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# **DOCUMENTING PROGRAM OUTCOMES: FINDINGS OF THE FIRST TRACER STUDY OF UPLIFTING ADOLESCENTS PROJECT PARTICIPANTS**

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# TABLE OF CONTENTS

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## EXECUTIVE SUMMARY

CHAPTER 1	PURPOSE OF THE STUDY .....	1
CHAPTER 2	STUDY METHODOLOGY .....	2
	<i>A. Sample</i> .....	2
	<i>B. Questionnaire</i> .....	3
	<i>C. Quality Control</i> .....	3
	<i>D. Distribution of Completed Interviews</i> .....	4
CHAPTER 3	FINDINGS .....	7
	<i>A. Demographics</i> .....	7
	1. Gender and Age .....	7
	2. Household Composition .....	7
	<i>B. Schooling and Literacy</i> .....	9
	1. Educational Status .....	9
	2. Career Goals .....	11
	3. Literacy Status .....	12
	<i>C. Health</i> .....	15
	1. General Health .....	15
	2. Family Planning .....	16
	3. Substance Abuse .....	17
	<i>D. Risk and Protective Factors</i> .....	17
	1. Leisure Activities .....	17
	2. Church Attendance .....	19
	3. Role Models .....	19
	4. Personality Attributes .....	20
CHAPTER 4	CONCLUSIONS .....	24
APPENDIX 1	TRACER STUDY QUESTIONNAIRE .....	25

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## EXECUTIVE SUMMARY

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The purpose of the tracer study component of the Uplifting Adolescents Program (UAP) is two-fold: to teach the NGOs new program evaluation skills and to provide quantitative data for the mid-contract evaluation of the UAP.

The Uplifting Adolescents Program grantees learned about tracer studies in a one-day workshop and participated in the first UAP tracer study by locating and interviewing a sample of young people who have completed their programs. Using a questionnaire designed to measure the current status of program "graduates" on the key UAP areas: reproductive health, literacy and remedial education, vocational and technical skills training and personal and family development, NGO staff participated in a pretest of 20 interviews to evaluate and refine the questionnaire. Interviewers were trained using materials developed specifically for the tracer study and the final version of the questionnaire. A data collection coordinator provided oversight and problem-solving during the interviewing process. The data from the completed questionnaires were entered into a SPSS data file for analysis by UAP staff, who also prepared this report.

Over 200 program graduates were located and interviewed by NGO staff with 148 falling clearly within the UAP funding mandate: age 10 to 14, and up to age 18 if a member of a special population.

The program graduates are doing well. Most are living with their families, planning to graduate from school and are thinking about career goals.

They describe the assistance they have received from UAP programming as:

- assistance with reading/writing/spelling;
- help with specific subjects;
- encouragement/motivation;
- help in learning new skills;
- assistance with homework/schoolwork;
- provision of advice/counseling; and
- help in developing self-esteem and discipline.

They are reading a variety of types of materials, including the Bible, school books, and materials for fun.

The young people generally feel optimistic about their health and many know where to go for health care and family planning assistance. They reported that they do not always receive adequate health care for a number of reasons, including cost. Few are parents or pregnant and most plan small families. They say that they are using abstinence or condoms to avoid pregnancy and sexually transmitted diseases. Few report getting drunk or high recently and most of those who do drink beer or other alcoholic beverages.

In terms of personal development the young people demonstrate a number of strengths. Their overall average scores on the psychological measures of self esteem and alienation are positive. Most were able to name a role model or "hero" and to explain what characteristics they admire in them. The majority attend church and are involved in non-school activities, including sports, the arts, clubs and

practical skills around the household. They were able to articulate their best skills and to identify things they want to improve about themselves. Finally, many expressed, in their own words, an understanding of the stresses of life as a young person in Jamaica as they gave "advice to other young people like themselves."

This study provides a foundation for future tracer studies and evaluations of UAP programming.

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## CHAPTER 1. PURPOSE

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The tracer study component of the UAP has two purposes: to develop program evaluation skills within the NGOs and to provide data for evaluation of the UAP at the program's mid and end points. As specified in the UAP program paper (p.43), the tracer study results are to provide valid quantitative data on the UAP outcomes.

A tracer study is a means to follow-up young people who have successfully completed a program to obtain information on:

- How they have been influenced by the program;
- Their current activities;
- The current factors that are affecting their status; and
- What they retain, or if they still use information and skills gained from the program.

The follow-up may take several forms depending on the information being sought. Among these are interviews and document review, for example individual or group interviews, and review of files or other records. Tracer studies also provide feedback to program staff.

The tracer studies for the UAP project are conducted in two waves: one prior to the middle of the project and the second at the end of the project, in 1998 and 2000. The first wave of studies occurred in November, 1998, not less than 90 days after the first cohort had completed the program for each grantee. The second round of tracer studies will be conducted one year later in late 1999 and early 2000.

The UAP tracer study will meet the needs of both donors and NGOs in obtaining information on the progress of the project and evaluating its impact. The study is also important because it provides valuable information on what NGOs have accomplished to date with the resources entrusted to them, in relation to the objectives they had set themselves; and, based on those findings, enables them to make any adjustments or refinements.

A tracer study, therefore, is useful for the following reasons: it provides feedback from the beneficiaries on changes in the target skills and behavior; it identifies project strengths and weaknesses in terms of overall impact; and agencies gain useful information to assist in future planning to meet adolescents' needs.

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## CHAPTER 2. METHODOLOGY

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### INTRODUCTION

Based on our assessment of the grantees and discussions with USAID Jamaica, UAP staff planned a two-part approach to the UAP tracer studies. First, we conducted a workshop to introduce tracer studies to all NGOs. Second, we planned to work with those most able to conduct tracer studies to help them implement them. Following the workshop, all grantees agreed to participate in the tracer study.

Information was gathered through follow-up of young persons in the 9-14 age group or up to age 18 if he or she is a member of a "special population." Participants are considered members of a "special population" if they are pregnant teens or teen parents, are using alcohol and/or other drugs, school drop outs, or homeless or street children. The goal of the study was to find out what program graduates currently think, believe, know, and are doing in key components of the UAP domains: reproductive health, literacy and remedial education, vocational and technical skills training; and personal and family development.

