

Health behaviour in school-aged children survey: Federation of Bosnia and Herzegovina

***Public Health Institute of the Federation of Bosnia and Herzegovina***

**HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN SURVEY:  
FEDERATION OF BOSNIA AND HERZEGOVINA  
YEAR 2002**

**Sarajevo-Mostar, 2002**

Health Behaviour in School–Aged Children survey  
Federation of Bosnia and Herzegovina 2002  
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***in collaboration with***

***Ministry of Health of Bosnia and Herzegovina***

***and***

***National Public Health Institute in Finland***

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## Foreword

School-aged children are particularly vulnerable to risk factors such as smoking, alcohol, use of drugs, inadequate nutrition, stress, etc. Exposure to those factors, responsible for later appearance of chronic non-communicable diseases, starts early in life. However, there is very little relevant information on lifestyle and health behavior in school-aged children and youth in Federation of Bosnia and Herzegovina, especially in our changed socio economic and cultural environment.

This survey collected data on health behavior, lifestyle and context in school-aged children that would enable us to better understand reasons for development of risky health behavior among school-aged children and youth. In that way, it will be possible to identify specific groups at risk in early stage and based on that to design and implement integrated preventive and control measures and evaluate their efficacy.

School present appropriate setting for survey sample design and that as well as implementation of existing WHO survey protocol should enable comparison of results with other countries and comparison of trends in prevalence of health behavior of youth.

Therefore ultimate goal of this survey is development of national information system on health behavior of school aged children. In the same time this survey, assisted by expert consultants from Finland, presents efficient way for building of local public health professional capacity for independent public health research. It also enables development and testing of methodology for establishment of school-aged children health behavior database in Federation of Bosnia and Herzegovina. Finally, Bosnia and Herzegovina will be able to join international information and surveillance system on health behavior of youth.

D i r e c t o r

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## **Contributors**

This report is prepared in context of the World Bank supported project “Basic Health – Public Health and Disease Control”. The project included components on Capacity Building, Surveillance and Monitoring System and Development of Tobacco Control Strategy in the Federation of Bosnia and Herzegovina. The Project was coordinated by Steering committee including members from the Ministry of Health and the Federal Public Health Institute in Bosnia and Herzegovina. The project was managed by the Consortium led by Helsinki Consulting Group Ltd. The Consortium included also KTL (National Public health Institute in Finland), Pulmonary Association HELI in Finland and international Health Development Group Ltd in Denmark.

The third component of the Project consisted of two population-based surveys: Non-communicable Disease (NCD) Risk Factor Survey among Adult Population and Health Behaviour Survey among School Aged Children. This report presents the methodology and results of the Health Behaviour in School-aged Children (HBSC) Survey. The following institutes, consultants and project personnel contributed to the survey planning, implementation and reporting.

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## **Executive summary**

A children's health behaviour survey was carried out among 11 and 13 years old pupils who were at 6<sup>th</sup> and 8<sup>th</sup> grade in the compulsory school system in the Federation of Bosnia and Herzegovina in autumn 2002. The aim of the survey was to provide information on health, health behaviour and factors that affect on children's health. The survey was based on the WHO Health Behaviour in School-aged Children (HBSC) protocol. It is planned to be used as a foundation for future health monitoring system in the Federation of Bosnia and Herzegovina and to influence the development of effective health education and health promotion policy, programmes and practice targeted at young people.

Respondents of the survey were children from 65 randomly selected 6<sup>th</sup> and 8<sup>th</sup> grade school classes. There were 1670 6<sup>th</sup> graders and 1680 8<sup>th</sup> graders and the participation rate was 96.5% for 6<sup>th</sup> graders and 96.2% for 8<sup>th</sup> graders. Data were collected with self-administered questionnaires during the school class according the instructions given by field workers. Questionnaire includes questions on health behaviour, family and school environment, and social relations.

Results of the survey show that a high proportion of children reported to be in good or even excellent health. Prevalence of smoking was much lower compared with many other European countries. However, there was clear increase in both smoking and alcohol consumption between 6<sup>th</sup> and 8<sup>th</sup> grades. The prevalence of smoking and alcohol consumption were lower among girls. However, for girls the proportion of physically inactive subjects increases considerably from sixth grade to eighth grade. This indicates that health promotion programs should be focused already on children in 6<sup>th</sup> grade or lower.

Further analyses of this survey data are valuable for targeted health promotion activities giving the possibility to define characteristics of children who have less than appropriate health-related behaviour. The experiences and results obtained from this survey support the future monitoring of health-related behaviour in school children and help in planning similar surveys to be performed at regular intervals. Further surveys can be used to examine how health promotion programs and other factors in society might affect to changes of well-being among school-aged children.



## 1. Background

Childhood and adolescence are a critical periods for promoting health and well-being, and preventing diseases in future. Many addictive-health related behaviours like smoking might start during this period. Some behaviours, or lack of them, like physical activity and tooth brushing have life long impact to children's health. Furthermore, children who are physical active during the childhood are more likely to continue that in adulthood. Therefore it is important to gather information on children's health and health related behaviours. In addition to health-related behaviour information it is important to know other factors such as family structure, relationship with friends and the school settings that may influence individual behaviour and well-being of children.

To get this kind of information we assessed survey based on the WHO Health Behaviour in School-aged Children protocol. This protocol was developed as part of a large international network currently coordinated by the Research Unit in Health and Behavioural Change at the University of Edinburgh. The aim of this network is to develop national information systems on health and lifestyles among young people. These studies have been carried out every four years since 1985/1986 in a growing number of European countries. Another aim of the network is to provide for the exchange of information and the sharing of experiences on theory, methodology, results and implication of findings between countries and teams.

The main objective of the survey has been to gain information on health behaviours, lifestyles and their context in school-aged children. The target groups of the survey have been two age groups, children aged 11 years old that are supposed to provide information on indicators at the time of onset of puberty and 13 years old that are supposed to provide information on indicators at a time when physical and emotional changes take place. The Health Behaviour in School-aged Children survey in the federation of Bosnia and Herzegovina was carried out in Autumn 2002.

Finally, one of the main aims of this survey has been to establish tools for health education and health promotion strategies for children and adolescence. Later, when concrete strategies and policies have been formulated and implemented, such tools are instrumental in the continued monitoring of the effects of such initiatives.

## **2. Methodology**

### **Sampling**

HBSC (Health Behaviour in School-aged Children) represents a methodological framework for school-based surveys where data are collected by means of self-administered questionnaires in class. The target populations in HBSC survey are 11, 13 and 15 years old children. However, in the schooling system of the Federation of Bosnia and Herzegovina the oldest age group was not examined because they are already in different secondary schools settings. This age group would have been difficult to reach and examine within the time framework available for the survey. Therefore, only the two youngest age groups, who should be on average 11.5 and 13.5 years of age, i.e. children at grades 6 and grade 8 in primary school, were examined.

The aim was to sample at least 1600 pupils from each grade. The average size of a school class is approximately 25 pupils. Children are clustered to school classes so a random sample of 65 classes at each grade level was made to achieve enough pupils to the sample. A clustered sample of pupils has been generated in two phases from the list that includes all school classes in the Federation of B&H. First, a systematic random sample of 65 schools was selected from the list of 7<sup>th</sup> grade classes from the preceding year. Once the schools of 8<sup>th</sup> grades were identified, the survey team randomly selected one of the 6<sup>th</sup> grade classes from same school, if there are more than one class in that school. A list of schools included in the sample is as an appendix 1.

### **Data collection methods**

The fieldwork was done in selected schools during a two-week period in last week of October and first week of November 2002. Data collection was done according to HBSC protocol (1) by 6 trained fieldworkers (Appendix 2). The survey team had already informed the Federal Ministry of Education and Cantonal Ministries of Education, who recommended the participation to selected schools. The survey team subsequently informed the principals of schools who sent information of the forthcoming study to all parents of the pupils in the school classes concerned. Questionnaires were filled during the usual school lessons, after fieldworkers had given instructions for pupils. Fieldworkers were instructed to give only advises that would not affect the answers of pupils. After the lesson, fieldworkers collected the self-administered questionnaire and handled confidentiality matters relating to the questionnaires. The fieldworkers also enquired about absentees among the pupils and about the reasons for absence.

### **Questionnaire**

The questionnaire follows the recommendations of the WHO Health Behaviour of School Children Survey (2). The questionnaire is identical for the 6<sup>th</sup> and 8<sup>th</sup> grades (Appendix 3).

Neither personal identification codes (ID numbers) nor the names of the pupils have been entered in the questionnaire. The questions from the HBSC survey in 2001/2002 have been available since July 2002. Questionnaires were pilot-tested in September 2002 before the survey. After that, the final selections of questions have been translated to Bosnian and Croatian versions of the questionnaire.

### **Training**

Members of the Research Coordinating Team were trained on principles and general methodologies of school surveys. After this training of field workers was carried out by Finnish consultants together with the Survey Coordinating Team from the Federal Public Health Institute (FPHI) in BiH. Coordinating team chose six field workers to collect data in different parts of the BiH. They had one training seminar before data collection period in Sarajevo. During the training session consultant and coordinating team presented the aims and the content of HBSC survey. During the training especially important topics were confidentiality of information, How give similar instructions by different fieldworkers and how to answer to possible questions made by pupils in similar way to guarantee the quality of data collection.

