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**EFFECT OF PARENTING STYLE AND SUPERVISION
ON ADOLESCENT RISKY BEHAVIOR AND
ACADEMIC ACHIEVEMENT**

by

David L. McCullough

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in School Psychology
Graduate Division of Rowan College
July 24, 1995

Approved by

Dr. John Klariderman

Date Approved 8/1/95

ABSTRACT

David L. McCullough

Effect of Parenting Style and Supervision on
Adolescent Risky Behavior and Academic
Achievement

1995

Dr. John Klanderma

Masters in School Psychology, Rowan College

The purpose of this study was to investigate whether correlations existed between parenting style, degree of supervision, risky behavior (substance use) and academic achievement. Subjects' responses were also summarized to develop a profile of the population's behaviors and attitudes.

The study was based on 57 high school seniors' responses to a 95-item questionnaire which they voluntarily completed during their home economics class at Woodstown High School in southern New Jersey.

Relationships were analyzed by applying the chi-square test for independence using the critical value of alpha at .05. The results of this analysis indicated that the hypothesized relationships approached but did not reach significance. A positive relationship between parenting style and substance use and between degree of supervision and substance use was found at the critical value of alpha at .10.

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Relationships between parenting style, degree of supervision, risky behavior and academic achievement were investigated. Applying the chi-square test for independence (critical value of alpha = .05) indicated that the hypothesized relationships approached but did not reach significance; several of the hypothesized relationships were demonstrated at the critical value of alpha at .10.

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CHAPTER ONE - THE PROBLEM

NEED FOR THE STUDY:

When the bell rings at the end of the school day, many of today's adolescents find themselves faced with several hours during which they will be free from adult supervision until their parent(s) return home from work. Today's prevalence of working mothers, single parent families and tendency for detachment from the extended family have resulted in an ever-growing number of "latchkey" children, especially among the adolescent age group.

At the same time, society is witnessing an escalation of violence, substance abuse and anti-social behavior among adolescents, all of which have contributed to increasing mortality rates among this age group. Recent studies have indicated a positive correlation between certain parenting behaviors and an adolescent's vulnerability to peer pressure and likelihood of engaging in behavior which puts him/her at risk. The after-school time period has been shown to be a part of the day when adolescents are likely to engage in risky behaviors, and the care arrangements that parents employ (or the lack thereof) are an observable indication of their parenting style. Without implying any direct cause and effect between the amount of time spent unsupervised and an adolescent's behavior, it is

important to recognize the potential for relationships in order to provide parents and educators with information which can be applied to developing strategies for the care of adolescents which will decrease the likelihood of their engaging in risky behavior.

PURPOSE OF THE STUDY:

While a great deal of resources have been devoted to studying the effects of various day care arrangements on pre school children, virtually no attention has been given to investigating, no less meeting, the needs of older children for supervision during after-school hours. While self-care is not in many cases the preferred type of care, parental choices are limited by availability, accessibility and affordability of alternatives. Ultimately, adolescent care is an individual parental decision; in order for families, as well as society as a whole, to devote their energies to providing supervision to adolescents, empirical data must be generated which establishes a genuine need for such monitoring and substantiates the effectiveness of various intervention strategies. The ultimate goals of research in this field should therefore be the identification of adolescents who may be vulnerable when unsupervised, the recognition of situational factors and parenting styles which facilitate risky behavior and the development of strategies which can be implemented in the real world to protect individuals who are at risk.

HYPOTHESIS:

A positive correlation exists between the degree and style of parental supervision of adolescents, particularly during the after-school time period, and (1) the likelihood of their engaging in risky or problem behaviors and (2) the level of their academic achievement.

THEORY IN SUPPORT OF HYPOTHESIS:

Parenting behaviors have been shown to be significant precursors to adolescent risky or anti-social behavior and vulnerability to peer pressure. An inverse relationship is thought to exist between adolescents' degree of parental bonding and the degree of bonding with peers. It is postulated that stronger peer bonding will increase the likelihood of adolescent risky behavior, while close parental bonds, authoritative and authoritarian parenting styles and close parental monitoring will decrease the likelihood of risky behavior. The degree of parental monitoring which is predictive of adolescent behavior is not necessarily the physical presence of an adult supervisor but rather is the parental knowledge of their adolescent's whereabouts and the structuring of their activities. Risky behavior has a demonstrated correlation with lower academic achievement. There is a tendency for adolescent behaviors to persist into adulthood.

DEFINITIONS:

"RISKY BEHAVIORS" will be considered to include cigarette, alcohol, marijuana and cocaine usage. Subjects' reports of current usage (during the past thirty days) will be used for purposes of analysis. (The subject population was not surveyed on other factors of risky behavior, such as the use of "hard" drugs, like heroin, and unprotected sexual activity at the request of the principal and teachers involved in administering the questionnaire.)

"PARENTING STYLE" will be classified in one of four categories: Authoritarian (parents make all decisions), Authoritative (joint decision making by parents and child, but parents have the final say), Permissive (adolescent has greater influence over decisions than the parents), and Unengaged (the adolescent makes all decisions). The determination of parenting style will involve a somewhat subjective determination by the researcher since this categorization will take into consideration the subjects' responses to numerous questions about their relationships with their parent(s).

"SELF CARE" refers to no direct adult supervisory presence. Children in the care of a sibling will also be considered to be in "self-care."

"HANGING OUT" refers specifically to a situation in which the adolescent is socializing with friends outside of their homes and with no adult supervision whatsoever.

ASSUMPTIONS:

- Since risky behaviors have been shown to cluster, no judgments will be made regarding the relative riskiness of the individual behaviors defined above as "risky."
- The perceived level of parental control over the subject's decision making and behavior will be considered reflective of their parenting style.
- The level of supervision will be reflected by the number of hours the subject spends "hanging out."
- Risky behavior is on the increase and has negative effects both on individuals and on society as a whole.
- Students in the twelfth-grade will be analyzed equally although it is recognized that there may be differences in the ages of the individual students comprising the sample.

