

World Health Organization
United Nations Population Fund
Offices in Pristina

Health Behaviour in School-aged Children (HBSC) in Kosovo

A World Health Organization Collaborative Study



June, 2014

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Abbreviations

WHO – World Health Organisation

UNFPA – The United Nations Population Fund

UNICEF – The United Nations Children’s Fund

MEST – Ministry of Education, Science and Technology

MoH – Ministry of Health

MCYS – Ministry of Culture, Youth and Sport

HBSC – Health Behaviour in School Aged Children

UNDP – The United Nations Development Programme

Foreword

Adolescence is a critical age for individual development as well as for identity creation. Hence, this age has been the subject not only of many scientific inquiries but also of popular works of literature. While one describes it as 'the life crossroad', another describes it as 'the age where one knows all the answers, but no one asks them about.' Thus, it seems the right place for the adage of Arnold H. Glasow: *"Telling a teenager the facts of life is like giving a fish a bath"*.

Nevertheless, we can all agree that this is the age of big disappointments, hardest dilemmas, blurry perceptions and uncertain concepts about life. Furthermore, the creation of a healthy environment for the development of adolescents isn't only a human and parental aspiration but it is also a goal for societies who aspire a secure and widespread development. Except from being a challenging stage of development, adolescence is a promising potential, which seeks help by means of silence and rebellion. In this respect, the Kosovar society, in which this age group (10-19 years old)¹ represents more than 20%² of the population, is at a state of economical explosion, while at the same it can face many challenges brought about by the possible rebellion of adolescents. Which one is more believable?

Solely, for the sake of finding an answer based on statistical findings and not based on anecdotic attitudes, the World Health Organization Office in Pristina, and the United Nations Population Fund (UNFPA) in Kosovo, in close cooperation with Ministry of Health (MH), Ministry of Education Science and Technology (MEST) and the UNICEF Office in Kosovo, supported by the funds from the Joint project³ and financed by the Government of Luxemburg, has developed the research project, currently in your hands "Health Behavior in School-aged Children in Kosovo". This is the first time that this project is being implemented in Kosovo, and the results regarding the health related behaviors of our adolescents appear to be satisfying. Nonetheless, these encouraging findings only make us more responsible to work harder in the direction of protection and prevention of our adolescents from dangerous behaviors and any unhealthy lifestyle spirited by global developments. Of foremost priority is violence at school, which sheds a sense of skepticism on the other findings, and alleviates the enthusiasm brought about by them.

¹ According to WHO, adolescence is the age from 10 – 19 years (see

http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/).

² ASK. Kosovo population and Housing Census 2011. Final Results. Main Data. EUCEP 2011.

³ The joint project of UNFPA, UNICEF and WHO: "Partnership for the improvement of the health of mothers and children of Kosovo" supported by the Government of Luxemburg.

The findings of this study could be utilized efficiently by the relevant ministries (Ministry of health, Ministry of Education, Science and Technology, Ministry of Culture, Youth and Sports etc.) as well as specialized agencies (WHO, UNFPA, UNICEF, etc.), to draft and implement suitable and concrete programs for a proper and healthy development of this sensitive age group. In this manner, the assessment and planning of the needs of this population surpasses the age of sheer guessing and ushers in an age of scientific proofs, which, in the spectrum of its interest includes, not only the responsibilities of medical, educational and social system in general, but also its future which is being built and promised by this age group.

We take this opportunity to thank the Government of Luxemburg, whose support made it possible for this study to happen; special thanks are dedicated to the institutions that implemented this project with distinguished dedication, effective cooperation and in the most professional way possible: Higher Private Education body “qeap-heimerer”, The Centre for Psycho-Social and Medical Research, The Institute of Southeast Europe for Advancements in Health and Nursing—to all the students, data collectors and experts of these three institutions. We should mention that this project has benefited in good quality by the cooperation and excellent work of the supervising committee of the study.

A special and distinguished gratitude goes to Miss Vivian Banekow, from the Regional office of WHO for Europe, as well as to Miss Aixa Aleman-Diaz from the network of this collaborative study of WHO, who offered timely and tirelessly instructions and comments, very beneficial for the working version of the report.