### **Data Entry**

All returned questionnaires and summary information on absent pupils were submitted to Federal Public Health Institute where the information was entered to a database using the Access program. According to fieldworkers lists there were 61 pupils absent from 6<sup>th</sup> grade classes and 67 pupils in 8<sup>th</sup> grades classes. According to the reports from the field workers, none of the present pupils refused to participate in the survey. There were 1670 6<sup>th</sup> graders and 1680 8<sup>th</sup> graders. Accordingly, the participation proportion was 96.5% and 96.2% for 6<sup>th</sup> graders and for 8<sup>th</sup> graders, respectively.

### 3. Basic data

This section describes the result of the sampling and response at interview, representing questions Q1 through Q4 in the survey questionnaire. Information of month and year of birth are lacking for some respondents and there some children that were older than others. Therefore age was not used for stratification. However, since data on school grade (sixth or eighth) are available, grade will be used throughout the analyses as a “surrogate” stratifying variable for age.

The original sample includes 3350 subjects. However, information on gender is missing for 28 subjects who have been excluded from all subsequent analyses. Accordingly, the final study sample includes 3322 subjects (1658 in sixth grade and 1664 in eighth grade, Table 3.1.). The exclusion of the 28 subjects is equally distributed for the two grade levels ( $\chi^2$ : 0.13, DF=1, P=0.714).

Table 3.1. Overview of sample: Excluded subjects

Grade	Included	Excluded	Total	Excluded (%)
Sixth	1658	13	1671	0.78%
Eighth	1664	15	1679	0.89%
<b>Total</b>	<b>3322</b>	<b>28</b>	<b>3350</b>	<b>0.84%</b>

The distribution of the final study sample by grade and gender is shown in Table 3.2. Boys and girls are almost equally represented (49.8% are boys and 50.2% are girls). Similarly, the two levels of school grade are equally represented (49.9% belong to sixth grade and 50.1% belong to eighth grade). There is no interaction between gender and grade ( $\chi^2$ : 1.16, DF=1, P=0.282).

Table 3.2. The study sample by grade and gender

Grade	Boys	Girls	Total	%
Sixth	841	817	1658	49.9%
Eighth	813	851	1664	50.1%
<b>Total</b>	<b>1654</b>	<b>1668</b>	<b>3322</b>	
%	49.8%	50.2%		100.0%

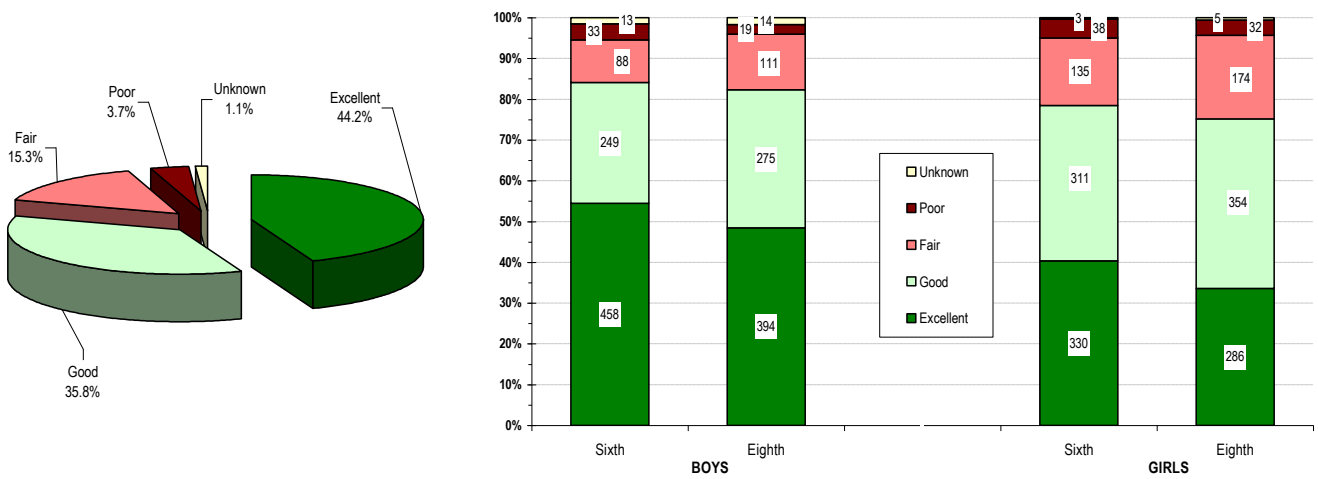
#### 4. Self-perceived health

This section contains the analysis of question Q23 in the survey questionnaire.

Fig. 4.1 (left) summarizes the overall findings. Some 80% of the respondents report to be in excellent or good health. The proportion of subjects reporting to be in poor health is low (3.7%). The proportion of subjects with no information is low (1.1%).

Generally, boys feel to a higher extent than girls to be in excellent or good health (Fig. 4.1, right). Furthermore, grade eight children report their health to be slightly poorer than grade six children regardless of gender (Fig. 4.1, right). The interaction between gender and grade is statistically significant (see Appendix 4, Table A1 for further details).

Fig. 4.1. Self-perceived health. Plain distribution (left) and relative distribution by gender and grade (right)



## 5. Health-related behaviour

This section presents selected aspects concerning health-related behaviour. The analyses are based on questions Q30, Q31, Q37, Q43A, Q49 and Q51 in the survey questionnaire.

### Smoking

Overall, 20.8% of the respondents report to have a **smoking history** (Fig. 5.1, left). The proportion is higher in boys (25.3%) than in girls (16.3%). For both genders there appears to be a remarkable increase in the proportion reporting a positive smoking history from sixth grade to eighth grade (Fig. 5.1, right). The interaction between smoking history and grade level is statistically highly significant, overall as well for boys and girls separately (see Appendix 4, Table A2 for further details).

Concerning **current smoking habits**, 90.6% of the respondents report not to smoke (Fig. 5.2, left), slightly lower for boys (87.7%) than for girls (93.5%). Only 1.7% (2.5% for boys and 1.0% for girls) report to be daily smokers (Fig. 5.2, right). Also for current smoking habits there is a substantial shift towards smoking from sixth grade to eighth grade (Fig. 5.2, right). The interaction between current smoking habits and grade level is statistically highly significant, overall as well as for boys and girls separately (See Appendix 4, Table A3 for further details).

Fig. 5.1. Smoking: Having ever smoked? Plain distribution (left) and relative distribution by gender and grade (right)

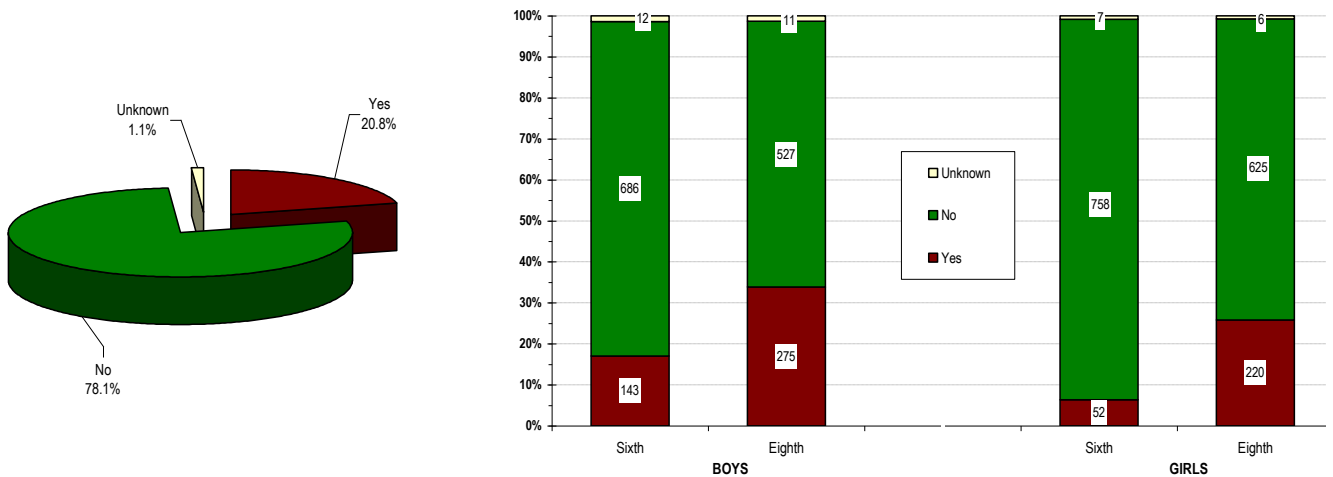
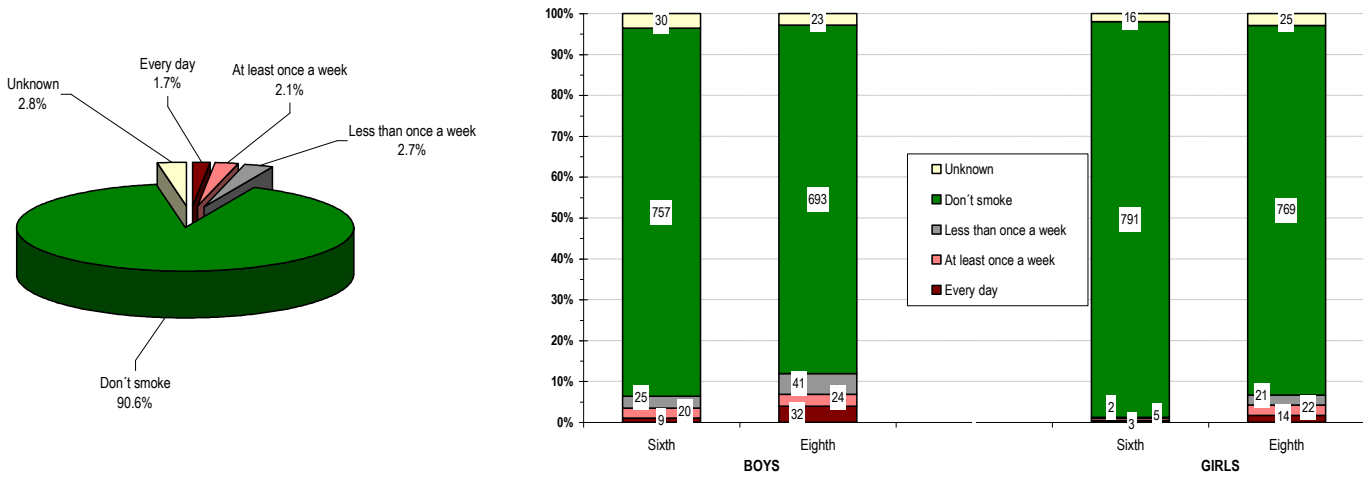