LIMITATIONS OF THE STUDY:

The study will be conducted by analyzing subject responses to a 95-item forced choice and fill-in-the-blank questionnaire. The data gathered will therefore be strictly in format which is, by its very nature, subjective and offers virtually no means of corroboration. There could be a tendency on the part of adolescents to exaggerate their risky behavior in order to seem more "mature," or, in the alternative, the possibility of a socially desirable response bias must be acknowledged, especially since the questionnaire is being administered in the

classroom setting. The study will focus exclusively on the subject's perception of the factors being surveyed and will necessarily be impacted upon by the individual's unique personality.

There is great variance among individuals of the same age in terms of their maturity, innate abilities, sense of responsibility and self-control. It should be stressed that consideration must be given to each adolescent's individual situation in applying and interpreting the results of the research; this study will seek correlations and an effort must be made to avoid generalizations. The larger the population studied, the more useful the results will be. The subjects of this study will be limited to twelfth-grade students enrolled in Woodstown High School in southern New Jersey. Since the demographics of this area reflect a predominantly middle class, rural/suburban population, the results may not necessarily be applicable to subjects from urban or more ethnically diverse locales.

OVERVIEW:

This thesis study will replicate in large measure the study conducted by Dr. Jean L. Richardson et al. (1993) reported upon in "Relationship Between After-School Care of Adolescents and Substance Use, Risk Taking, Depressed Mood and Academic Achievement," *Pediatrics*, 92, pp. 32-38. Subjects will be twelfth grade students who will respond to a questionnaire based on Richardson's

but expanded to include further inquiries about situational factors which have been postulated to have an effect on adolescent behavior.

CHAPTER TWO

REVIEW OF THE LITERATURE

SELF-CARE HISTORICALLY AND IN TODAY'S SOCIETY:

The most notable characteristic of published research examining the relationship between adolescents' behavior and their after-school activities is its relative obscurity. To some extent, this is attributable to the fact that the problem itself is a result of somewhat recent societal changes. In past generations, children would typically be cared for after-school by their mothers; in traditional economies, teens would likely have chores they were responsible to complete after school. The adolescent's choices of possible activities have been greatly expanded by modern transportation and technology. Society is dramatically different--more mothers are working outside the home than ever before, while at the same time, teens enjoy more leisure time and bear fewer responsibilities than ever before. The "role" which the adolescent is expected to play in society is no longer clearly defined. (Richardson et al. 1989). It has been estimated that there are as many as 10 Million children in self-care after school (Zylke, 1988); a

majority of these are in the adolescent age group. (Richardson, Radziszewski, Dent and Flay, 1993). In her 1991 study of after school care practices among Baltimore public school students, Fosarelli concluded that 41.2% of children aged 12-14 were in their own care after school. Many researchers expressed skepticism about self-care statistics based on parental reports; as noted by Fosarelli, parents are likely underreport self-care and therefore these statistics are "at best, real and at worst, on the (very) low side." (Fosarelli, 1991). The sheer number of persons potentially affected by these issues testifies to the importance of research in this field.

DOES LACK OF SUPERVISION HAVE AN ADVERSE EFFECT?

Perhaps the most challenging obstacle to the proposition that adolescents can benefit from greater degrees of supervision is the fact that many parents, and even some researchers, are of the belief that allowing teens to care for themselves is simply a natural progression toward autonomy, that such increasing responsibility is necessary to prepare the child for impending adulthood. (Williams & Fosarelli, 1987; Richardson et al. 1989). Some of the early research in this area actually provided empirical support for this viewpoint. During the 1980's, several studies examining the issue concluded that there were no differences in social or academic skills between children in self-care after school compared to those supervised by an adult at home. (Zylke, 1988). As noted by Zylke, these early studies which found no detrimental effects of self care were

seriously flawed by the small number of children studied and the limited numbers of dependent measures. (Zylke, 1988).

Some researchers hypothesized that behavior problems and conflicts with parents were a normal and inherent part of adolescence, a time of experimentation, risk-taking, recklessness and rebellion. "Experimentation with alcohol and other drugs is so common among today's young people that it is often considered normative." (Steinberg, Fletcher and Darling, 1994). While the adolescent years are a time of developmental and/or role transitions during which increasing self-care is to be expected, adult monitoring of activities at this age may be an important deterrent to deviance and drug use. (Richardson et al. 1989).

RESEARCH INDICATES A CORRELATION BETWEEN LACK OF SUPERVISION AND SUBSTANCE USE, POOR ACADEMIC PERFORMANCE AND DEPRESSION:

Despite the early research which did not indicate any negative effects as a result of self-care, recent studies with larger populations have found significant indications that certain after-school care arrangements are correlated with such behavior problems as substance use, risky behavior, depression and poor academic performance. In their 1989 study of 4,932 eighth graders and 2,185 of their parents, Richardson et al. found that children spending 11 hours per week in self-care were twice as likely to use alcohol, tobacco and marijuana as children who were always cared for by an adult. These results held up among all levels of

sociodemographic status, extracurricular activities, sources of social influence and stress.

The concept that adolescents need supervision today more than ever before is not difficult to accept when consideration is given to what their world is like and how their teenage years differ from those experienced by previous generations. Adolescents are the only age group among which death rates have increased in the past twenty years. (Klein et al., 1993). These gloomy mortality statistics are attributable at least in adolescents' increasing interpersonal violence, drug and alcohol abuse and suicide. Research has also demonstrated a significant likelihood that risky behaviors initiated during adolescence will continue into adulthood (Klein et al. 1993), undermining the contention that experimentation is a "natural" part of growing up which will be outgrown even without intervention. Statistical data also supports the contention that the after school hours (when adolescents are in many cases unsupervised, whether by necessity, choice or indifference), are a time during which adolescents are particularly vulnerable to situations which put them at risk. Automobile accidents involving adolescent drivers were found to cluster immediately after school (Alexander, Kallail, Burdal and Ege, 1990)¹ A study of accidental injuries to adolescents found that 75.4% of such accidents took place in the after school hours (Attais, Tal, Winter and Jaffe,

¹ Automobile crash injuries are the leading health problem for teenagers, accounting for 40% of all deaths among people aged 16-19) according to the Insurance Institute for Highway Safety (November, 1994).