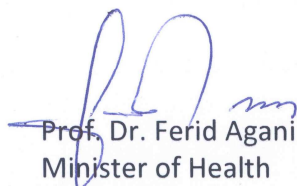
A thank you note also goes to all the principals of the schools as well as parents who cooperated in the implementation of this research project, by offering their agreement to participate in the study. In particular, we want to thank pupils who took place in this study, who, with their sincere answers made it possible to compare their health behaviors with their fellows from different countries of Europe.

Finally, we want to thank everyone who contributed in the implementation of this project, in one way or another.

We hope and we promise our best effort, that in accordance with the protocols of this study and in cooperation with the European network of this study project, in a period of two years, to conduct this study again and to show that we are one of the European countries which has the most healthy adolescents with healthy behaviors. They are our promising future, thus, it is our responsibility to ensure their growth, development and prosperity. Our adolescents promise economical development, while their usual rebellions remain sporadic and natural, while being ‘the illness’ of their age.



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Executive Summary

Numerous research studies have been made regarding different aspects of the adolescents' health in Kosovo. This is, however, the first time that the Health Behaviour in School-aged Children (HBSC), a World Health Organisation (WHO) Collaborative Study, has been conducted in Kosovo, which identifies the behaviours relating to the health amongst children and adolescents of the age 11, 13 and 15.

A representing sample of 4531 adolescents from the sixth grade (1511 participants), eighth grade (1508 participants) and tenth grade (1512 participants) has been recruited through scale sampling and in full concordance with WHO recommendations. The standard instrument has been utilised for the survey, which has been thus translated and adapted into Albanian language following the pre-defined procedures of surveying the children, which are fully in line with all ethical measures.

The results show a low rate of smoking amongst Kosovar adolescents, where only 4.7% of them are active smokers. In this context, 10% of the adolescents consume alcohol and most of them do so rarely. Yet, the percentage of adolescents reporting the use of cannabis in the last 30 days is even lower (1.5%).

Out of the whole sample, 13.3% of the students reported to have already had their first sexual intercourse, while 32.8% out of them reported to have had it when they turned 14. Furthermore, the condom remain the main means amongst adolescents in preventing the unwanted pregnancy, while a high percentage (26.5%) have not used any kind of protective measure at all.

Such a prevalence of risky behaviours is followed by a regular physical activity. Thus, 22.3% of students declared to do physical exercise every day of the week and only 3.2% stated that they have not been physically active over the last weeks.

The vast majority of the adolescents have breakfast during each school day (59.1%) and weekend (78.8%). Also, most of them report eating fruits, vegetables, sweets and beverages containing sugar, excluding the 2%-6% of them who never do so during the week.

As a result, 65% of adolescents feel almost in good shape and only 35% feel they are obese or too thin, while even less – only 3.6% undergo diet regimes.

It has thus been found that this has a positive impact on the health of adolescents, whereas 63.3% of them do never have or do have very little headache and 71% either feel rarely ill or never at all. Apart from the feeling of distress that has been reported to be in a high level (51.2%), the vast majority of the schoolchildren have experienced

stomach ache symptoms very rarely or not at all during the last 6 months (62.1%), back pain (76.8%), irritation (66.4%), sleeping disorders (75.8%) or vertigo (80.9%).

Regarding extracurricular activities, the adolescents spend quite some long time in front of television. Only 4.7% of adolescents refrain from watching television during the school days and 8.4% of them who do not watch TV during the weekends, while most of them (52.7%) spend around 1 to 2 hours in front of TV during the school days. On the other side, about 70% of adolescents play computer games during school days, while the half of this group does so but not longer than 2 hours a day. However, a great deal of time during the school days is dedicated to communicating with friends through internet tools. Around 70% of schoolchildren spend 30 minutes to 2 hours a day for such purposes. Out of the total number of the Kosovar schoolchildren included in this study, 55.3% of them have asked for physician's or nurse's help, by scoring this way, the highest percentage amongst all countries who conducted similar study during 2009/2010. This is related also to the fact that 23.8% of schoolchildren have been involved in physical fight over the last 12 months. In addition to the physical violence, there are 24.3% of schoolchildren who have experienced psychological violence in form of harassment by others, while 20.3% admit to have harassed the others.