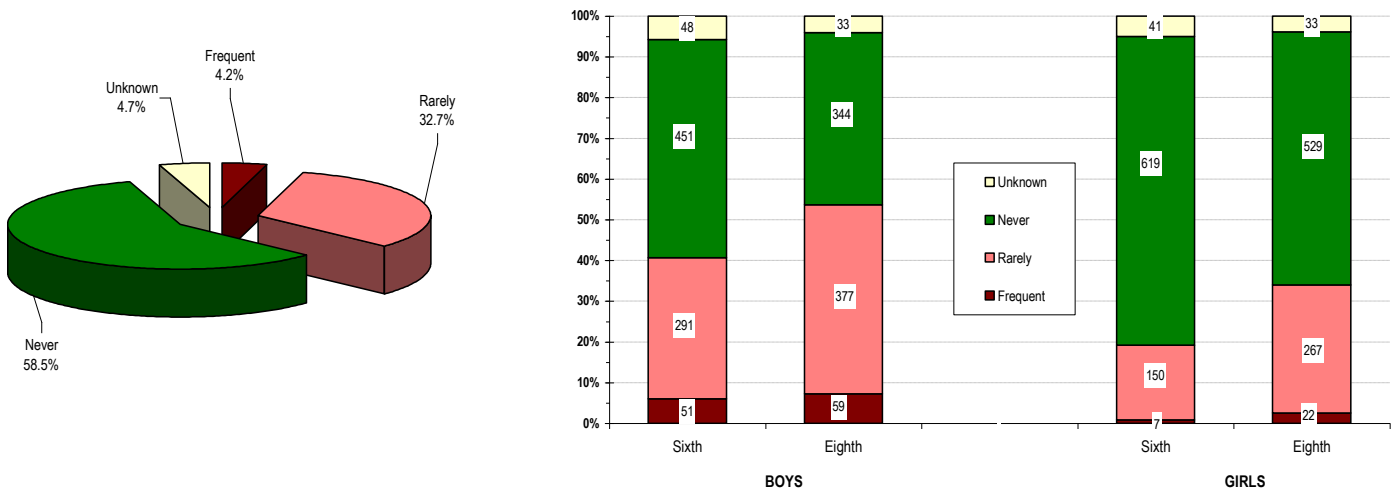
Fig. 5.2. Current smoking habits. Plain distribution (left) and relative distribution by gender and grade (right)



**Alcohol consumption**

**Current drinking habits** are illustrated in Fig. 5.3. Overall, 4.2% of the respondents report to be frequent drinkers (here defined as drinking beer *and/or* wine *and/or* spirits/liquor at least every week), Fig. 5.3, left. The proportion is higher for boys (6.7%) than for girls (1.7%). For boys and girls grouped together, 58.5% report never to consume alcohol (48.1% for boys and 68.8% for girls).

Fig. 5.3. Alcohol consumption habits. Plain distribution (left) and relative distribution by gender and grade (right)



For both boys and girls there is a considerable increase in reporting drinking from sixth grade to eighth grade, particularly in the category “rarely” (Fig. 5.3, right). The interaction between alcohol consumption habits and grade level is statistically highly significant, overall as well as for boys and girls separately (see Appendix 4, Table A4 for further details).

**Clustering of smoking habits and alcohol consumption**

The respondents have been grouped according to current smoking habits *and* current alcohol consumption habits, as shown in Table 5.1. The association between the two sets of indicators, assessed after exclusion of subjects with unknown status, is statistically highly significant ( $X^2: 372.42, DF=4, P<0.001$ ). Nevertheless, only very few subjects (1.1%) report to be both frequent smokers *and* frequent alcohol consumers, and as many as 56.9% (1861/3322) report to neither smoke nor drink alcohol.

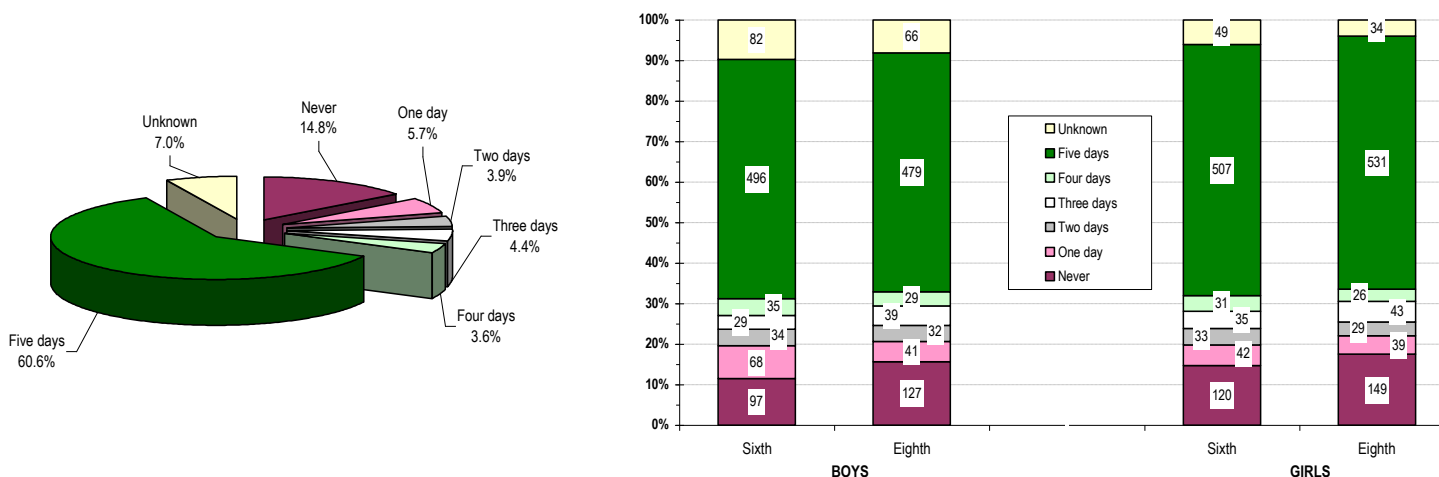
Table 5.1. Alcohol consumption habits versus smoking habits

Alcohol habits	Smoking habits				Total	%
	Frequen	Rarely	Don't smoke	Unknown		
Frequen	38	20	79	2	139	4.2%
Rarely	68	44	946	27	1085	32.7%
Never	19	20	1861	43	1943	58.5%
Unknown	4	5	124	22	155	4.7%
<b>Total</b>	<b>129</b>	<b>89</b>	<b>3010</b>	<b>94</b>	<b>3322</b>	<b>100.0%</b>
%	3.9%	2.7%	90.6%	2.8%		100.0%

**Breakfast habits**

Reported **breakfast habits** for WEEK days during a week are illustrated in Fig. 5.4. Overall, 60.6% report to have breakfast all five week days (Fig. 5.4, left), quite similar for boys (58.9%) as for girls (62.2%). Quite many (overall: 14.8%, boys: 13.5% and girls: 16.1%) report never to have breakfast. For both genders there is a difference in breakfast habits from sixth grade to eighth grade (Fig. 5.4, right). However, the shift represents unsystematic changes and the pattern is difficult to interpret; the statistical significance may reflect the large sample size rather than clinically relevant differences (see Appendix 4, Table A5 for further details).