1982). The after-school time period was also found to be a common time for adolescent suicide attempts (Garfinkel, Froese and Hood, 1982).

While admittedly not of the serious magnitude of the preceding adolescents also reported watching an enormous amount of television during this time period. In a 1993 study, Klein et al. surveyed 2760 14- to 16-year-olds and found that they reported watching an average of 40 hours per week of television, or nearly six hours per day. While at first glance this may seem an insignificant observation, Klein found a positive correlation between not only the amount but also the type of television watched and the degree of adolescents' risky behavior. (Klein et al., 1993). Placing limitations on adolescent's media consumption is therefore one method of supervision which parents might employ in order reduce an individual's likelihood of engaging in risky or problem behaviors.

PARENTING STYLE'S EFFECT ON ADOLESCENT RISKY BEHAVIOR:

Expanding upon her 1989 research, Richardson undertook another ambitious sampling of 3,993 ninth graders; her 1993 research examined not only whether an adult was physically present to care for children after school but also gave consideration to the effect of parenting style and monitoring techniques on adolescent behavior. Richardson studied the subjects' cigarette, alcohol and marijuana use as well as depressed mood and poor academic achievement and their correlation with after-school activities and parenting style. The 1993 study echoed the findings of the 1989 research—adolescents who were unsupervised after

school had significantly greater problem behavior than those who were supervised by an adult. Interestingly, there were no significant differences found between those who were unsupervised if their parents always knew of their child's whereabouts and activities. Children whose parents never knew of their whereabouts reported the greatest number of problems (Richardson et al., 1993). Richardson further reported that a correlation was found between those parents who did not know their children's whereabouts and a tendency to employ an "unengaged" parenting style. Authoritative parenting styles were found to be correlated with the lowest incidence of adolescent risky behavior. (Richardson et al., 1993). Richardson theorized that weakened parental bonding and low self-esteem may lead adolescents to seek the acceptance of deviant peer groups, increasing the likelihood of risk-taking, substance use and poorer grades. (Richardson et al., 1993).

Richardson's findings were supported and expanded upon in Steinberg, et al.'s 1994 longitudinal study of 6,500 adolescents. Steinberg et al. also found an inverse relationship between the degree of parental monitoring and an adolescent's tendency to use substances. Poorly monitored adolescents were also more likely to form bonds with substance using peers. Like Richardson, Steinberg et al. found that an authoritative parenting style could insulate adolescents from a wide array of misbehavior, including drug use. (Steinberg et al. 1994).

Both Steinberg et al. and Richardson et al. examined differences between boys and girls in relation to self-care practices, parenting style and risky behavior and concluded that lack of supervision was more detrimental for girls. Richardson reported that girls were less likely than boys to engage in risky behavior when supervised; however, as the degree of supervision decreased, girls were increasingly likely to have such problems. Richardson attributes this to the fact that girls are traditionally more protected than boys and when girls do not receive the expected level of monitoring they may feel they are cared for less than expected. (Richardson et al., 1993). Steinberg et al. noted that girls were more responsive to increased supervision than were their male counterparts, who showed a tendency to move "toward their peers in substance use regardless of how vigilantly their parents monitor them." (Steinberg et al., 1994).

ADOLESCENT PROBLEM BEHAVIORS COVARY:

Another theory widely explored in research concerned with adolescent problem behaviors is the tendency for "risky" or "problem" behaviors² to covary, leading many researchers to conclude that such problems have common causes and actually comprise a "problem behavior syndrome." (Richardson et al., 1993). Jessor et al. first reported that persons engaging in one problem behavior

² Various activities which have been designated "problem" or "risky" behaviors for the purposes of such research include: use of cigarettes, drugs and alcohol, unprotected sexual activity, delinquency, poor academic achievement, and depressed mood.

demonstrated a tendency to engage in others. (McAnarney, 1990). Interestingly, in another study, Jessor et al. also found indications that good behaviors cluster, as well; they found junior high students who abstained from alcohol were likely to have higher achievement values, better relationships with their parents, and not associate with substance-using peers. The concept that problem behaviors cluster has been widely supported by the research; however, few studies other than Richardson's have examined the interrelation between these behaviors and after-school activities of adolescents. The potential implications for practical applications of such research render it worthy of further inquiry.

INDIVIDUAL VARIANCE OF VULNERABILITY & PRACTICAL APPLICATIONS:

Each individual's situation must also be given consideration in attempting to apply this research; while correlations are being sought, efforts must also be made to avoid generalizations. There is great variance among individuals of the same age in terms of their maturity, sense of responsibility and self-control and therefore a designated appropriate age for self-care cannot be posited³ (Fosarelli, 1991).

³ An interesting survey was conducted by Kelly, et al. in 1986 in which pediatricians, military police and parents were asked their opinions about appropriate ages for various degrees of self-care. These researchers found that respondents indicated that children could be left alone for periods of one hour or longer at the mean age of 12. (Kelly et al., 1986).

As McAnarney noted,

...a resilient adolescent who is unsupervised at home may attend to homework and responsibilities and may not be vulnerable to outside influences. Another youngster in the same circumstance may not be able to tolerate being home alone, may become depressed, and may either consciously or unconsciously seek risky means of assuaging the painful effects of being alone. (McAnarney, 1993).

The ultimate goals of research in this field should therefore be the identification of adolescents who are vulnerable when unsupervised, the recognition of situational factors which facilitate risky behavior and the development of intervention strategies which can be implemented in the real world to the betterment of individuals who are at risk.

CHAPTER THREE

DESIGN & MEASUREMENTS

SAMPLE:

The subjects for this study were fifty-seven (57) high school seniors who volunteered to participate by completing a questionnaire during their home economics class at Woodstown High School, Woodstown, New Jersey.