UAP staff designed and presented the tracer study workshop. Local consultants assisted with various components of the study as needed, including: (1) sample implementation, (2) development of the questionnaire, and (3) interviewer training. In the sections below we describe our approach to the study, including the sample, the questionnaire, quality control, and the number and distribution of interviewees.

#### A. SAMPLE

Study subjects were chosen using a systematic random sample design from the lists of young people who have graduated from UAP sponsored programs. In a systematic random sample each member of the population has an equal chance of being selected, which avoids bias in the selection process. In this way a relatively small number of youth, the "sample," provide information that can be generalized to all program graduates.

Following the workshop, there were extensive discussions on which young people were eligible to participate in the tracer study. These were defined as "graduates" or "completers" of a UAP programme. In some cases, NGOs had more than one UAP programme with varying lengths and with different target groups. The programme completers were proportionately represented in the sample. All NGOs were instructed to include in the sample frame only those persons who had completed and or graduated from one of their UAP sponsored programmes. There were 204 completed interviews, of which 148 were eligible for UAP-funded programming. Those deemed eligible were either age 10 to 14 or age 15 to 18 and special population members. The analysis database, therefore, consisted of 148 completed interviews.

During data collection a local health research consultant, Mrs. Pansy Hamilton, provided guidance and oversight. Prior to and during the field visits, NGOs were provided with assistance and clarification of eligible respondents for inclusion in the sample frame and the random selection of the sample. Lists were discussed and or submitted to the consultant to be reviewed for accuracy of

selection. In the case of two organizations, Youth Opportunities Unlimited and Women's Centre of Jamaica Foundation, the number of interviews allotted, 10 and 50 respectively, were reported to be the total number of available graduates or "completers" for the respective programmes.

## **B. QUESTIONNAIRE**

Structured, face to face interviews administered by program personnel trained by UAP research specialist Dr. Diana Davis and research consultant Mrs. Pansy Hamilton were used to collect the tracer study data. The questionnaire addressed key UAP outcomes: schooling, education, health and family, personal development and basic skills.

Information was sought on:

- increase in self-esteem;
- decrease in level of alienation;
- increase in education;
- increase in literacy;
- for previous school drop-outs: if the graduate is back in school;
- whether the graduate is a "productive member of society;"
- for female graduates: if the first child or additional pregnancies have been delayed;
- if the graduate is avoiding substance dependency;
- if the graduate is avoiding STD's; and
- if crime or involvement with the criminal justice sector has been reduced.

The questionnaire was pretested by conducting twenty face to face interviews administered by trained program personnel. Mrs. Hamilton supervised the pretest, prepared a report and made recommendations for changes to the questionnaire.

## **C. QUALITY CONTROL**

One of the top priorities of this study was to ensure that data were of the highest quality possible. Mrs. Hamilton conducted interviewer training, provided oversight, and was involved in the data entry and cleaning.

Quality control was emphasized at all stages of the study, but particularly in the collection of data. Mrs. Hamilton observed interviewers in the field and took corrective action when necessary. She also conducted checks on approximately 5 percent of each interviewer's work to ensure that proper procedures were used; and reviewed all questionnaires for completeness and accuracy. Interviewers were required to report on their progress. Reports included information on finding the respondents, their willingness to be interviewed and positive and or difficult situations experienced.

Quality control visits to observe data collection were arranged and conducted with ten NGOs over a three week period beginning October 5, 1998. The principal objective of the visits was to ensure that the procedures outlined for the sampling and conduct of the interviews were being accurately implemented. In addition, guidance, support and retraining were provided where necessary.

Observations were focused on interviewer comprehension, observation of instructions, familiarity and ease with the questionnaire, and rapport with the respondents.

Of the ten participating NGOs, 7 (70 percent), received quality control observation the first time they conducted an interview. Only one organization, Youth Opportunities Unlimited (YOU) was not observed conducting interviews due to the non-attendance of the respondents. In each NGO between 10 to 24 percent of all the interviews conducted were observed.

YOU was the last NGO scheduled to receive a quality control visit. Given the deadline for the completion of the study it was not possible to reschedule a visit when the respondents missed their appointments. Staff believe that the heavy rains in the aftermath of Hurricane Mitch were responsible for the failure of the respondents to keep their appointments to be interviewed. However, discussions were held with the YOU interviewer and the completed questionnaires were reviewed and outstanding issues clarified.

The tracer study was conducted by 19 interviewers representing all ten NGOs. Among the interviewers, with the exception of five from the Women's Centre Foundation of Jamaica (WCFJ) and one from Kingston Restoration Company, all had participated in the Interviewer Training Workshop held by UAP staff.

The WCFJ Kingston officer who had received training briefed the interviewers at the five WCFJ sites in Mandeville, Llandilo, Onio, St. Ann's Bay and Montego Bay. In the quality control visits to the WCFJ sites Mrs. Hamilton sought to ensure that all matters concerning the administration of the questionnaire were clearly understood and observed.

The questionnaires were checked, coded and the data entered into the computer using the computer programme, Statistical Package for Social Sciences (SPSS). Development Associates staff analyzed the data and wrote the report.

#### **D. NUMBER AND DISTRIBUTION OF INTERVIEWS**

Program graduates were located in rural and urban locations. Each of the ten programs traced and interviewed a sample of their successful participants. Table 2.1 below presents the number of participants interviewed by program. In table 2.2 we present the number of young people interviewed around the country.

**TABLE 2.1**  
**NUMBER OF ADOLESCENTS INTERVIEWED BY PROGRAM**

<b>PROGRAM</b>	<b>NUMBER OF ADOLESCENTS*</b>	<b>PERCENT</b>
Mel Nathan	14	9.4
WCJF	46	31.1
Red Cross	18	12.1
Famplan	17	11.4
KRC	2	1.4
RFSO	4	2.7
YWCA	10	6.8
YMCA	18	12.2
ASHE	13	8.8
YOU	6	4.1
Total	148	100

\* 204 interviews were completed, 148 were within the JAP-funding mandated populations.

**TABLE 2.2**  
**NUMBER OF ADOLESCENTS INTERVIEWED THROUGHOUT**  
**JAMAICA**

LOCATION	NUMBER OF ADOLESCENTS *	PERCENT
Kingston-Hannah Town	55	37.2
St. Ann's Bay	27	18.2
Montego Bay	12	8.1
Sav-La-Mar	9	6.1
Mandeville	7	4.7
Port Antonio	10	6.8
Spanish Town	16	10.8
May Pen	12	8.1
Total	148	100

\* 204 interviews were completed, 148 were within the UAP-funding mandated populations.