Fig. 5.4. Breakfast habits for the WEEK days in a week. Plain distribution (left) and relative distribution by gender and grade (right)

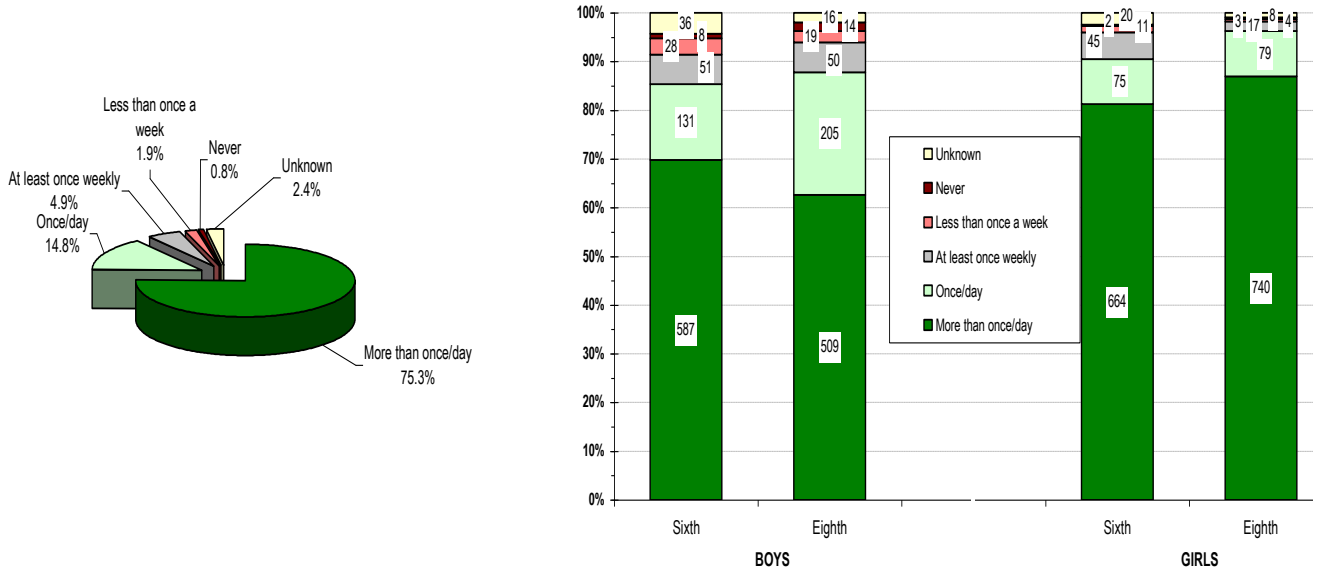




**Tooth brushing habits**

**Tooth brushing habits** indicate general hygiene standards and are illustrated in Fig. 5.5. Overall, 90.1% of the respondents report to brush the teeth at least once a day (Fig. 5.5, left), quite similarly for boys (86.6% as for girls (93.4%). There is a statistically significant difference in tooth brushing habits between sixth grade and eighth grade, overall as well as for boys and girls separately (Fig. 5.5, right, with further details in Appendix 4, Table A6). However, the shift represents unsystematic changes and the pattern is difficult to interpret; the statistical significance may reflect the large sample size rather than clinically relevant differences.

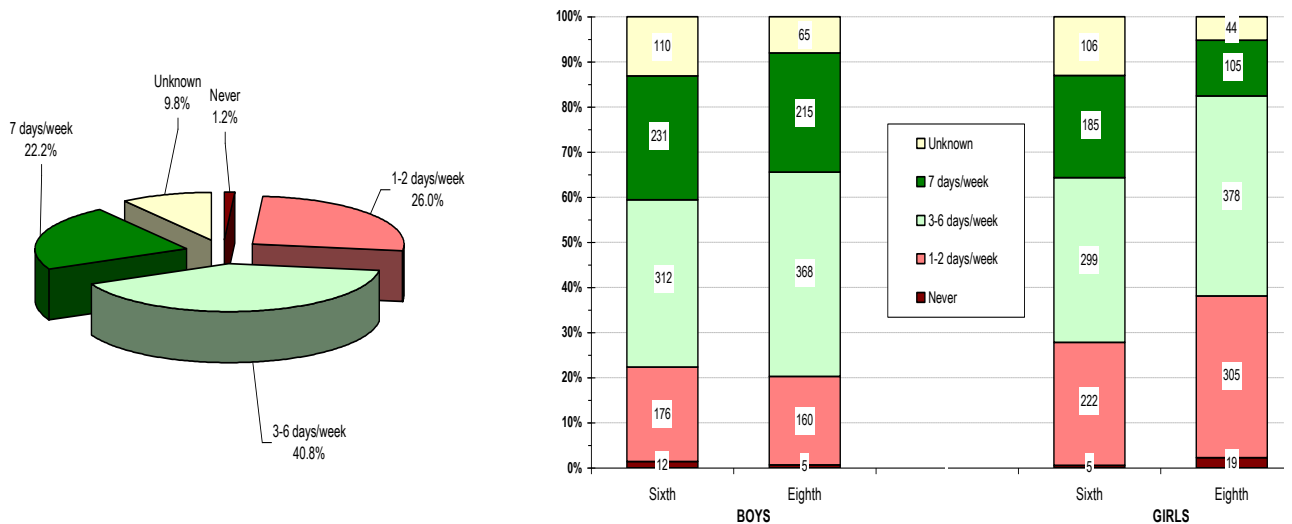
Fig. 5.5. Tooth brushing habits. Plain distribution (left) and relative distribution by gender and grade (right)



**Physical activity**

Reported **physical activity** during an usual week is illustrated in Fig. 5.6. Overall, the proportion of physically inactive subjects (defined as never being physically active or only being active 2 days or less per week) is 27.2% (Fig. 5.6, left). The proportion is lower for boys (21.3%) than for girls (33.0%). Furthermore, for boys there are only minor changes from sixth grade to eighth grade (with border-line statistical significance only). In contrast, for girls there is a considerable and statistically highly significant shift towards lesser physical activity from sixth grade to eighth grade (see Fig. 5.6, right, and Appendix 4, Table A7 for further details).

Fig. 5.6. Physical activity. Plain distribution (left) and relative distribution by gender and grade (right)



## Summary conclusions

This survey was carried out in the Federation of Bosnia and Herzegovina during the autumn 2002. The main aim was to examine health-related behaviour and factors related to health-related behaviour among 11 and 13 years old school children. The survey sample included 1670 6<sup>th</sup> grade and 1680 8<sup>th</sup> grade pupils. The survey was done by means of a self-administered questionnaire filled during a school lesson. More than 96% of the pupils participated, all non-respondents representing pupils not attending class at the time of survey. There was equal representation of boys versus girls, and sixth grade versus eighth graders.

Similar questions have been in use in 36 other countries. This gives an excellent opportunity to compare results between different cultures but it also means that some questions may be more suitable for certain countries than for other. Despite the fact that children intend to answer honestly, some questions might be difficult to understand or understood differently by children from different age group. Therefore, this preliminary report is focused on a few main aspects related to health behaviours that are easily understood by children.

A high proportion of children reported to be in good or even excellent health. However, it is noteworthy that the self-perceived health seems to be deteriorating somewhat from sixth grade to eighth grade, particularly in girls. In further analysis we examine do other self-reported well-being questions show similar trend.

The questionnaire included a few questions about food habits. We haven chosen the *frequency of having breakfast* during weekdays (excluding week-ends) to represent an indicator of food habits. Although a high proportion has reported to have breakfast quite regularly, yet some 15% report that they never have breakfast. Furthermore, we do not know the content of the breakfast. Most of the children brush their teeth, and 75% report to do so more than once a day.

The prevalence of weekly smokers and the proportion of pupils who have tried cigarette smoking are smaller than seen in many other HBSC countries in the 1997/98 -survey. Unfortunately, the 2001/02 results were not available at the time of writing this report. However, the prevalence increased about 20% between 6<sup>th</sup> and 8<sup>th</sup> grade. This indicates that prevention programs against smoking should focus on children in 6<sup>th</sup> grade or lower.

For drinking alcohol, the same pattern as for smoking emerges, however with a larger proportion of subjects consuming alcohol at some frequency. Also for drinking a considerable increase from sixth to eighth grade is seen – with corresponding implications from a public health intervention perspective. Future challenges may be to prevent an increase of smoking when the economic situation becomes better and children might have more money to spend on smoking.

Generally, the school children seem to be physically active to a large extent. Only a small proportion has exercise less than 3 times during a typical week. However, it is a matter of concern that, for girls the proportion of physically inactive subjects increases considerably from sixth grade to eighth grade

*Perspectives:*

- This data set provides unique opportunities for further explorative analyses to search for attributes of subjects with less than appropriate health-related behaviour. By means of the identification of such attributes it may be possible to target prevention programmes to specific segments of the population of school children
- The experiences and results obtained from this survey provide the platform for the establishment of routine monitoring of health-related behaviour in school children, by performing future similar surveys at regular intervals
- The data set is extremely valuable as a resource for training public health professionals in analysis and reporting of survey data – thereby improving the standards for planning, implementation, analysis and reporting of future surveys
- The current survey includes 11-14 years old children and the risk factor survey includes subjects aged 25 to 64 years. An important issue for future surveys is to design how to gather information from the population segment in the age class between, that is those subjects older than 13 but younger than 25 years?

## References

1 Research protocol for Health Behaviour in School-aged Children survey. The Federation of Bosnia and Herzegovina, year 2002. The Federal Public Health Institute, 2002.