Respondents whose questionnaires were incomplete were eliminated from analysis. The sample was comprised of students ranging in age from 16 to 20, with an average age of 17.8 years. The age distribution of the sample was as follows: two 16 year-olds, twenty 17 year-olds, twenty seven 18 year-olds, seven 19 year-olds and one 20 year-old. Age was measured as of the date the test was administered and was rounded off to whole numbers. Among the 57 participants, 48 were white (84.2%), 7 were black/African American (12.3%) and 2 were other (3.5%). There were no participants who described themselves as Latino, Middle Eastern or Asian.

PROCEDURE:

Potential subjects were approached and asked if they would volunteer to complete a questionnaire developed by a Master's student in connection with his Thesis research regarding teenage behavior. The questionnaires were explained and administered by the students' teachers rather than the researcher (at the request of the school principal.) Students were instructed to complete their questionnaire completely, accurately and honestly. Potential subjects were guaranteed that their participation was completely voluntary and all responses would be kept strictly confidential. The questionnaire was administered during one class period; allowing five minutes for the teachers' introductory statements and instructions, the students had approximately 40 minutes to complete the questionnaire.

THE QUESTIONNAIRE:

The survey administered was based in large measure on a questionnaire developed by Dr. Jean Richardson of the University of Southern California. Dr. Richardson's original survey was administered to individuals who had dropped out of high school and, therefore, questions specifically related to that subject matter were eliminated. In addition, Dr. Richardson's survey was edited (at the request of the participating teachers and principal) to eliminate references to "hard" drugs, such as heroin. The questionnaire consisted of 95 questions and included a combination of forced choice items and fill-in-the-blank

responses. Subjects were surveyed on a wide variety of individual and family behaviors, including substance use, parenting style, performance, media use, future plans, demographics and emotional issues. Full text of questionnaire is attached as Appendix A.

MEASURES AND ANALYSIS:

The results of the administered questionnaire will be evaluated from two perspectives: averages and ranges of responses to particular items will be generated in order to create a profile of the behaviors being engaged in by the subject population and, secondly, the data will be analyzed in order to determine whether a positive correlation exists between the degree and style of parental supervision and the adolescents' risky behavior (i.e., substance use) and academic achievement.

TESTABLE HYPOTHESES:

The collected data will be analyzed using the chi-square test for independence; the following hypotheses will be tested:

HYPOTHESIS #1: Is there a positive correlation between parenting style and academic achievement?

HYPOTHESIS #2: Is there a positive correlation between substance use and time spent "hanging out?"

HYPOTHESIS #3: Is there a positive correlation between parenting style and "hanging out?"

HYPOTHESIS #4: Is there a positive correlation between parenting style and substance use?

CHAPTER FOUR

RESULTS AND DISCUSSION

PROFILE OF SUBJECT POPULATION'S BEHAVIORS AND ATTITUDES:

As stated above, the subjects for this study were fifty seven (57) individuals ranging in age from 16 to 20; all were in the twelfth grade. The questionnaire posed numerous inquiries about the respondents' family structure and relationships. Forty three of the fifty-seven subjects reported living with both parents (75.4%), thirteen lived only with their mother (22.8%), one individual lived with her fiance's parents (1.8%). Interestingly, there were no subjects who reported a single-parent family headed by their father. The questionnaire also sought the subjects' perception of the degree of control their parent(s) had over their actions and their decision making; based on the subjects' responses, they were categorized for the purposes of the analysis of data which follows, as having either Authoritarian, Authoritative, Permissive or Unengaged parent(s). Of the fifty-seven subjects, 63.2% perceived their parent(s) as Authoritative (n=36), 21.2% fell into the Authoritarian category (n=12), 8.7% were Permissive (n=5)

and 7% of the respondents described an Unengaged parenting style (n=4).

Subjects were asked about interpersonal violence among their family members; 31.6% reported that their family members sometimes or often hit one another.

Since Richardson's 1993 study indicated that those with weak parental bonding and strong peer bonding were more likely to use substances, subjects were also asked whether it was more important to them to have a good relationship with their parent(s) or with their friends. The parental relationship was more important to 42.1%, while having good friends was a higher priority to 36.8% of the respondents. Although the questionnaire instructed the subjects to pick one or the other of these responses, 21.1% of the subjects nevertheless wrote in a response indicating that these two factors were of equal importance to them.

Since research has indicated a connection between risky behavior and the amount and type of television watched, subjects were also questioned on this topic. This population reported watching an average of 3.24 hours of television programming per day, much lower than the 6 hours per day reported by Klein, et al. (1993). Interestingly, only one of the fifty-seven respondents reported watching no television at all. 84% of the subjects reported that their parents never place any restrictions either on the type or the amount of television that they watch.

The vast majority (80.7%) of the subjects reported working at a part-time or full-time job during the school year. Despite this employment experience, over one-fifth of the students (21.05%) responded that they had no

idea what kind of a job they might like to have as adults, even though at the time this survey was completed these individuals were only about one month away from their high school graduation.

Subjects were questioned about the grades they usually received in school. Since the questionnaire was administered in an elective home-economics class described by the teachers as being comprised of "college prep" students, it was not surprising that the grades reported were fairly high: 47.4% reported earning A's and B's, 36.9% reported B's and C's, 14% earned C's and D's and only one student (1.7%) reported D's and F's. The subjects' self-reported grades will be considered representative of "academic achievement" in the analysis which follows.

As a measure of the degree to which the subjects were unsupervised by adults, the number hours spent "hanging out" ("socializing with friends," not in each other's homes) will be used as the measure of self-care in the discussion that follows. This particular element of self-care was selected since it represents the time during which the subjects are the least supervised. Richardson (1993) reported that adolescents were at greater risk than those who were in some way supervised by an adult. As the measure of risky behavior, the subjects' responses to questions about their use of cigarettes, alcohol, marijuana and cocaine over the past 30 days will be used to categorize each individual as a non-user, a low user, a moderate user or a heavy user. Since prior research has demonstrated a tendency for the use of substances to covary or cluster, in

analyzing the data each particular substance was not considered independently. Of the fifty-seven respondents to the questionnaire, 25 had used cigarettes (43.9%) 27 had used alcohol (47.4%), 12 had used marijuana (21.1%) and 4 had used cocaine (7.0%); 22 of the 57 (38.6%) had not used any substances at all in the past thirty days. 5.3% of the subjects (n=3) had used all four of the substances in the past month.