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## CHAPTER 3. FINDINGS

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In this chapter we present the findings of the tracer study in four sections. First we present basic information that helps to describe the young people in the study: demographic characteristics, such as number of boys and girls and the number in age categories, and information on their family settings such as household size and composition. The second section describes their schooling and literacy status, including plans for completing school, reading habits, views on "good" potential jobs, and their specific future plans. The third section provides information on the adolescents' health status, including access to general health care, reproductive health practices, and substance abuse. Finally, we present data on selected risk factors for withdrawing from school, adolescent pregnancy, and substance abuse. This section also includes data on the adolescents' views on their strengths and weaknesses, plus insights into what they believe to be important difficulties for other young people of their age around the country.

### A. DEMOGRAPHICS

In this section we describe the adolescents who took part in the tracer study.

#### 1. *Gender and Age*

There were 148 completed interviews which qualified under the UAP funding mandate: 9-14 age group or up to age 18 if a member of a "special population." Adolescents are considered members of a "special population" if they are pregnant or parents, are using alcohol and/or other drugs, have withdrawn from school, or are homeless or street children. Of the 148 useable interviews, 86 (58.1 percent) were completed by boys and 62 (41.9 percent) by girls. The respondents' ages range from 9 to 18 and with an average of 13.8 years. Table 3.1 below presents the distribution of tracer study participants by age for those 9 to 14 and 15 to 18.

<b>AGE</b>	<b>NUMBER OF PARTICIPANTS</b>	<b>PERCENT</b>
9-14	100	67.6
15-18	48	32.4
Total	148	100

#### 2. *Household Composition*

The tracer study participants were asked about the number and categories of people in their households. Most (125 or 86.2 percent) report living with their parents and brothers and sisters (123

or 83.1 percent). They also report living with other relatives (43 or 29.1 percent) and grandparents (26 or 17.6 percent). Table 3.2 presents the data on household composition.

<b>HOUSEHOLD COMPOSITION</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
1-2 Parents	125	84.5
Brothers/sisters	123	83.1
1-2 grandparents	26	17.6
Their children	2	1.3
Other relatives	43	29.1
Boy/girlfriend	1	0.7
Friends/roommate	2	1.4

Further analysis of the number of parents in the adolescent's household reveals that 6 in 10 (92 or 62.2 percent) are in one-parent households and (33 or 22.3 percent) from two parent homes. The remainder, nearly 2 in 10 (23 or 15.5 percent) are living away from their parents. The data are presented in Table 3.3.

<b>PARENTS IN HOUSEHOLD</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
1 Parent	92	62.2
2 Parents	33	22.3
No Parents	23	15.5
Total	148	100

Finally, the adolescents were asked for the number of people living in their household. Over 8 in 10 (126 or 85.1 percent) reported that they live in households of four or more people. Over half (76 or 51.3 percent) live in households with 4 to 6 people and one third (50 or 33.8 percent) live in large households with seven or more people.

<b>HOUSEHOLD SIZE</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
One to Three	22	14.9
Four	30	20.3
Five	19	12.8
Six	27	18.2
Seven or more	50	33.8
Total	148	100

## **B. SCHOOLING AND LITERACY**

In this section, we describe the adolescents' educational status, career goals, and literacy status.

### ***I. Educational Status***

Educational status includes the grade completed, information on those who have withdrawn from and returned to school, and plans for completing school.

Given the wide range of ages of those in the tracer study, there was also considerable diversity in the number of school grades that had been completed. As shown in Table 3.5, most had completed grade 5 to 9.

**TABLE 3.5  
GRADE COMPLETED**

GRADE	NUMBER OF ADOLESCENTS	PERCENT
3	3	2.0
4	2	1.4
5	18	12.2
6	38	25.7
7	26	17.6
8	24	16.2
9	19	12.8
10	1	0.7
11	2	1.4
Not available	15	10.1
Total	148	100.0

Just over 2 in 10 (32 or 21.6 percent) reported that they had dropped out of school at some point. Most commonly, they withdrew at grade 9 (10 cases), grade 8 (8 cases), and grade 7 (6 cases). All but one reported that they had returned to school.

The study participants were also asked if the UAP had helped them to stay in school or return to school. Virtually all (146 or 98.6 percent) responded positively. When asked how UAP had helped, the most common responses were:

- assistance with reading/writing/spelling (46);
- help with specific subjects (41);
- encouragement/motivation (23);
- help in learning new skills (23);
- assistance with homework/schoolwork (17);
- provision of advice/counseling (13); and
- help in developing self-esteem and discipline (10).

Only three adolescents (2.0 percent) indicated that they did not think they would graduate from school. Six others failed to respond to this question. Three of those who failed to respond were 18 years old, had previously withdrawn from school, and were well behind age/grade norms and thus at serious risk of not graduating.

2. Career Goals

The study participants were asked two questions about career goals to determine if they were able to articulate specific jobs or goals for their adult lives as a result of receiving vocational and technical skills training. In the first, they were asked "What is a good job or career goal for someone like yourself?". The most frequent responses are summarized in Table 3.6.

<p style="text-align: center;"><b>TABLE 3.6</b>  <b>"WHAT IS A GOOD JOB OR CAREER GOAL</b>  <b>FOR SOMEONE LIKE YOURSELF?"</b></p>		
CAREER GOAL	NUMBER OF ADOLESCENTS	PERCENT
Arts/Fashion	22	14.9
Mechanic	16	10.8
Doctor	15	10.1
Teacher	12	8.1
Banker	11	7.4
Electrician	11	7.4
Woodworker	9	6.1
Businessman	7	4.7
Military	7	4.7
Lawyer	7	4.7
Pilot	6	4.1
Other	21	14.2
Not available	4	2.7
Total	148	100.0

These responses were further characterized in terms of whether or not the career would likely require schooling beyond high school. A total of 85 young people (57.4 percent) named a career that would likely require schooling after high school, while 59 (39.9 percent) named a career that would not require such schooling (4 individuals/2.7 percent did not respond).

The young people were also asked, "What are your plans for your future - in the next ten years?" Many gave more than one answer to this question, which are summarized in Table 3.7. The responses included a range of both professional and personal goals, including higher education, owning a home, and various types of employment.