2 Currie C, Samdal O, Boyce W and Smith B (eds). Health Behaviour in School-Aged Children: A World Health Organization Cross-National Study. Research Protocol for the 2001/02 Survey. University of Edinburgh, Scotland.

**APPENDIX 1:**

**List of schools in sample**

<b>No</b>	<b>Code</b>	<b>School</b>	<b>Adress</b>
1	6	Brekovica	Bihać
2	13	Prekounje	Safvet-bega Bašagića 26
3	22	Prva os. škola	Trg Avde Ćuka bb
4	32	12 septembar	Generala Izeta Nanića 35
5	37	Pećigrad	Pećigrad bb
6	44	27 Maj	Velagići
7	51	Fajtovci	Fajtovci bb
8	58	Suad Tabaković Zvrkić	Todorovo
9	64	Vladimira Nazora	Nova ulica
10	71	Banovići	ORB 4
11	83	Brijesnica	PO Brijesnica Mala
12	92	Donja Orahovica	Donja Orahovica
13	98	M.beg Kapetanović-Ljubušak	Srnice Donje
14	105	Vukadije	Vukadije Gornje
15	110	Kladanj	Kladanjskih brigada
16	117	Turija	Turija bb
17	123	Sapna	206 Viteške bb
18	131	Podorašje	Podorašje 57
19	135	Pazar	Pazar 1
20	136	Bukinje	V. Milovanovića 46
21	144	Husino	PO Ljubače
22	145	Tušanj	4. Jula 29
23	150	Novi Grad	Ivana Ribara 17
24	157	KŠC Sveti Franjo	Klosterska 10
25	162	Višća	D.Višća 16 Muslimanske
26	167	Safvet-beg Bašagić	Branilaca grada bb
27	174	Rešad Kadić	Brnjić
28	182	S. Omerović-Car	Aleja Ljiljana 46
29	188	Rešad Kadić	PO Džemilić Planje
30	195	Abdulvehab Ilhamija	Kalošević bb
31	202	Mula M. Bašeskija	Donje Moštre
32	208	Gostović	Gostović
33	214	Hasan Kikić	Tetovo Tetovska 391
34	219	Meša Selimović	Talića brdo 14
35	224	Skender Kulenović	Zenica
36	232	Ćamil Sijarić	Nemila Doglodska
37	235	Alija Nametak	Begov Han A. Bešlagića 90
38	245	Mehmedalija M.Dizdar	PO Sadba
39	254	Gračanica	PO Hum
40	262	Oborci	Oborci bb
41	271	Pajić Polje	Pajić Polje bb
42	278	Braća Jezerčić	Divičani bb
43	289	Josip Gadžić- Ćupo	Stojkovići bb
44	297	Kalibunar	V. Karasa bb
45	304	Nova Bila	Nova Bila bb
46	313	Vladimira Pavlovića	R. Boškovića 8
47	319	Suljo Čilić	Bokulja 28
48	329	Prva os. Škola	3. Marta 2
49	341	S. Strahimir Kranjčević	PO Cim
50	348	Drežnica	D. Drežnica bb

<b>No</b>	<b>Code</b>	<b>School</b>	<b>Adress</b>
51	357	Kardinala Stepinca	S. Radića bb
52	368	Ruđera Boškovića	S. Kranjčevića bb
53	376	Ivana Mažuranića	Posušje
54	382	Biograci	Biograci
55	387	Hasan Kamija	Cicin han 93
56	394	Hasan Kikić	Gorica 27
57	399	Druga os. Škola	Školska 1
58	408	Podlugovi	Podlugovi Željeznička
59	413	Behaudin Selmanović	Viteška 4
60	418	Fatima Gunić	N. Smailagića 18
61	423	Risala	K. Kapetanovića 43
62	428	Malta	Marka Marulića 27
63	437	Edhem Mulabdić	Konak 1
64	445	Fra Franjo Glavinić	S. Radića bb
65	456	Ivana Mažuranića	S. Radića bb

**APPENDIX 2:**  
**List of field workers**



## **FIELD WORKERS**

### **Health Behavior in School-Aged Children Study Federation of Bosnia and Herzegovina 2002**

1. Jasmina Čavkić, Bihać
2. Nesiba Mahmutović, Tuzla
3. Admir Glušak, Zenica
4. Lazar Đurđević, Travnik
5. Slavica Mikulić, Mostar
6. Subhija Bezdrob, Sarajevo

**APPENDIX 3:**  
**Survey questionnaire**

## **INSTRUCTIONS FOR PUPILS AND TEACHERS**

Dear Pupil,

Thank you for helping us with this Survey. By answering these questions you will help us to find out more about the way in which young people live. The same questions are being used in 28 countries.

Your answers will be looked at by the Survey study team and by no one else. They will not be seen by your parents or teachers. There is no need to write your name on the questionnaire. After you have filled it in, you can put it in the envelope provided and seal it.

Take your time to read each question carefully in turn and answer it as best you can. Please write down your own answers. Remember that we are only interested in your opinion. This is not a test.

## Health Behavior in School-Aged Children

Are you a boy or a girl?

- 1  Boy
- 2  Girl

What class are you in?

- 1  Sixth grade
- 2  Eight grade

What month were you born ? \_\_\_\_\_

What year were you born ? \_\_\_\_\_

5. Now we'd like to ask you about who you live with.

Not everyone lives with both their parents. Sometimes people live with just one parent, sometimes they have two homes or families. Please fill in the column A for your main or your only home.



Please tick all the people who live here.

Adults:

- 1  Mother
- 2  Father
- 3  Stepmother (or father's girlfriend)
- 4  Stepfather (or mother's boyfriend)
- 5  Grandmothers
- 6  Grandfathers
- 7  I live in a foster house or children's home
- 8  Someone or somewhere else: (please write it down)

\_\_\_\_\_

Children:

*Please say how many brothers and sisters live here (including half, step or foster brothers and sisters). Please write in the number or write 0 (zero) if there are none.*

How many **brothers**? \_\_\_\_\_

How many **sisters**? \_\_\_\_\_

**5a. Do you stay here.....**

- 1  All the time
- 2  Most of the time
- 3  Half the time

**6. Answer this question only if you spend time in a second home or other parent (not including holiday or summer houses).**



Please tick all the people who live here.

Adults:

- 1  **Mother**
  - 2  Father
  - 3  Stepmother (or father's girlfriend)
  - 4  Stepfather (or mother's boyfriend)
  - 5  Grandmothers
  - 6  Grandfathers
  - 7  I live in a foster house or children's home
  - 8  Someone or somewhere else: (please write it down)
- \_\_\_\_\_

Children:

*Please say how many brothers and sisters live here (including half, step or foster brothers and sisters). Please write in the number or write 0 (zero) if there are none.*

How many **brothers**? \_\_\_\_\_  
How many **sisters**? \_\_\_\_\_

**6a. Do you stay here....**

- 1  Half the time
- 2  Regularly but less than half the time
- 3  At weekends
- 4  Sometimes
- 5  Hardly ever

**7. How easy is it for you to talk to the following persons about things that really bother you?** Please tick one box for each line and if you do not have or do not see some of stated persons tick the box in column 5.

	1) Very easy	2) Easy	3) Difficult	4) Very difficult	5) Don't have or see this person
1. Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stepfather (or mother's boyfriend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Stepmother (or father's girlfriend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Elder brother(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Elder sister(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Friends of the same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Friends of the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Does your father have a job?**

- 1  Yes  
 2  No  
 3  Don't know  
 4  Don't have or don't see father

If yes, please say in what place he works.  
 (for example: hospital, bank, restaurant)

\_\_\_\_\_

Please write down exactly what job he does there? (for example: teacher, bus driver)

\_\_\_\_\_

**8a. Answer this question only if your father does not have a job.**

**Why does your father not have a job?**

(Please tick the box that best describes the situation)

- 1  He is sick, or retired, or a student  
 2  He is looking for a job  
 3  He takes care of others, or is full-time in the home.  
 4  I don't know

**9. Does your mother have a job?**

- 1  Yes  
 2  No  
 3  Don't know  
 4  Don't have or don't see mother

If yes, please say in what place she works.  
(for example: hospital, bank, restaurant)

---

Please write down what job she does there (for example: teacher, bus driver)

---

**9a. Answer this question only if your mother does not have a job.**

**Why your mother does not have a job?**

(Please tick the box that best describes the situation)

- 1  She is sick, or retired, or a student
- 2  She is looking for a job
- 3  She takes care of others, or is full-time in the home.
- 4  I don't know

**10. In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?**

- 1  Very good
- 2  Good
- 3  Average
- 4  Below average

**11. How do you feel about school at present?**

- 1  I like it a lot
- 2  I like it a bit
- 3  I don't like it very much
- 4  I don't like it at all

**12. Here are some statements about the students in your class(es). Please show how much you agree or disagree with each one. Please tick box for each line.**

	1) Strongly agree	2) Agree	3) Neither agree nor disagree	4) Disagree	5) Strongly disagree
1. The students in my class (es) enjoy being together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most of the students in my class(es) are kind and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other students accept me as I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. How pressured do you feel by the schoolwork you have to do?**

- 1  Not at all
- 2  A little
- 3  Some
- 4  A lot

**14. At present, how many close male and female friends do you have? (Please tick one box each column)**

a. Males

- 1  None
- 2  One
- 3  Two
- 4  Three or more

b. Females

- 1  None
- 2  One
- 3  Two
- 4  Three or more

**15. How many days a week do you usually spend time with friends right after school?**

- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 days                   | 1                        | 2                        | 3                        | 4                        | 5                        |

**16. How many evenings per week do you usually spend out with your friends?**

- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 nights                 | 1                        | 2                        | 3                        | 4                        | 5                        |

**17. How often do you talk to your friend(s) on the phone or send them text or email messages?**

- 1  Rarely or never
- 2  1 or 2 days a week
- 3  3 or 4 days a week
- 4  5 or 6 days a week
- 5  Every day

Here are some questions about bullying. We say a student is BEING BULLIED when another student, or a group of students, say or do nasty and unplesent things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like or when they are deliberately left out of things. But it is NOT BULLYING when two students of about the same strength or power argue or fight. It is also not bullying when the teasing is done in a friendly and playfull way.