Subjects were also questioned about their ability to obtain alcohol, marijuana or cocaine; cigarettes were excluded from this analysis, since many of the subjects are old enough to buy cigarettes. The drinking age in New Jersey is 21, so ability to obtain alcohol was included. The responses to these questions indicated that 91.2% could easily obtain alcohol within twenty four hours if they wanted to, 75.4% could easily obtain marijuana, and 52.6% replied it would be easy for them to get cocaine. These statistics provide an insight onto the prevalence of these substances in these adolescents' culture.

RESULTS:

The data gathered from students (n=57) was correlated using the chi-square test for independence. The critical value for alpha was determined at the .05 level. Parenting style in relation to substance use came closest to approaching significance at the critical region of 16.92; the χ^2 was 16.0038. The critical value of alpha at .05 = 21.03 for substance use in relation to hanging out. The relationship between parenting style and hanging out had a critical value for

χ^2 at 21.03, with the calculated χ^2 at 17.2433. Grades in relation to parenting style showed the least degree of correlation: the critical value for χ^2 being 16.92 and the calculated $\chi^2 = 10.2973$. If alpha of .10 is applied to this data, parenting style/substance use and substance use/hanging out comparisons reject the null hypothesis and a positive correlation is shown to exist. See Table 1 below.

CHI-SQUARE DISTRIBUTION PROPORTION IN CRITICAL REGION					
HYPOTHESES Variables Compared		<i>df</i> =	alpha =.10	alpha =.05	χ^2 (actual results)
#1	Parenting Style Academic Achievement	9	14.68	16.92	10.2973
#2	Substance Use Hanging Out	12	18.55	21.03	19.4506
#3	Hanging Out Parenting Style	12	18.55	21.03	17.2433
#4	Parenting Style Substance Use	9	14.68	16.92	16.0038

TABLE 1

SUMMARY OF RESULTS:

At alpha = .05, the analysis of the collected data fail to reject the null hypotheses. However, at alpha = .10, a positive correlation was shown to exist between parenting style and substance use, as well as between hanging out and substance use. A comparison of parenting style and hanging out approached significance at the .10 level. No correlation was demonstrated between parenting style and grades.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

SUMMARY:

The purpose of this study was to discuss the relationship between parenting styles, degree of supervision, parenting styles, substance use and academic achievement. The information was gathered from responses to a slightly modified version of Dr. Jean Richardson's Feeling Fine survey. The survey was administered to fifty-seven high school students from Woodstown High School. The students were all enrolled in home economics. The chi-square test for independence was used to gauge whether there was a relationship between the four variables. The alpha level selected was at the .05 level.

CONCLUSIONS:

At $\alpha = .05$, the analysis of the collected data fails to reject the four null hypotheses. However, at $\alpha = .10$, a positive correlation was shown to exist between parenting style and substance use, as well as between hanging out

and substance use. Hypotheses #2 and #4 were therefore supported by an analysis of the data with a critical value of $\alpha = .10$. A comparison of parenting style and substance use approached, but did not reach, significance at the .10 level. No correlation was demonstrated between parenting style and grades. Chi-square analyses of the data using $\alpha = .05$ and .10 fail to reject the null hypothesis for Hypotheses #1 and #3.

LIMITATIONS OF THE PRESENT STUDY:

The small sample size utilized in the present study obviously limits its significance; however, since positive correlations were demonstrated in two of the four hypotheses tested, despite the small sample size, it is reasonable to conclude that the theories postulated about a positive correlation between parenting style/substance use and hanging out/substance use are well-founded and worthy of further investigation.

The present study could also be improved upon by broadening not only the number but the variety of adolescents surveyed. The subjects for this study were too homogeneous of a population (all college prep students, all from the same town, all enrolled in the same class) and are probably not representative of the general population of high school seniors.

In addition, measures could be implemented to attempt to verify or corroborate the subjects' responses to various measures; for example, actual grades could be compared to reported grades to determine whether the subjects'

self-reports are accurate. Another possibility for future research would be to administer a similar questionnaire outside of the school setting in an effort to eliminate the possibility of a socially acceptable response bias or a tendency not to be completely honest about such sensitive issues as drug use for fear of confidentiality not being maintained. This questionnaire was administered to the subjects by their teachers without the researcher present at the request of the school principal; the subjects may have felt more confident that their responses would remain anonymous and confidential if the researcher, who they did not know at all, administered and collected the completed questionnaires.

In evaluating the data, the researcher was forced to make a subjective determination in order to categorize each subject's responses into one of the four parenting styles. This was difficult to do based on the present questionnaire, and therefore the questionnaire apparently needs to be expanded in this regard. A useful approach might be to administer questionnaires both to the adolescent and to their parent(s). This would not only allow the study to make a parenting style determination which takes both perspectives into account, but it would also provide a means of verifying the accuracy of the adolescents' self-reports. Another problem which arose in connection with making the parenting style determination was the fact that in certain instances there was a discrepancy between the subject's reports about their mother's parenting style versus their father's parenting style. In order to maintain consistency, for the purposes of this study, when there was a discrepancy between the mother's and

the father's style, the mother's style was used, since mothers are traditionally the primary caregivers.

FUTURE IMPLICATIONS:

Since a positive correlation was demonstrated to exist between parenting style and substance use and hanging out and substance use, it can be inferred that increased parental supervision and implementation of authoritative parenting styles are two practices which may reduce the likelihood of adolescents' substance use. Given the escalating use of substances by children and the obvious negative impact on both individuals and society as a whole, further research in this field seems needed, relevant and worthwhile.