**TABLE 3.7**  
**"WHAT ARE YOUR PLANS FOR YOUR FUTURE - IN THE NEXT 10 YEARS?"**

FUTURE PLANS	NUMBER OF ADOLESCENTS	PERCENT*
College	31	20.9
Professional Job	26	17.6
Own a Home	25	16.9
A Job (unspecified)	23	15.5
Non-Professional Job	19	12.8
Married	16	10.8
Children	12	8.1
Own Business	11	7.4
Own a Car	8	5.4
Make Money	8	5.4
Develop New Skills	5	3.4
Be a Performer	4	2.7
Leave Jamaica/Go to U.S./Travel	3	2.0
Sports Achievement	3	2.0
Help Parents	3	2.0
Help People	2	1.4
Finish School	2	1.4
Work Hard	2	1.4
Don't Know/No Answer	16	10.8

\* Study participants could provide more than one response, so the results total over 100%.

### 3. *Literacy Status*

In addition to general information about their attitudes towards schooling, the study participants were also asked about literacy-related activities. First, the adolescents were asked about what they had read in the previous month. The results of this item are shown in Table 3.8. In addition to reading school books, the Bible, and the newspaper, they reported a variety of recreational reading material.

**TABLE 3.8**  
**TYPES OF MATERIALS READ IN THE PREVIOUS MONTH**

TYPE OF MATERIAL	NUMBER OF ADOLESCENTS	PERCENT*
School/textbook	132	89.2
The Bible	113	76.4
Newspaper	94	63.6
A Book for Pleasure	46	31.1
A Comic Book	46	31.1
A Magazine	42	28.4
Something Else	19	12.8
Nothing	5	3.4

\* Study participants could provide more than one response, so the results total over 100%.

When the study participants were asked for detail on their reading, such as what was the most interesting thing they had read in the previous month, the most common responses were the Bible (40 responses), a school or textbook (32 responses), another book (20 responses), a story book (14 responses), and a newspaper (13 responses). When asked a similar question about the types of things they liked to read, non-fiction material and poetry were the types most frequently mentioned. These data are presented in Table 3.9.

**TABLE 3.9**  
**TYPES OF MATERIALS ADOLESCENTS LIKE TO READ**

TYPE OF MATERIAL	NUMBER OF ADOLESCENTS	PERCENT*
Science or technology	96	64.9
The News	90	60.8
Biography	77	52.0
Poetry	77	52.0
Sports Stories	74	50.0
History	72	48.6
Mystery Stories	51	34.5
Romance/Fantasy Stories	44	29.7
Novels	43	29.1
Other Non-fiction Books	40	27.0
Something Else	18	12.2
Don't Like To Read	1	0.7

\* Study participants could provide more than one response, so the results total over 100%.

Finally, the study participants were asked about writing -- when was the last time they had written a letter. As shown in Table 3.10, one-quarter reported writing a letter in the previous week, and nearly a half in the previous month.

**TABLE 3.10**  
**"WHEN WAS THE LAST TIME YOU WROTE A LETTER?"**

WHEN WRITTEN	NUMBER OF ADOLESCENTS	PERCENT
This Week or Last Week	38	25.7
Within the Last Month	29	19.6
During the Last School Term	30	20.3
A Long Time Ago	28	18.9
Do Not Remember	15	10.1
Never	8	5.4
Total	148	100.0

## C. HEALTH

### 1. General Health

The focus of the UAP is upon reproductive health and family planning, however, it is important to know how the adolescents relate to their general health in evaluating the effects of UAP-funded services. Therefore, the study participants were asked about their general health and health treatment access, reproductive health, and substance abuse. Each of these topics are discussed below.

The study subjects were asked how they evaluated their overall health compared to other young people. Just under 100 (98 or 66.2 percent) adolescents believed their health to be better than others and 44 (29.7 percent) assessed their health to be the same as their peers. Only 6 (4.1 percent) felt their health was worse than others. The data are presented in Table 3.11.

<b>STATE OF HEALTH</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
Better	98	66.2
Same	44	29.7
Worse	6	4.1
Total	148	100

Next, the study participants were asked specifically where they would go for health care services. Again, nearly 100 (99 or 66.9 percent) said they would go to a public hospital or children's hospital for health care, and 30 (20.3 percent) said they would visit a private doctor. Only 16 (10.8 percent) believed they would use a clinic or health care center, and 1 respondent (.7 percent) would use the nearest hospital or clinic. Two study participants (1.3 percent) did not know where they would go for health care. The data are presented in Table 3.12.

<b>ORGANIZATION</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
Public/children's hospital	99	66.9
Private doctor	30	20.3
Clinic/health center	16	10.8
Nearest hospital	1	0.7
Don't know	2	1.3
Total	148	100

Study participants were asked what sort of problems they had accessing healthcare. Over 1 in 3, (50 or 33.8 percent) reported that cost prevented them from accessing needed services. Nearly half do not use formal health care services. About 1 in 4 (39 or 26.4 percent) believe their parents or relatives will know what to do and 1 in 5 (32 or 21.1 percent) say that they don't get sick. Finally, 15 (10.1 percent) believed there is no transportation available and 14 (9.5 percent) said their clinic was too far away, and just 13 (8.8 percent) acknowledged people not being friendly at their health care center as their main concern with health care access.

## **2. Family Planning**

Pregnancy and sexually transmitted disease prevention is an important part of UAP-funded services. Tracer study participants were asked a number of questions relating to family planning and parenting. Only 4 (2.7 percent) are parents and each has one child. One of the parents is male and 3 are female. Among the 61 (41.2 percent) female study participants, only 4 (6.6 percent) are pregnant. A total of 53 (87 percent) girls report abstinence as the preferred method of birth control, and only 6 (10 percent) are using some other form of birth control.

The young people interviewed report getting advice on family planning at various places. More than half (77 or 52 percent) go to a hospital-based or health center clinic, 31 (20.9 percent) rely on a personal acquaintance for information, and 11 (7.4 percent) receive information from a program.

When asked how many children they intend to have, most (90 or 61.3 percent) plan to have 1 or 2 children and 30 (20.3 percent) young people want to have 3 or more children. Table 3.13 presents the data.