**18. How often have you been bullied at school in the past couple of months?**

- 1  I haven't been bullied at school in the past couple of months
- 2  It has only happened once or twice
- 3  2 or 3 times a month
- 4  About once a week
- 5  Several times a week

**19. How often have you taken part in bullying another student(s) at school in the past couple of months?**

- 1  I haven't bullied another student(s) at school in the past couple of months
- 2  It has only happened once or twice
- 3  2 or 3 times a month
- 4  About once a week
- 5  Several times a week



Many young people get hurt or injured from activities such as playing sports or fighting with others at different places as the street or home. Injuries can include being poisoned or burned. Injuries do not include illnesses such as Measles or Flu. The following questions are about injuries you may have had during the past 12 months.

**20. During the past 12 months, how many times were you injured and had to be treated by a doctor or nurse?**

- 1  I was not injured in the past 12 months
- 2  1 time
- 3  2 times
- 4  3 times
- 5  4 times or more

**21. During the past 12 months, how many times were you in a physical fight?**

- 1  I have not been in a physical fight
- 2  1 time
- 3  2 times
- 4  3 times
- 5  4 times or more

**22. In the last 6 months: how often have you had the following...? (Please tick one box for each line.)**

	1) About every day	2) More than once a week	3) About every week	4) About every month	5) Rarely or never
1) Headache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Stomach-ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Back ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Feeling low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Being angry, irritability or bad temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Feeling nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Difficulties in getting to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Feeling dizzy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**23. Would you say your health is ...?**

- 1  Excellent
- 2  Good
- 3  Fair
- 4  Poor

**24. At present are you on a diet or doing something else to lose weight?**

- 1  No, my weight is fine.
- 2  No, but I should lose some weight.
- 3  No, because I need to put on weight.
- 4  Yes.

**25. Do you think your body is .....?**

- 1  Much too thin
- 2  A bit too thin
- 3  About the right size
- 4  A bit too fat
- 5  Much too fat

**26. How much do you weight without clothes?.....**

**27. How tall are you without shoes?.....**

**28. Have you begun to menstruate (have periods)?**

- 1  No, I have not yet begun to menstruate
- 2  Yes, I began at the age of .....

**29.**

Here is a picture of a ladder

	▧		10	
The top of the ladder '10' is the best	▧		9	Best possible life
possible life for you and the bottom '0'	▧		8	
is the worst possible life for you.	▧		7	
In general, where on the ladder do you	▧		6	
feel you stand at the moment?	▧		5	
Tick the box next to the number that	▧		4	
best describes where you stand.	▧		3	
	▧		2	
	▧		1	
	▧		0	Worst possible life

**Have you ever smoked tobacco? (At least one cigarette, cigar or pipe)**

- 1  Yes
- 2  No

**How often do you smoke tobacco at present?**

- 1  Every day
- 2  At least once a week but not every day
- 3  Less than once a week
- 4  I do not smoke

**32. How many cigarettes do you usually smoke a week?**

If you smoke less than weekly or if you don't smoke, please write 0

..... cigarettes a week.

**33. How many of your friends smoke tobacco?**

- 1  All or almost all
- 2  More than half
- 3  Half
- 4  Less than half
- 5  Almost none
- 6  None

**34. Please fill in column A for main or your only home. Fill in column B if you have a second home, but do not include holiday or summer houses.**

**A.**



Are you allowed to smoke at home?

- 1)  Yes, always
- 2)  Yes, sometimes
- 3)  No, never

**B. Fill in column B if you have a second home, but do not include holiday or summer houses.**

**B.**



Are you allowed to smoke at home?

- 1)  Yes, always
- 2)  Yes, sometimes
- 3)  No, never

**35. Do any of the following people smoke? Tick one box for each person**

	1) Smokes daily	2) Smokes sometimes	3) Does not smoke	4) Don't know	5) Don't have or see this person
1. Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other family members (brother, sister)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**36. When you smoke how often are you in the following situations?**

	1) Never	2) Seldom	3) Sometimes	4) Often
<b>0) I do not smoke</b>	<input type="checkbox"/>			
1) Alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) With friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) With your father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) With your mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**At present, how often do you drink anything alcoholic, such as beer, wine or spirits like... (Add appropriate examples)? Try to include even those times when you only drink a small amount.**

*Please tick one box for each line.*

	1) Every day	2) Every week	3) Every month	4) Rarely	5) Never
1. Beer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Wine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Spirits/liqueur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Have you ever had so much alcohol that you were really drunk?**

- 1  No, never
- 2  Yes, once
- 3  Yes, 2-3 times
- 4  Yes, 4-10 times
- 5  Yes, more than 10 times

**39. During the last 30 days, how many times did you have five or more drinks on the same occasion?**

- 1  4 or more times
- 2  3 times
- 3  Twice
- 4  Once
- 5  I have not had 5 or more drinks on the same occasion in this past month
- 6  I have never had 5 or more drinks on the same occasion

**40. At what age did you first do the following things?  
If there is something you have not done, choose the "never" category.**

Drink alcohol (more than a small amount)	<input type="checkbox"/> Never	I was _____ yeras old Write in the box how old you were
2. Get drunk	<input type="checkbox"/> Never	I was _____ yeras old Write in the box how old you were
3. Smoke a cigarette (more than a puff)	<input type="checkbox"/> Never	I was _____ years old Write in the box how old you were
4. Drink beer (at least one beer glass, can or bottle)	<input type="checkbox"/> Never	I was _____ years old Write in the box how old you were
5. Drink wine (at least one wine glass)	<input type="checkbox"/> Never	I was _____ years old Write in the box how old you were
6. Drink spirits (at least one small glass)	<input type="checkbox"/> Never	I was _____ years old Write in the box how old you were

**41. When you drink alcohol, how often are you in the following situations?**

	1) Never	2) Seldom	3) Sometimes	4) Often
1) I never drink alcohol	<input type="checkbox"/>			
2) Alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) With friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) With your father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) With your mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**42. Please fill in column A for your main or your only home.**

**A.**



Are you allowed to drink alcohol at home?

- Yes, always  
 Yes, sometimes  
 3)  No, never

**B. Fill in column B if you have a second home, but do not include holiday or summer houses**

**B.**



Are you allowed to drink alcohol at home?

- 1)  Yes, always  
 2)  Yes, sometimes  
 No, never

**43. How often do you usually have breakfast (more than a glass of milk or fruit juice)?**

Please tick one box for weekdays and one box for weekend.

**a. Weekdays**

- 1  I never have breakfast during weekdays
- 2  One day
- 3  Two days
- 4  Three days
- 5  Four days
- 6  Five days

**b. Weekends**

- 1  I never have breakfast during the weekend
- 2  I usually have breakfast on only one day of the weekend (Saturday OR Sunday)
- 3  I usually have breakfast on both weekend days (Saturday AND Sunday)

**44. How many times a day do you usually have a snack?**

(Please tick one box for weekdays and one box for weekend)

**a. Weekdays**

- 1  Rarely or never
- 2  Once a day
- 3  Twice a day
- 4  Three times a day
- 5  Four times a day
- 6  Five times a day
- 7  Six or more times a day

**b. Weekends**

- 1  Rarely or never
- 2  Once a day
- 3  Twice a day
- 4  Three times a day
- 5  Four times a day
- 6  Five times a day
- 7  Six or more times a day

**45. How often do you usually have lunch (midday meal) (more than a drink or a snack)? Please tick one box for weekdays and one box for weekend.**

**a. Weekdays**

- 1  I never have lunch during weekdays
- 2  One day
- 3  Two days
- 4  Three days
- 5  Four days
- 6  Five days

**b. Weekends**

- 1  I never have lunch during the weekend
- 2  I usually have lunch on only one day of the weekend (Saturday OR Sunday)
- 3  I usually have lunch on both weekend days (Saturday AND Sunday)

**46. How often do you usually have supper (evening meal) (more than a drink or a snack)?**

Please tick one box for weekdays and one box for weekend.