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APPENDIX A

Your Age: _____

1. Who do you live with?

- both parents (or stepparents)
- only with mother or stepmother
- only with father or stepfather
- sometimes with mother (stepmother) and sometimes with father (stepfather)
- other adult family (grandparents, aunt, uncle, etc.)
- with friends or siblings close to my age
- I live alone
- I move around a lot and live with several different people
- married - live with spouse

2. How many people (counting yourself) live in your house/apartment?

_____ (Enter Number)

3. What is the highest grade in school your:

- | <u>Father completed</u> | <u>Mother completed</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 8th. grade or less |
| <input type="checkbox"/> | <input type="checkbox"/> | Some high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Vocational or Business school |
| <input type="checkbox"/> | <input type="checkbox"/> | Some college |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from college |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended graduate or professional school |

4. Choose the category which best describes you? (If two categories apply, please check "other")

- Black/African-American
- White
- Latino
- Middle-Eastern
- Asian
- Other

5. How long have you lived in your present neighborhood?

- less than one year
- 1 or 2 years
- 3 or 4 years
- 5-10 years
- 11-15 years
- more than 15 years

6. How many times in the last five years have you moved to a different house or apartment?

_____ (Enter number)

		<u>None</u>	<u>Part or all of 1 cig.</u>	<u>2-4 cigs.</u>	<u>5-20 cigs.</u>	<u>21-40 cigs.</u>	<u>41-100 cigs.</u>	<u>More than 100 cigs.</u>
7.	How many cigarettes have you smoked in your <u>whole life</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If you answered NONE, SKIP to Question 11.							
8.	How many cigarettes have you smoked in the past month (30 days)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	How many cigarettes have you smoked in the last week (7 days)??	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	How many cigarettes have you smoked in the past 24 hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Alcohol Drink = 1 Beer = 1 Glass of Wine = 1 Straight or Mixed Drink of Liquor

		<u>None</u>	<u>Part or all of 1 Drink</u>	<u>2-4 drinks</u>	<u>5-10 drinks</u>	<u>11-20 drinks</u>	<u>21-40 drinks</u>	<u>More than 40 drinks</u>
11.	How many drinks of alcohol have you had in your <u>whole life</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If you answered NONE, SKIP to Question 19.							
12.	How many drinks of alcohol have you had in the past month (30 days)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	How many drinks of alcohol have you had in the last week (7 days)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. When you drink alcohol, how many drinks do you usually have at one time?

- I don't drink alcohol
- part or all of one drink
- 2 drinks
- 3 - 5 drinks
- 6 - 8 drinks
- 9 - 11 drinks
- More than 11 drinks

15. How many days in the past month (30 days) have you had alcohol to drink?

_____ (Enter number of days)

16. In the last 12 months, how many times have you been very high or drunk on alcohol?

- I've never been drunk
- I've not been drunk in the last 12 months
- One time
- 2-3 times
- 4-6 times
- 7-10 times
- more than 10 times

17. When you used alcohol during the past month, how often did you use it in each of the following situations? (Mark one box for each of the following situations.)

	<u>Not at all</u>	<u>A few times</u>	<u>Some of the time</u>	<u>Most of the time</u>	<u>Every time</u>
a. When you were alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. With just 1 or 2 others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When your date was present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When people over age 30 were present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. During the daytime (before 4 p.m.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. At church or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. During family holiday or celebration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. In the last month (30 days) how many times did you drive after drinking alcohol or using drugs?

	<u>Never Used</u>	<u>None</u>	<u>1 time</u>	<u>2 times</u>	<u>3-4 times</u>	<u>More than 4 times</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. In the last month (30 days) how many times were you with someone who was driving after drinking alcohol or using drugs?

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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20. In the last month (30 days) how many times did you refuse to ride with someone who was driving after drinking alcohol or using drugs?

	<u>None</u>	<u>1 time</u>	<u>2 times</u>	<u>3-4 times</u>	<u>More than 4 times</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. On how many occasions have you used marijuana (pot) or hashish in your whole life?

	<u>None</u>	<u>Once</u>	<u>2-4 times</u>	<u>5-10 times</u>	<u>11-20 times</u>	<u>21-40 times</u>	<u>More than 40 times</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered NONE, SKIP to Question 26.

22. On how many occasions have you used marijuana (pot) or hashish in the past month (30 days)?

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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23. When you use marijuana or hashish, how many joints (or equivalents) do you usually have? (If you smoked with others, count only the amount you smoked)

- I don't use marijuana or hashish
- only a few puffs
- more than a few puffs but less than 1 joint
- 1 joint
- 2 joints
- 3 or 4 joints
- 5 or more joints

24. How many days in the past month (30 days) have you used marijuana or hashish?

_____ (Enter number of days)

25. When you used marijuana during the past month, how often did you use it in each of the following situations? (Mark one box of each of the following situations.)

	<u>Not at all</u>	<u>A few times</u>	<u>Some of the time</u>	<u>Most of the time</u>	<u>Every time</u>
a. When you were alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. With just 1 or 2 others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When your date was present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When people over age 30 were present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. During the daytime (before 4 p.m.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>None</u>	<u>Once</u>	<u>2-4 times</u>	<u>5-10 times</u>	<u>11-20 times</u>	<u>21-40 times</u>	<u>More than 40 times</u>
26. How many times have you tried smokeless tobacco in your <u>whole life</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered NONE, SKIP to Question 28.

	<u>None</u>	<u>Once</u>	<u>2-4 times</u>	<u>5-10 times</u>	<u>11-20 times</u>	<u>21-40 times</u>	<u>More than 40 times</u>
27. How many times have you used smokeless tobacco in the past month (30 days)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Have you ever used any of the following forms of cocaine? (Check all that apply)

- I have never used cocaine
- cocaine powder
- "crack" or "rock"
- "freebase" or "base"
- coca paste

If you answered NEVER, SKIP TO QUESTION 31.