<b>FAMILY SIZE</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT</b>
1-2	90	61.2
3 or more	30	20.4
None	10	6.8
As many as God sends	2	1.4
Don't know	15	10.2
Total	148	100

### **3. Substance Abuse**

Finally, substance abuse prevention is an important health concern. The study participants were asked about their experience with substance abuse. When asked the number of times they had been drunk or high in the last week, 119 (80.4 percent) of the young people interviewed reported they had not been high or drunk, and 27 (18.2 percent) said they had been under the influence of drugs and/or alcohol at least once.

The adolescents were also asked at what age they got drunk or high for the first time. Most (104, 70.3 percent) reported never having a drink or being high. There were 7 (4.7 percent) respondents that had their first experience with drugs and alcohol at the age of ten or under, 35 (18.9 percent) had been drunk or high for the first time between ages of 11 and 14, and 9 (6.1 percent) had their first experience over the age of 14.

## **D. RISK AND PROTECTIVE FACTORS**

Finally, the interview included questions designed to provide some simple indicators of risk and protective factors for undesirable adolescent behavior such as withdrawing from school, adolescent pregnancy, and substance abuse. These include participation in leisure activities, church attendance, the presence or absence of role models, and the adolescents' scores on two fundamental measures of personality. Each of these is described below.

### **1. Leisure Activities**

An adolescent's participation in leisure time activities has been linked, in the research literature on adolescent behavior, with positive or negative outcome behavior. Students who engage in positive activities after school and on weekends generally tend to remain in school and to perform better academically than those who do not.

One question asked adolescents to list things that they did for fun. The results are presented in Table 3.14. Sports activities were very popular, as were other games, reading, being with friends, and watching TV.

<b>ACTIVITY MENTIONED</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT*</b>
Play Football	71	48.0
Play Non-sports Games	46	31.1
Read	33	22.3
Talk/Be With Friends	29	19.6
Watch TV	26	17.6
Play Cricket	26	17.6
Play Basketball	26	17.6
Singing/Dancing/Writing	18	12.2
Play Netball	13	8.8
Play Video Games	12	8.1
Swimming	11	7.4
Listen to Music	7	4.7
Running	6	4.1
Ride a Bicycle	5	3.4
Make Trouble/Tease Others	4	2.7
Go Places (Beach, etc.)	4	2.7
Fishing/Hunting	3	2.0

\* Study participants could provide more than one response, so the results total over 100%.

To gain more complete information on the study participants' interests, they were asked if they played any sports and/or participated in a range of arts or arts programs. More than three-quarters (118 or 79.7 percent) responded that they played sports. As shown in Table 3.15, many were involved in specific arts activities, especially singing and painting, drawing or sculpture.

**TABLE 3.15**  
**INVOLVEMENT IN ARTS ACTIVITIES**

ARTS ACTIVITY	NUMBER OF ADOLESCENTS	PERCENT*
Sing	66	44.6
Paint, Draw, or Sculpture	62	41.9
Dance	51	34.5
Act/Drama/Theater	49	33.1
Write	44	29.7
Play an Instrument	28	18.9

\* Study participants could provide more than one response, so the results total over 100%.

About two-fifths of the adolescents (61 or 41.2 percent) indicated that they belonged to a club or organization such as Girl Guides, Boys' Brigade, Brownies, or Boy Scouts. The organizations which were most commonly reported were a dancing club/ASHE (14), the Boys' Brigade (9), a youth club (8), a sports club (8), Cadets (5), Key club (5), a drama or language club (4), 4H club (3), and Red Cross (3).

## 2. *Church Attendance*

Church attendance and participation have also been shown to be a positive influence in adolescence. More than four-fifths of the young people (123 or 83.1 percent) reported that they attended church. More than half of those who attended reported attending weekly or more often (67 or 45.3 percent of all adolescents interviewed), while smaller numbers reported attending several times a month (23), several times a year (12), or once or twice a year (20).

## 3. *Role Models*

The presence of others whom the adolescent admires, known as role models, has also been shown to be a positive factor in a young person's life. The tracer study participants were asked if there was someone they would want to be like in 10 to 20 years, "someone whom you admire?" The most common responses were sports stars (22), entertainers (21), teachers or coaches (15), local businesspersons or professionals (15), politicians (7), and relatives or friends (7). However, 31 of the young people (20.9 percent) said there was no such person or failed to provide a response. Table 3.16 shows the reasons they gave for why they wanted to be like the person they had listed. The responses focused on both the skills and abilities and the positive personal qualities of those whom they admired.

**TABLE 3.16**  
**REASONS WHY ADOLESCENTS WANTED TO BE LIKE**  
**THOSE THEY ADMIRE**

REASON MENTIONED	NUMBER OF ADOLESCENTS	PERCENT
Helping Others	19	12.8
Entertainment Ability	18	12.2
Athletic Ability	16	10.8
Technical Skills	10	6.8
Teaching Skills	9	6.1
Rich or Famous	7	4.7
General Personal Qualities	5	3.4
Powerful	5	3.4
Business Skill	4	2.7
Successful	4	2.7
Intelligent	4	2.7
Independent	4	2.7
Ambitious/Hard-Working	4	2.7

#### 4. *Personality Attributes*

Finally, many researchers assert that there is a link between certain global personality attributes, such as self-esteem and alienation, and an adolescent's behavior. Lacking measures adapted specifically for Jamaican youth, we selected two scales widely used in the U.S. and elsewhere: Rosenberg's Self-Esteem Scale, the standard for measures of self-esteem in the U.S., and Jessor and Jessor's Alienation Scale, developed specifically for adolescents. Both of these measures were used successfully recently in a study of health related behavior among students in Bermuda.

Other measures of personality are more direct, such as asking young people to assess their strengths and weaknesses. A last measure of the adolescent's perception of his or her situation was provided by asking him or her to give others advice. These measures of personality are discussed below.

Both the self-esteem and alienation scales used a four-point response format, from Strongly Disagree (1) to Strongly Agree (4), with higher scores indicating higher self-esteem and higher alienation. Table 3.17 shows the distribution of mean item scores on the self-esteem scale, while Table 3.18 shows the distribution on the alienation scale. The mean item score on the self-esteem scale was 3.10,

slightly higher than the Agree (3) response level on the scale. The mean item score on the alienation scale was 2.49, almost exactly in between the Disagree (2) and Agree (3) response levels on the scale.