**a. Weekdays**

- 1  I never have supper during weekdays
- 2  One day
- 3  Two days
- 4  Three days
- 5  Four days
- 6  Five days

**b. Weekends**

- 1  I never have supper during the weekend
- 2  I usually have supper on only one day of the weekend (Saturday OR Sunday)
- 3  I usually have supper on both weekend days (Saturday AND Sunday)

**How many times a week do you usually eat or drink....?**

Please tick one box for each line.

	1) Never	2) Less than once a week	3) Once a week	4) 2-4 days a week	5) 5-6 days a week	6) Once a day, every day	7) Every day, more than once
1. Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sweets (candy or chocolate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Coke or other soft drinks that contain sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Any alcoholic drink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Diet coke or diet soft drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Low fat/ semi skimmed milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Whole fat milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Cheese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other milk products (like yoghurt, chocolate milk, pudding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cereals (like cornflakes, musli, choco pops...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. White bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Brown bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Crisps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Chips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**48. Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?**

- 1  Always
- 2  Often
- 3  Sometimes
- 4  Never

**How often do you brush your teeth?**

- 1  More than once a day
- 2  Once a day
- 3  At least once a week but not daily
- 4  Less than once a week
- 5  Never

**Physical activity** is any activity that increases your heart rate and makes you get out of breath some of the time.

Physical Activity can be done in sports, school activities, playing with friends, or walking to school.

Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football and surfing.

For these next two questions, add up all the time you spend in physical activity each day.

**Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?**

- 0 days       1       2       3       4       5       6       7 days

**51. Over a typical or usual week, on how many days are you physically active for a total of at least 60 minutes per day?**

- 0 days       1       2       3       4       5       6       7 days

**52. OUTSIDE SCHOOL HOURS: How OFTEN do you usually exercise in your free time so much that you get out of breath or sweat?**

- 1  Every day  
2  4 to 6 times a week  
3  2 to 3 times a week  
4  Once a week  
5  Once a month  
6  Less than once a month  
7  Never

**53. OUTSIDE SCHOOL HOURS: How many HOURS a week do you usually exercise in your free time so much that you get out of breath or sweat?**

- 1  None  
2  About half an hour  
3  About 1 hour  
4  About 2 to 3 hours  
5  About 4 to 6 hours  
6  7 hours or more



**54. About how many hours a day do you usually watch television (including videos) in your free time?**

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

b. Weekends

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

**55. About how many hours a day do you usually spend doing school homework out of school hours?**

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

b. Weekends

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

**About how many hours a day do you usually use a computer (for playing games, e mailing, chatting or surfing the internet) in your free time?**

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

b. Weekends

- 1  None at all
- 2  About half an hour a day
- 3  About 1 hour a day
- 4  About 2 hours a day
- 5  About 3 hours a day
- 6  About 4 hours a day
- 7  About 5 hours a day
- 8  About 6 hours a day
- 9  About 7 or more hours a day

**57. Does your family own a car, van or truck?**

- 1  No
- 2  Yes, one
- 3  Yes, two or more

**58. Do you have your own bedroom for yourself?**

- 1  Yes
- 2  No

**59. During the past 12 months, how many times did you travel away on holiday (vacation) with your family?**

- 1  Not at all
- 2  Once
- 3  Twice
- 4  More than twice

**60. How many computers does your family own?**

- 1  None
- 2  One
- 3  Two
- 4  More than two

**61. How well off (in a sense of money and property) do you think your family is?**

- 1  Very well off
- 2  Quite well off
- 3  Average
- 4  Not very well off
- 5  Not at all well off

**TO BE FILLED IN BY THE SURVEY TEAM MEMBER**

Date of survey:            I \_ \_ I / I \_ \_ I / I \_ \_ I

Municipality   I \_ \_ I \_ \_ I \_ \_ I  
official no. as registered in Federal Institute for Statistics

I \_ I urban        I \_ I rural

School code:   I \_ I \_ I (number of school from list of schools 01 -65)

Class code:    I \_ \_ I / I \_ \_ I  
(no.of school from list of all schools and no.of class 6 or 8)

Questionnaire code:        I \_ \_ I / I \_ \_ I / I \_ \_ I  
(no.of school from list of all schools and no.of class 6 or 8 and school numeration (1,2,3 or a,b,c) and no. of pupil from 1 -25)

Fieldworker code:         I \_ I (no. 1-6)

## **INSTRUCTIONS FOR TEACHERS/PROFESSIONALS CARRYING OUT THE SURVEY IN THE CLASSROOM**

### **BACKGROUND INFORMATION**

This survey focuses on health behaviours and factors related to the health of the pupils. The survey is part of a larger WHO collaborative study which has been conducted in 29 countries during school year 1997 - 1998.

According to recommendations of Ministry of Health of F BiH, Ministry of Education of F BiH Institute of Public Health of F BiH and WHO Regional Office, in this school year, survey will be conducted in our country as well.

The questionnaire has been developed through testing several pilot versions in schools. The time taken for mixed ability groups in grade levels corresponding to ages 11 -14 to fill in the questionnaire is about 45 minutes.

It is vital that the children are not rushed, as this will affect the validity of their answers. Ideally, the questionnaire should be conducted in class-size groups. Scientific evidence has shown that this form of administration is the best way to elicit the most honest answers from pupils. The subject of the questionnaire is such that the children may well wish to discuss their answers. This would obviously compromise the results, therefore the children should not be allowed to talk and, if possible, not be able to see each other's answers. Administering the questionnaire in laboratories or other 'unusual' rooms should also be avoided.

If the pupils have difficulty in reading questionnaire, please assist them when appropriate. Under such circumstances you would no doubt be aware of the potential risk of biasing their answers. Most pupils will need no help at all in completing the questionnaire. However, it may be necessary to stress that every pupil must answer each question as best as he/she can.

In order to obtain reliable results, it is vitally important not to influence the pupil's responses to the survey questions. We have therefore designed a common procedure that was used by all participants in the survey and we hope that you will follow this procedure as closely as possible:

1. At the beginning of the class, the following text should be read out to the pupils after questionnaires have been handed out but before anyone has started to fill them in:

**“Our school is taking part in a study about health and lifestyles which was carried out in many other countries simultaneously. In this lesson you will be asked to complete a questionnaire. The questions are concerned with things like nutrition, exercise, smoking etc. There is no need to write your name on the questionnaire. No one at the school will see your answers, including me. Therefore I am not expected to help you too much with filling in the questionnaire, only when you ask me. After you have filled it in, put the questionnaire in the envelope provided and seal it. I will put all of them in a large envelope and mail it to the Survey study team.**

**Answer the questions as honestly as you can but don't spend too much time on each question. All questions must be read carefully and there are clear instructions with each question. You should not talk to each other until everyone has finished. Also you must not try to look at other people answers. It is your own opinion that is of interest, and not that of anyone else. Although there will be no talking, the questionnaire is not a test and there are no right or wrong answers. You can start now.”**

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2. If some pupils do not want to participate, provide something else for them to do.
3. Help the pupils only when they ask for help and if several pupils ask about the same thing, the blackboard can be used to explain. This may happen more often with 11 year olds.
4. When the first pupils have finished they should be asked to work on something specific in order prevent them from disturbing those who are still filling the questionnaire.
5. When all pupils have finished and sealed their questionnaires in the unmarked envelopes provided, ask one of the pupils to collect the envelopes.

Please complete this form and send it with the questionnaires:

Date of survey:.....
Name and adress of the school:.....
Name of class supervisor:.....
Class examined:.....
Type of class (eg. composite class).....
Number of pupils present :.....
Number of pupils absent and reasons if known:.....
.....
Number of pupil refusals:.....
Number of parental refusals:.....
Number of questionnaires returned:.....

Thank you for your assistance.

**APPENDIX 4:**  
**Documentary tables**

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Table A1. Self-perceived health

Perceived health	BOYS + GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 22.79 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Excellent	788	47.5%	680	40.9%	1468	44.2%	
Good	560	33.8%	629	37.8%	1189	35.8%	
Fair	223	13.4%	285	17.1%	508	15.3%	
Poor	71	4.3%	51	3.1%	122	3.7%	
Unknown	16	1.0%	19	1.1%	35	1.1%	
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>	

Perceived health	BOYS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 12.01 DF: 3 P: 0.007
	Sixth	%	Eighth	%			
Excellent	458	54.5%	394	48.5%	852	51.5%	
Good	249	29.6%	275	33.8%	524	31.7%	
Fair	88	10.5%	111	13.7%	199	12.0%	
Poor	33	3.9%	19	2.3%	52	3.1%	
Unknown	13	1.5%	14	1.7%	27	1.6%	
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>	

Perceived health	GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 10.75 DF: 3 P: 0.013
	Sixth	%	Eighth	%			
Excellent	330	40.4%	286	33.6%	616	36.9%	
Good	311	38.1%	354	41.6%	665	39.9%	
Fair	135	16.5%	174	20.4%	309	18.5%	
Poor	38	4.7%	32	3.8%	70	4.2%	
Unknown	3	0.4%	5	0.6%	8	0.5%	
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>	

Table A2. Smoking: Having ever smoked?