	<u>None</u>	<u>Once</u>	<u>2 times</u>	<u>3-5 times</u>	<u>6-10 times</u>	<u>11-20 times</u>	<u>More than 20 times</u>
29. On how many occasions have you used cocaine in your <u>whole life</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered NONE, SKIP to Question 31.

30. On how many occasions have you used cocaine in the past month (30 days)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

31. Were you ever in trouble at home because of your use of:

	<u>No</u>	<u>Yes</u>
a. Tobacco	<input type="checkbox"/>	<input type="checkbox"/>
b. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>
c. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>
d. Cocaine	<input type="checkbox"/>	<input type="checkbox"/>

38. If your best friend offered you the following drugs, how hard would it be to refuse the offer?

	<u>Very hard</u>	<u>Hard</u>	<u>Easy</u>	<u>Very Easy</u>
a. Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Smokeless Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Any other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. What grade were you in when you first:

	<u>Never</u>	<u>Under</u>		<u>6th.</u>	<u>7th.</u>	<u>8th.</u>	<u>9th.</u>	<u>10th.</u>	<u>11th.</u>	<u>12th.</u>
a. Tried cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tried smokeless tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tried alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Got high/drank on alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Tried cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. How many of your five closest friends do the following at least once a month?

	<u>None</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. Smoke Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use Smokeless Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use Cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use any other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Drive under the influence of drugs or alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Do you think you might try or use any of the following substances in the next two years?

	<u>Yes</u>	<u>Probably</u>	<u>I don't</u>	<u>Probably</u>	<u>Definitely</u>
	<u>Definitely</u>	<u>Probably</u>	<u>Know</u>	<u>Not</u>	<u>not</u>
a. Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Smokeless Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Any other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. If you wanted to use each of the following drugs, how easy would it be for you to get some within the next 24 hours?

	<u>Very hard</u>	<u>Hard</u>	<u>Easy</u>	<u>Very Easy</u>
a. Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Smokeless Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Any other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. How important is it for you to get good grades?

- very important
- important
- a little important
- not at all important

44. What grades do you usually get in school?

- mostly A's
- A's and B's
- mostly B's
- B's and C's
- mostly C's
- C's and D's
- mostly D's
- D's and F's
- mostly F's

45. How many schools did you go to since first grade?

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- more than 10

46. How much schooling do you plan to complete?

- I plan to drop out before high school graduation
- high school graduate
- technical or vocational school
- some college
- college graduate
- graduate training (masters degree)
- professional degree (doctorate)

47. How many of your five closest friends do you think will enter a college or university?

- none
- one
- two
- three
- four
- five

48. During the past 12 months, have you worked at a paid job during the school year?

- no, not at all
- yes, part-time
- yes, full-time
- yes, part-time during the school year and full-time during summers.

If you have not worked at a paid job, SKIP to Question 53.

49. How many hours a week do you currently work at a job for which you are paid?

_____ (Enter number of hours)

50. How do your parents or guardians feel about you working?

- they insist that I work
- they like me to work but don't insist
- they don't like me to work but allow it
- they will not allow me to work at a full or part-time job during the school year
- don't know how they feel about it

51. How important are each of these reasons for you to work?

	<u>Very</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not Very</u> <u>Important</u>	<u>Not at all</u> <u>Important</u>
a. To help my family pay expenses (rent, food, medical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To pay for my needs (entertainment, clothes, gas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To save money to buy a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To save money for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. During an average week, how much money do you receive from working?

_____ dollars (take home)

53. During an average week, how much money do you receive from other sources other than a paid job (allowances, etc.)?

_____ dollars

54. How many hours a week do you do volunteer work (church, tutoring, hospital)?

_____ hours

55. What do you plan to do for the next four years (check all that apply)

- Finish high school
- Attend 2-year college
- Attend 4-year college
- Work part time
- Work full time
- Attend vocational/technical school
- Military reserves
- Military full-time
- none of the above

56. What kind of job would you like to have as an adult? (Write in)

What do you think the chances are.....

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't know</u>
57. of you ever getting that kind of job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. of getting a job as an adult that really pays well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. of getting ahead and being successful in your future job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. Listed below are groups of different feelings and ideas. From each group, which SENTENCE describes you best for the past two weeks?

- a. I do most things okay
 I do many things okay
 I do everything wrong
- b. I think about bad things happening to me once in awhile
 I worry that bad things will happen to me
 I am sure that terrible things will happen to me
- c. I hate myself
 I do not like myself
 I like myself
- d. all bad things are my fault
 many bad things are my fault
 bad things are usually not my fault
- e. I am tired once in a while
 I am tired many times
 I am tired all the time
- f. I do not feel alone
 I feel alone many times
 I feel alone all the time
- g. Nobody really loves me
 I am not sure if anybody loves me
 I am sure that somebody loves me

61. Please answer the following questions about your feelings in the LAST MONTH.

	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
a. how often have you been upset because of something that happened unexpectedly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. how often have you felt unable to control the important things in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. how often have you felt nervous and stressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. how often have you been angered because of things that happened that were out of your control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. how often have you felt afraid when you were by yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

62. How well do each of these statements describe you?

	<u>Very well</u>	<u>Fairly well</u>	<u>Somewhat</u>	<u>Not really</u>	<u>Not at all</u>
a. I don't want to wait several years before I can live the life that suits me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I like people to think I'm older than I really am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is worth getting into trouble to have fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I like to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I enjoy doing things people say shouldn't be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am quick tempered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

63. Are there any restrictions on smoking within your home? (Check ALL that apply.)

- no one is allowed to smoke inside the house
- smoking is discouraged but if someone wants to they may
- smoking is allowed in only certain rooms of the house
- only adults are allowed to smoke in the house
- anyone who wants to is allowed to smoke in the house
- don't know

64. Are there any restrictions on alcohol use within your home? (Check ALL that apply.)

- no one is allowed to use alcohol inside the house
- alcohol use is discouraged but if someone wants to they may
- alcohol use is allowed in only certain rooms of the house
- only adults are allowed to use alcohol in the house
- anyone who wants to is allowed to use alcohol in the house
- don't know