**TABLE 3.17**  
**MEAN ITEM SCORES ON THE**  
**ROSENBERG SELF-ESTEEM SCALE**  
 (scale: 1 = strongly disagree, 4 = strongly agree)

SCORE	NUMBER OF ADOLESCENTS	PERCENT
2.40 - 2.59	3	2.0
2.60 - 2.79	23	15.5
2.80 - 2.99	36	24.3
3.00 - 3.19	29	19.6
3.20 - 3.39	22	14.9
3.40 - 3.59	13	8.8
3.60 - 3.79	14	9.5
3.80 - 4.00	10	6.8
<b>Total</b>	<b>148</b>	<b>100.0</b>

**TABLE 3.18**  
**MEAN ITEM SCORES ON THE**  
**JESSOR AND JESSOR ALIENATION SCALE**

SCORE	NUMBER OF ADOLESCENTS	PERCENT
1.40 - 1.99	16	10.8
2.00 - 2.19	12	8.1
2.20 - 2.39	19	12.8
2.40 - 2.59	40	27.0
2.60 - 2.79	34	23.0
2.80 - 2.99	13	8.8
3.00 - 3.19	7	4.7
3.20 - 3.60	7	4.7
<b>Total</b>	<b>148</b>	<b>100.0</b>

The study participants were asked to describe what they were best at and what one thing they would like to do better. The results of these questions are shown in Tables 3.19 and 3.20. Many of the responses focused on the school subjects of English and mathematics, but respondents were also proud of their athletic and musical abilities.

<b>TABLE 3.19</b> <b>"WHAT IS THE ONE THING YOU ARE BEST AT RIGHT NOW?"</b>		
BEST AT...	NUMBER OF ADOLESCENTS	PERCENT
Mathematics	45	30.4
English/Reading	25	16.9
Football/ Games/Swimming	24	16.2
Singing/Dancing/ Drawing/Writing	24	16.2
School/Other Subjects	9	6.1
Mechanical/Technical Skills	6	4.1
Cooking/Sewing	6	4.1

<b>TABLE 3.20</b> <b>"WHAT ONE THING WOULD YOU LIKE TO DO BETTER?"</b>		
DO BETTER AT...	NUMBER OF ADOLESCENTS	PERCENT
English/Reading	52	35.1
Mathematics	23	15.5
School/Other Subjects	26	17.6
Singing/Dancing/ Drawing/Writing	12	8.1
Character/Attitude	8	5.4
Mechanical/Technical Skills	7	4.7
Football/Games	5	3.4
Cooking/Sewing	3	2.0

Finally, study participants were asked what advice they would give to other young people. Their responses are shown in Table 3.21. The advice mirrors many of the messages which are being presented by the UAP.

<b>TABLE 3.21 ADVICE OFFERED BY ADOLESCENTS TO OTHER YOUNG PEOPLE</b>		
<b>ADVICE</b>	<b>NUMBER OF ADOLESCENTS</b>	<b>PERCENT*</b>
Work Hard in School	53	35.8
Stay in School	41	27.7
Behave/Stay Out of Trouble	39	26.4
Don't Take Drugs	22	14.9
Be Confident/Can Achieve	13	8.8
Respect/Love Others	13	8.8
Avoid Sex	11	7.4
Use Contraceptives	9	6.1
Listen to Parents	9	6.1
Do Not Fight	8	5.4
Avoid Bad Company	5	3.4
Turn to Religion	4	2.7
Join Clubs	3	2.0
Save Money	2	1.4

\* Study participants could provide more than one response, so the results total over 100%.

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## CHAPTER 4. CONCLUSIONS

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All Uplifting Adolescents Program NGOs have learned about tracer studies by participating in a day-long workshop and participated in them by locating and interviewing a sample of young people who have completed their programs.

The majority of the young people interviewed are doing well with positive reports on the key UAP components: reproductive health, literacy and remedial education, vocational and technical skills training and personal and family development. Most are living with their families, planning to graduate from school and are thinking about career goals. They are reading a variety of types of materials, including the Bible, school books, and materials for fun.

They report receiving a number of types of specific assistance from the UAP, such as help with key educational skills (reading, writing), and specific school subjects, encouragement and emotional support, help with learning new skills, and guidance in developing personal strengths such as self-confidence and discipline.

The young people generally feel optimistic about their health and many know where to go for health care and family planning assistance. Cost is a key reason why some children report they do not always receive adequate health care. Few are parents or pregnant and most plan small families. They say that they are using abstinence or condoms to avoid pregnancy and sexually transmitted diseases. Few report getting drunk or high recently and most of those who do drink beer or other alcoholic beverages.

In terms of personal development the young people demonstrate a number of strengths: scores on self esteem and alienation scales indicate positive feelings about themselves and what life offers. Most named role models and described their admirable characteristics, the majority attend church and are involved in non-school activities. The young people were able to identify their strengths and to identify areas for improvement. Finally, many were able to articulate some of the difficulties of life as a young person in Jamaica in their "advice to other young people like themselves."

The final tracer study for UAP will be able to build on this foundation. By the close of the project NGOs should have entry/baseline data on program participants and information on the amount and type of services each participant receives, so that an analysis of the impact of the programming on graduates can be conducted.

## APPENDIX I

### Tracer Study Questionnaire



Booklet No. \_\_\_\_\_

## Uplifting Adolescents Programme Follow-Up Study

### Introduction

Recently you participated in a youth programme at (Name of Agency). Now that you have completed it, we would like to know how you are doing and if you have any comments about the programme. This interview will take about 30 minutes. None of the information that you provide will be told to anyone except the people doing the study and we will not use your name in any way. The information from all of the interviews will be added together for a report. Your willingness to help is highly appreciated.

Participant Name _____ I.D. # _____ Last First
Programme Name _____
Programme Location _____
Date Completed Programme ____/____/____ Month Day Year

Interviewed by \_\_\_\_\_  
First Last

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

## I. Schooling and Education

Our first questions are about schooling and job plans.

