62. What do you know about AIDS? _____

63. What do teenage boys do to protect themselves from making someone pregnant? _____

64. What contraceptive methods do you usually use? _____

E. COMMUNICATION AND MEDIA HABITS

65. Besides school books, what kinds of books or stories do you like to read? _____

66. Do you like comics? YES ____ NO ____

67. What type of music do you like to listen to? _____

68. Who are some of your favorite artists? _____

69. Where do you usually listen to this music? _____

70. Do you have access to a radio at home? YES ____ NO ____

71. Can you listen to whatever programmes you want to listen to? YES ____ NO ____

71.a. If no, why? _____

72. What radio station do you usually listen to? _____

PROBE: Are there any others? _____

(Interviewer: IF SBS IS NOT MENTIONED ASK)

73. Do you ever listen to SBS? YES ____ NO ____

74. What are some of your favorite programmes on SBS? _____

75. Who are your favorite announcers? _____

76. When do you usually listen to SBS? _____

77. Do you ever read the newspapers? YES ____ NO ____
(IF NO, GO TO Q. No. 80)

78. What newspapers do you usually read? _____

79. What are your favorite sections of the newspaper? _____

80. Do you ever watch TV? YES ____ NO ____
(IF NO, GO TO Q. 86)

81. What TV channels do you usually watch? _____

82. What are some of your favorite programmes? _____

IF STBC IS NOT MENTIONED, ASK:

83. Do you ever watch Swazi TV? -YES ____ NO ____
(IF NO, GO TO Q. 91) IF YES, ASK:

84. What programmes do you usually watch? _____

85. When do you usually watch Swazi TV? _____

86. Of all the people you know in Swaziland, who do you trust the most? _____

87. Of all the people you know in Swaziland, who would you listen to and follow their suggestions?

88. What words do teenagers like yourself use to describe wet dreams? _____

89. What words do they use to describe STD's?
PROBE: For specifics

90. What words do teenagers like yourself use to describe sex? _____

91. Do teenagers have any terms that they use to describe a boy that gets a girl pregnant before finishing school?

YES ____ NO ____ If yes, what are they? _____

92. FINALLY, IF YOU WERE TO DESIGN A PROGRAMME TO COMMUNICATE TO TEENAGERS ABOUT PREGNANCY, HOW WOULD YOU DO IT?