65. Are there any restrictions on drug use within your home? (Check ALL that apply.)

- no one is allowed to use drugs inside the house
- drug use is discouraged but if someone wants to they may
- drug use is allowed in only certain rooms of the house
- only adults are allowed to use drugs in the house
- anyone who wants to is allowed to use drugs in the house
- don't know

66. How upset would each of these people be if you smoked cigarettes?

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Very much</u>	<u>Have no siblings</u>
a. Parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

67. How upset would each of these people be if you used alcohol?

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Very much</u>	<u>Have no siblings</u>
a. Parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

68. How upset would each of these people be if you used other drugs?

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Very much</u>	<u>Have no siblings</u>
a. Parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

69. Has anyone you know personally, such as a family member or friend, been hurt by their use of:

	<u>Yes</u>	<u>No</u>
a. Tobacco	<input type="checkbox"/>	<input type="checkbox"/>
b. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>
c. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>
d. Cocaine (or crack)	<input type="checkbox"/>	<input type="checkbox"/>
e. Other drugs	<input type="checkbox"/>	<input type="checkbox"/>

70. Of the two adults who are the most important in your life, how many do you think use each of the following drugs?

	<u>None</u>	<u>One</u>	<u>Both</u>
a. Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cocaine (or crack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Smokeless tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71. Of the two adults who are the most important in your life, has either ever gotten into trouble for drinking alcohol or using drugs?

- no
- one
- both

72. How much do the two adults you know best influence what you do during the week?

- a great deal
- pretty much
- a little
- not at all

73. If you were to compare your parents and friends, who has more influence on what you do?

- my parents do
- my friends and parents influence me the same amount
- my friends do

74. My parents have a great deal of say on who my friends are. Describes me:

- not at all
- not really
- somewhat
- fairly well
- very well

75. Which is more important to you, having good friends or being close with your parents? (choose one)

- having good friends
- being close with my parents

76. How old are most of your good friends?

- older than me
- same age as me
- younger than me

77. In the past year, how many times did you skip going to school for reasons other than illness?

None Once 2 times 3-4 times 5-6 times 7-10 times More than 10 times

-

78. In the last four weeks, how many parties have you been to with friends?

- none
- one
- 2 or 3
- 4 or 5
- 6 or more

79. For each statement, check the answer that you think best describes your FAMILY.

	<u>None of the time</u>	<u>Some of the time</u>	<u>Most of the time</u>	<u>All of the time</u>
a. My family members really help and support one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My family members keep their feelings to themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We fight a lot in our family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is a feeling of togetherness in our family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. We tell each other about our personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My family members criticize each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Someone usually gets upset if you complain in our family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My family members sometimes hit each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My family members strongly encourage each other to stand up for their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. We really get along well with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. There are open discussions in our family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. When I really get mad, I say nasty things to my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I like to please my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I like to do what my parents want me to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. For each statement, check the answer that you think best describes your three best friends.

	<u>None of the time</u>	<u>Some of the time</u>	<u>Most of the time</u>	<u>All of the time</u>
a. We really help and support one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We keep our feelings to ourselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We fight a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is a feeling of togetherness among us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. We tell each other about our personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. We criticize each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Someone usually gets upset if one of us complains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. We sometimes hit each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. We strongly encourage each other to stand up for their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. We really get along well with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. There are open discussions among us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. When I really get mad, I say nasty things to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I like to please my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I like to do what my friends want me to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Below is a list of events that sometimes happen to people your age. Indicate if the event happened to you in the last 12 MONTHS.

	<u>Yes</u>	<u>No</u>
a. moved to new home	<input type="checkbox"/>	<input type="checkbox"/>
b. changed to new school	<input type="checkbox"/>	<input type="checkbox"/>
c. changed to new job	<input type="checkbox"/>	<input type="checkbox"/>
d. parents divorced or separated	<input type="checkbox"/>	<input type="checkbox"/>
e. parents away from home more often	<input type="checkbox"/>	<input type="checkbox"/>
f. new step-parent	<input type="checkbox"/>	<input type="checkbox"/>
g. failed a class	<input type="checkbox"/>	<input type="checkbox"/>
h. lost a close friend	<input type="checkbox"/>	<input type="checkbox"/>
i. increase in number of arguments with parents	<input type="checkbox"/>	<input type="checkbox"/>
j. major illness or injury to yourself	<input type="checkbox"/>	<input type="checkbox"/>
k. broke up with boyfriend/girlfriend	<input type="checkbox"/>	<input type="checkbox"/>
l. ran away from/left home	<input type="checkbox"/>	<input type="checkbox"/>
m. gained or lost a lot of weight	<input type="checkbox"/>	<input type="checkbox"/>
a. quit school	<input type="checkbox"/>	<input type="checkbox"/>
a. quit job	<input type="checkbox"/>	<input type="checkbox"/>

32. Competitive sports are sports like baseball, swimming, basketball, track, etc. How many times did you play a sport like this in the last 7 days (other than gym class.)

- none
- 1
- 2 or 3
- 4 or 5
- 6 or 7

83. How many times in the last 7 days did you participate in an afterschool activity (other than sports), such as student government, band, scouts, etc.

- none
- 1
- 2 or 3
- 4 or 5
- 6 or 7

84. How often do you attend church, temple or other place of worship?

- never
- hardly ever
- sometimes
- often (about once a week)

85. How many days a week do you usually watch TV?

_____ days

86. How many hours a day do you usually watch TV when you do watch it?

_____ hours

87. Do your parents try to place any restrictions on the programs you watch or how much time you spend watching TV?

- Often
- sometimes
- never

88. How many days a week do you usually listen to music on radio, records and/or tapes?

_____ days

89. About how many hours a day do you usually listen to music?

_____ days

90. Do you have any chores or responsibilities to do at home?

- yes
- no

91. How often do your parents make you get chores done before you are allowed to do things you really enjoy?

- always
- most of the time
- some of the time
- never