1. What is the highest grade of school you have completed?  
If child has not completed any grade, Skip to Q.6. \_\_\_\_\_
  
1. A. Code school level: *Circle one*

Primary/All Age .....	1
New Secondary .....	2
Junior High .....	3
  
2. Have you ever dropped out of school? *Circle one*

Yes .....	1
No .....	2 (Skip to Q. 6)
  
3. What grade were you in when you dropped out of school? \_\_\_\_\_
  
4. What year did you drop out, before 1996, 1996, 1997, or this year, 1998?  
*Circle one*

before 1996 .....	1
1996 .....	2
1997 .....	3
1998 .....	4
  
5. Did you go back to school after you dropped out? *Circle one*

Yes .....	1
No .....	2 (Skip to Q. 8)
  
6. Did (PROGRAMME) help you to (stay in school/go back to school)?  
*Circle one*

Yes .....	1
No .....	2 (Skip to Q. 10)
  
7. How did the programme help you to (stay in school/go back to school)?  
\_\_\_\_\_

Interviewer Check: If the child is currently in school, skip to Q. 10.

8. Are you going back to school? *Circle one*

Yes .....	1
No .....	2 (Skip to Q. 11)

9. When are you going back to school, this year, 1998, next year, 1999, or after that? *Circle one*

- 1998 ..... 1
- 1999 ..... 2
- After 1999 ..... 3

10. Do you think you will graduate from school? *Circle one*

- Yes ..... 1
- No ..... 2

11. What is a good job or career goal for someone like yourself?

\_\_\_\_\_

12. What are your plans for your future - in the next 10 years?

\_\_\_\_\_

13. What have you read during the last month? As I read the list, tell me which of these you have read during the last month: *Circle all that apply*

- A newspaper ..... 1
- A magazine ..... 1
- A comic book ..... 1
- A school book or text book ..... 1
- A book for pleasure ..... 1
- The Bible ..... 1
- Something else (specify) ..... 1

*Do not read:* Nothing ..... 1 (Skip to Q. 15)

14. What was the most interesting thing you read in the last month?

\_\_\_\_\_

\_\_\_\_\_ (type, such as comic book, and what it was about, or name of book or magazine, and so forth)

15. What kinds of things do you like to read? As I read the list, tell me which of these kinds of things you like to read. *Circle all that apply*

The news	1
Mystery stories	1
Sports stories	1
Romance or fantasy stories	1
Novels	1
Poetry	1
History	1
Science or technology	1
Biography - about the lives of people	1
Other non-fiction books	1
Something else -(Specify - What?)	1

---

*Do not read:* I don't like to read . . . . . 1

16. When was the last time you wrote a letter? *Circle one*
- |                               |   |
|-------------------------------|---|
| This week or last week        | 1 |
| Within the last month         | 2 |
| During the last school term   | 3 |
| A long time ago               | 4 |
| I do not remember             | 5 |
| I have never written a letter | 6 |

## II. Health and Family

These questions are about your health and family.

1. Is your health better, worse, or about the same as that of other people your age?

*Circle one*

Better	1
Worse	2
Same	3

2. If you were sick or had a health problem, where would you go for treatment?  
If "don't know," skip to Q.4

---

(name of place, type of place, like hospital or clinic, and location, neighborhood)

3. How long does it usually take you to get there? *Circle one*
- Less than 10 minutes ..... 1
  - 10 to 20 minutes ..... 2
  - 20 minutes to 1/2 hour ..... 3
  - 1/2 hour to 1 hour ..... 4
  - Over an hour ..... 5

4. There are lots of reasons why young people do not get treatment when they are sick or have a health problem. Which of the following are reasons why you do not get treatment? *Circle all that apply*
- The nearest clinic or doctor is too far away ..... 1
  - There is no transportation ..... 1
  - It costs too much ..... 1
  - The people are not friendly there ..... 1
  - My parent, relative, or family friend knows what to do ... 1
  - I don't get sick ..... 1
  - Something else (What?) ..... 1

---

*Do not read:* I get treatment when I need it. .... 1

5. Do you have children? *Circle one*
- Yes ..... 1
  - No ..... 2 (Skip to Q. 9)

6. How many? *Circle one*
- One ..... 1
  - Two or More ..... 2

7. When was your first child born (month, year)?      /      / 19      
Month Day Year

8. How old is your youngest child? *Circle one*
- New born to One Year ..... 1
  - 13 months to Two Years ..... 2
  - 25 months to Three Years ..... 3

9. All together, how many children do you intend to have? *Circle one*
- One ..... 1
  - Two ..... 1
  - Three ..... 1
  - Four or more ..... 1
  - As many as God sends ..... 1
  - I Don't Know ..... 1
  - None ..... 1

10. If you wanted to get advice on family planning or birth control where would you go?

\_\_\_\_\_

I don't know ..... 9

10. A. Code type of place given in Q. 10: *Circle one*

a clinic or health center ..... 1

a hospital-based clinic ..... 2

a program ..... 3

a person ..... 4

other (specify) ..... 5

Interviewer Check: If child is Male, skip to Q. 13

11. Are you pregnant now? *Circle one*

Yes ..... 1

No ..... 2

I Don't Know ..... 3

12. What are you doing to not get pregnant? *Circle one*

Using some form of birth control ..... 1

Not having sexual relations ..... 2

Using a douche ..... 3

Something else (specify) ..... 4

\_\_\_\_\_

Nothing ..... 5

Nothing, I want to get pregnant ..... 6

Interviewer Check: Skip to Q. 15

13. Have you ever made a girl pregnant? *Circle one*

Yes ..... 1

No ..... 2

I Don't Know ..... 3

14. What are you doing to not make a girl pregnant (again)? *Circle one*
- |  |   |
|--|---|
| Using some form of birth control .....           | 1 |
| Not having sexual relations .....                | 2 |
| Something else (specify) .....                   | 3 |
| <hr/>  |   |
| Nothing .....                                    | 4 |
| Nothing, that is the girl's responsibility ..... | 5 |
| Nothing, I want to be a father .....             | 6 |
15. When do you think you will have your (first/next) child? *Circle one*
- |  |   |
|--|---|
| This year .....                                | 1 |
| Next year .....                                | 2 |
| When I get married .....                       | 3 |
| When God sends it .....                        | 4 |
| I don't know .....                             | 5 |
| I am not going to have (a/another) child ..... | 6 |
| I cannot have children .....                   | 7 |
16. What are you doing to keep yourself from getting sexually transmitted diseases? *Circle one*
- |  |   |
|--|---|
| Using condoms .....                                | 1 |
| Not having sexual relations .....                  | 2 |
| Nothing .....                                      | 3 |
| Nothing, my partner does not have any diseases ... | 4 |
| Something else (specify) .....                     | 5 |
17. How often did you get drunk or high last week? *Circle one*
- |                          |                  |
|--------------------------|------------------|
| Not once .....           | 0 (Skip to Q.19) |
| Once .....               | 1                |
| Twice .....              | 2                |
| Three times .....        | 3                |
| Four or more times ..... | 4                |
18. What do you usually use to get drunk or high? *Circle all that apply*
- |                                |   |
|--------------------------------|---|
| Ganja/marijuana .....          | 1 |
| Beer .....                     | 1 |
| Pills .....                    | 1 |
| Something else (specify) ..... | 1 |
-

19. How old were you the first time you got drunk or high?

*Circle one*

I have never been drunk or high	0
under 10	1
11	2
12	3
13	4
14	5
over 14	6

### III. About Yourself

These last questions are about you and what you think.