Ever smoked?	BOYS + GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 163.26 DF: 1 P: <0.001
	Sixth	%	Eighth	%			
Yes	195	11.8%	495	29.7%	690	20.8%	
No	1444	87.1%	1152	69.2%	2596	78.1%	
Unknown	19	1.1%	17	1.0%	36	1.1%	
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>	

Ever smoked?	BOYS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 62.10 DF: 1 P: <0.001
	Sixth	%	Eighth	%			
Yes	143	17.0%	275	33.8%	418	25.3%	
No	686	81.6%	527	64.8%	1213	73.3%	
Unknown	12	1.4%	11	1.4%	23	1.4%	
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>	

Ever smoked?	GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 115.87 DF: 1 P: <0.001
	Sixth	%	Eighth	%			
Yes	52	6.4%	220	25.9%	272	16.3%	
No	758	92.8%	625	73.4%	1383	82.9%	
Unknown	7	0.9%	6	0.7%	13	0.8%	
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>	

Table A3. Smoking: Current smoking habits

Smoking status	BOYS + GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 42.36 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Every day	12	0.7%	46	2.8%	58	1.7%	
At least once a week	25	1.5%	46	2.8%	71	2.1%	
Less than once a week	27	1.6%	62	3.7%	89	2.7%	
Don't smoke	1548	93.4%	1462	87.9%	3010	90.6%	
Unknown	46	2.8%	48	2.9%	94	2.8%	
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>	

Smoking status	BOYS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 19.70 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Every day	9	1.1%	32	3.9%	41	2.5%	
At least once a week	20	2.4%	24	3.0%	44	2.7%	
Less than once a week	25	3.0%	41	5.0%	66	4.0%	
Don't smoke	757	90.0%	693	85.2%	1450	87.7%	
Unknown	30	3.6%	23	2.8%	53	3.2%	
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>	

Smoking status	GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 33.45 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Every day	3	0.4%	14	1.6%	17	1.0%	
At least once a week	5	0.6%	22	2.6%	27	1.6%	
Less than once a week	2	0.2%	21	2.5%	23	1.4%	
Don't smoke	791	96.8%	769	90.4%	1560	93.5%	
Unknown	16	2.0%	25	2.9%	41	2.5%	
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>	

Table A4. Alcohol consumption: Current drinking habits

Alcohol habits	BOYS + GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 61.50 DF: 2 P: <0.001
	Sixth	%	Eighth	%			
Frequent	58	3.5%	81	4.9%	139	4.2%	
Rarely	441	26.6%	644	38.7%	1085	32.7%	
Never	1070	64.5%	873	52.5%	1943	58.5%	
Unknown	89	5.4%	66	4.0%	155	4.7%	
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>	

Alcohol habits	BOYS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 25.95 DF: 2 P: <0.001
	Sixth	%	Eighth	%			
Frequent	51	6.1%	59	7.3%	110	6.7%	
Rarely	291	34.6%	377	46.4%	668	40.4%	
Never	451	53.6%	344	42.3%	795	48.1%	
Unknown	48	5.7%	33	4.1%	81	4.9%	
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>	

Alcohol habits	GIRLS: GRADE				Total	%	Statistics (excl. unknowns): $\chi^2$ : 46.57 DF: 2 P: <0.001
	Sixth	%	Eighth	%			
Frequent	7	0.9%	22	2.6%	29	1.7%	
Rarely	150	18.4%	267	31.4%	417	25.0%	
Never	619	75.8%	529	62.2%	1148	68.8%	
Unknown	41	5.0%	33	3.9%	74	4.4%	
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>	



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Table A5. Breakfast habits on WEEK days

Frequency (no. days)	BOYS + GIRLS: GRADE				Total	%
	Sixth	%	Eighth	%		
Never	217	13.1%	276	16.6%	493	14.8%
One day	110	6.6%	80	4.8%	190	5.7%
Two days	67	4.0%	61	3.7%	128	3.9%
Three days	64	3.9%	82	4.9%	146	4.4%
Four days	66	4.0%	55	3.3%	121	3.6%
Five days	1003	60.5%	1010	60.7%	2013	60.6%
Unknown	131	7.9%	100	6.0%	231	7.0%
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 14.88  
DF: 5  
P: 0.011

Frequency (no. days)	BOYS: GRADE				Total	%
	Sixth	%	Eighth	%		
Never	97	11.5%	127	15.6%	224	13.5%
One day	68	8.1%	41	5.0%	109	6.6%
Two days	34	4.0%	32	3.9%	66	4.0%
Three days	29	3.4%	39	4.8%	68	4.1%
Four days	35	4.2%	29	3.6%	64	3.9%
Five days	496	59.0%	479	58.9%	975	58.9%
Unknown	82	9.8%	66	8.1%	148	8.9%
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 13.00  
DF: 5  
P: 0.023

Frequency (no. days)	GIRLS: GRADE				Total	%
	Sixth	%	Eighth	%		
Never	120	14.7%	149	17.5%	269	16.1%
One day	42	5.1%	39	4.6%	81	4.9%
Two days	33	4.0%	29	3.4%	62	3.7%
Three days	35	4.3%	43	5.1%	78	4.7%
Four days	31	3.8%	26	3.1%	57	3.4%
Five days	507	62.1%	531	62.4%	1038	62.2%
Unknown	49	6.0%	34	4.0%	83	5.0%
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 3.80  
DF: 5  
P: 0.579

Table A6. Tooth brushing habits

Frequency	BOYS + GIRLS: GRADE				Total	%
	Sixth	%	Eighth	%		
More than once/day	1251	75.5%	1249	75.1%	2500	75.3%
Once/day	206	12.4%	284	17.1%	490	14.8%
At least once weekly	96	5.8%	67	4.0%	163	4.9%
Less than once a week	39	2.4%	23	1.4%	62	1.9%
Never	10	0.6%	17	1.0%	27	0.8%
Unknown	56	3.4%	24	1.4%	80	2.4%
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 23.08  
DF: 4  
P: <0.001

Frequency	BOYS: GRADE				Total	%
	Sixth	%	Eighth	%		
More than once/day	587	69.8%	509	62.6%	1096	66.3%
Once/day	131	15.6%	205	25.2%	336	20.3%
At least once weekly	51	6.1%	50	6.2%	101	6.1%
Less than once a week	28	3.3%	19	2.3%	47	2.8%
Never	8	1.0%	14	1.7%	22	1.3%
Unknown	36	4.3%	16	2.0%	52	3.1%
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 25.18  
DF: 4  
P: <0.001

Frequency	GIRLS: GRADE				Total	%
	Sixth	%	Eighth	%		
More than once/day	664	81.3%	740	87.0%	1404	84.2%
Once/day	75	9.2%	79	9.3%	154	9.2%
At least once weekly	45	5.5%	17	2.0%	62	3.7%
Less than once a week	11	1.3%	4	0.5%	15	0.9%
Never	2	0.2%	3	0.4%	5	0.3%
Unknown	20	2.4%	8	0.9%	28	1.7%
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>

Statistics  
(excl. unknowns):  
 $\chi^2$ : 19.05  
DF: 4  
P: <0.001

Table A7. Physical activity (frequency during a usual week)

Activity frequency	BOYS + GIRLS: GRADE				Total		Statistics (excl. unknowns): $\chi^2$ : 28.13 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Never	17	1.0%	24	1.4%	41	1.2%	
1-2 days/week	398	24.0%	465	27.9%	863	26.0%	
3-6 days/week	611	36.9%	746	44.8%	1357	40.8%	
7 days/week	416	25.1%	320	19.2%	736	22.2%	
Unknown	216	13.0%	109	6.6%	325	9.8%	
<b>Total</b>	<b>1658</b>	<b>100.0%</b>	<b>1664</b>	<b>100.0%</b>	<b>3322</b>	<b>100.0%</b>	

Activity frequency	BOYS: GRADE				Total		Statistics (excl. unknowns): $\chi^2$ : 8.64 DF: 3 P: 0.035
	Sixth	%	Eighth	%			
Never	12	1.4%	5	0.6%	17	1.0%	
1-2 days/week	176	20.9%	160	19.7%	336	20.3%	
3-6 days/week	312	37.1%	368	45.3%	680	41.1%	
7 days/week	231	27.5%	215	26.4%	446	27.0%	
Unknown	110	13.1%	65	8.0%	175	10.6%	
<b>Total</b>	<b>841</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>1654</b>	<b>100.0%</b>	

Activity frequency	GIRLS: GRADE				Total		Statistics (excl. unknowns): $\chi^2$ : 46.64 DF: 3 P: <0.001
	Sixth	%	Eighth	%			
Never	5	0.6%	19	2.2%	24	1.4%	
1-2 days/week	222	27.2%	305	35.8%	527	31.6%	
3-6 days/week	299	36.6%	378	44.4%	677	40.6%	
7 days/week	185	22.6%	105	12.3%	290	17.4%	
Unknown	106	13.0%	44	5.2%	150	9.0%	
<b>Total</b>	<b>817</b>	<b>100.0%</b>	<b>851</b>	<b>100.0%</b>	<b>1668</b>	<b>100.0%</b>	

## **APPENDIX 5:**

### **Abbreviations**

## Abbreviations

<b>WHO</b>	World Health Organisation
<b>KTL</b>	National Public Health Institute in Finland
<b>HBSC</b>	Health Behaviour of School Children
<b>PMU</b>	Program Management Unit
<b>FPHI</b>	Federal Public Health Institute
<b>PHI</b>	Public Health Institute