1. How old are you? \_\_\_\_\_ years
2. What is your date of birth? \_\_\_\_/\_\_\_\_/19\_\_\_\_  
Month Day Year

3. Record the child's sex:

*Circle one*

Male	1
Female	2

4. With whom do you live?

*Circle all that apply*

I live alone	1 (Skip to Q. 7)
One parent- Mother or Father/Step Mother or Father	1
Two parents	1
Brothers/sisters and/or step brothers/sisters	1
One grandparent	1
Two grandparents	1
My children	1
Other relatives	1
My boyfriend/girlfriend	1
Friends or roommates (not related to child)	1
Only other people such as group home residents, roomers, program participants	1 (Skip to Q. 7)
I am homeless	1 (Skip to Q. 7)

5. Including yourself, how many people live in your home?

*Circle one*

Two	1
Three	2
Four	3
Five	4
Six	5
Seven or more	6

6. And how many of your brothers and sisters are living at home with you (including half or step brothers and sisters)? *Circle one*
- None ..... 0
  - One ..... 1
  - Two ..... 2
  - Three ..... 3
  - Four or more ..... 4

7. What do you do for fun? *Record first 2-3*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

*If not mentioned in Q. 7:*

8. Do you play any sports, or are you on any sports teams? *Circle One*
- Yes ..... 1
  - No ..... 2

*If not mentioned in Q. 7:*

9. Do you participate in the arts or in arts programs? As I read the list, tell me if you do any of these: *Circle all that apply*
- Sing ..... 1
  - Dance ..... 1
  - Play an instrument ..... 1
  - Act, or other drama or theater work ..... 1
  - Write ..... 1
  - Paint, draw, or sculpture, or ..... 1
  - Something else (specify) ..... 1

*If not mentioned in Q. 7:*

10. Do you belong to any clubs or organizations, such as the Girl Guides, Boys' Brigade, Brownies, or the Boy Scouts? *Circle One*
- Yes ..... 1
  - No ..... 2 (Skip to Q. 12)

11. Which ones? *Record first 2-3*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

*If not mentioned in Q. 7:*

12. Do you do any of the following household activities? As I read the list, tell me if you do any of these: *Circle all that apply*
- Gardening ..... 1
  - Carpentry ..... 1
  - Cooking ..... 1
  - Sewing, needlework, or knitting ..... 1
  - Mechanics ..... 1
  - Plumbing ..... 1
  - Other household skills (Specify) ..... 1
- 

13. Do you attend church? *Circle One*
- Yes ..... 1
  - No ..... 2 (Skip to Q. 15)

14. How often do you usually attend church activities? Weekly or more often, several times a month, several times a year, or once or twice a year? *Circle One*
- Weekly or more often ..... 1
  - Several times a month ..... 2
  - Several times a year ..... 3
  - Once or twice a year ..... 4

15. Who do you want to be like in 10 or 20 years? - Is there someone whom you admire?  
 Person's name: \_\_\_\_\_

16. Why do you want to be like (him/her)?
- 

These next questions are about feelings and opinions. For each one I will read a statement and you tell me if you agree or disagree with it, and how strongly you agree or disagree.

First think about whether you agree or disagree with the statement, then decide if you strongly agree or disagree, or just agree or disagree.

Here is a practice statement:

Brazil has the best football team in the world. Do you strongly agree, agree, disagree, or strongly disagree with that? *Circle One*

- Strongly agree ..... 1  
 Agree ..... 2  
 Disagree ..... 3  
 Strongly disagree ..... 4

OK, here is one more practice statement:

Jamaica's football team is the best in the world. Do you strongly agree, agree, disagree, or strongly disagree with that? *Circle One*

- Strongly agree ..... 1  
 Agree ..... 2  
 Disagree ..... 3  
 Strongly disagree ..... 4

Now here are the feeling and opinion statements.

17. Young people have a lot of different feelings about themselves. For each statement that I read, tell me if it reflects how you think about yourself: do you **strongly agree** that it is how you think of yourself, **agree**, **disagree**, or **strongly disagree** that it expresses how you think about yourself.

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

18. Here is another set of statements by young people like yourself. As I read each one, tell me how strongly you agree or disagree that it describes how you think about yourself: **strongly agree, agree, disagree, or strongly disagree.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I sometimes feel that the kids I know are not too friendly.	4	3	2	1
b. Most of my academic work in school seems worthwhile and meaningful to me.	1	2	3	4
c. I sometimes feel uncertain about who I really am.	4	3	2	1
d. I feel that my family is not as close to me as I would like.	4	3	2	1
e. When kids I know are having problems, it's my responsibility to try to help.	1	2	3	4
f. I often wonder whether I'm becoming the kind of person I want to be.	4	3	2	1
g. It's hard to know how to act most of the time, since you can't tell what others expect.	4	3	2	1
h. I often feel left out of things that others are doing.	4	3	2	1
i. Nowadays you can't really count on other people when you have problems or need help.	4	3	2	1
j. Most people don't seem to accept me when I'm just being myself.	4	3	2	1
k. I often find it difficult to feel involved in things I'm doing.	4	3	2	1
l. Hardly anyone I know is interested in how I really feel inside.	4	3	2	1
m. I generally feel that I have a lot of interests in common with the other students in school.	1	2	3	4
n. I often feel alone when I am with other people.	4	3	2	1
o. If I really had my choice I'd live in a very different way than I do.	4	3	2	1

19. What is the one thing that you are best at right now?

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20. What one thing would you like to do better?

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21. If you could give advice to other young people like yourself, what would that be?

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**Thank you for helping us with the study.**