The easiest address of communication appears to be the mother, where 68.2% consider communicating with their mothers to be easy. After mother, the second easiest turn to is reported to be the best friend (54.3%), father (52.1%), sister (40.6%) and brother (33.6%). While girls find it easier to turn to their mothers, the boys do so rather with their fathers.

Friends represent a good company to spend the free time with, while only 13.3% of adolescents do not spend any day with their friends after the school, 46.9% do not spend any evening with them and 24.3% never speak to them on the phone or seldom do so.

To conclude, the majority of schoolchildren like the school very much (77.6%), where over 90% think that their classmates are fun and accept them as they are, whereas 15.8% feel under big pressure from homework.

Each of these elements, particularly the lack of physical symptoms and the low rate of smoking, alcohol and cannabis, make adolescents in Kosovo feel good about themselves and have a high esteem about their lifestyle. Furthermore, 61.8% appreciate their life to maximum and consider it to be the best possible.

To sum up, all of the above-mentioned results demonstrate that the Kosovo schoolchildren are amongst the healthiest European adolescents.

Introduction

The adolescence witnesses a rapid physical, psychological and emotional development which is known as a period of storm and stress (*Arnett, 1999; Scales, Benson, & Roehlkepartain, 2001*). The puberty, sexuality, self-image, self-esteem, eating problems, egocentrism, moral growth, social identity development, relations with parents, siblings and peers, are only few of the aspects of the development at this stage, against which the adolescents respond through various behaviours. Such behaviours may be inappropriate, unsuitable, and wrong or may even harm the health of the adolescents.

As written in the report by the World Health Organisation in collaboration with HBSC researchers (Currie et al, 2012), the behaviours acquired during this life period may continue in the adult age as well and will eventually affect the mental and physical health, smoking, diets, physical activities, alcohol abuse in a person. These findings of the WHO report are proven by a dozen of other research studies which clearly indicate that the age between 11 and 15 years old is the key stage for the later development.

Given the importance of this development stage, as many as 44 countries have become part of the study known as HBSC, which is a WHO collaborative study, on behaviours related to the health in school-aged children. All these countries follow continuously the development of behaviours amongst adolescents at home and they have the possibility to compare the information vis-à-vis less or more developed countries. Kosovo, due to its political status, is not yet a member of this research network; yet in close collaboration with HBSC and as a Linked Project, Kosovo had the opportunity to adapt the licensed survey instrument to get comparative data summarised in this report. However, the need to present the situation of the health of adolescents has not been lacking any effort. Local and international organisations have conducted different studies related to attitude, behaviours, opinions and habits of adolescents and the results are as different as contradictory.

These research studies have revealed, however, an important aspect such as the high smoking rate or drug abuse. In a study conducted in 2011, out of all student respondents, 36% were regular daily smokers, 12.6% have ever consumed alcohol, and 1.4% has used all types of drugs regularly (*Çarkaxhiu, Huseyin, Berisha & Botica, 2011*).

Nonetheless, another study conducted by UNFPA, found that 88.6% of respondents have never experimented drugs, while the girls scored higher in the number of those never having used drugs, namely 95.3% (UNFPA, 2012). Although I was conducted in the same year, the study by Bichmann and Haller (2012), found that 0.7% of adolescents have ever used drugs during their life, 2.1% smoked regularly, 5.7% have drunk alcohol

at least once a week. These contradictory data make the total rate of smoking, alcohol and drug abuse quite challenging.

The data on the mental health of adolescents have also loopholes. Some studies have brought worrying data on the mental health of adolescents. In the study conducted by Bichman and Haller, 4% of the sample group of adolescents have shown having troubles with the mental health, 7% with post-traumatic stress and 5% have reported a low quality of life in terms of health (Bichmann and Haller, 2012).

These data bring even more concern, if one considers another study made with another sample in Kosovo, which showed significant relevance between post-traumatic stress and Social Anxiety Disorder or even depression (Kashdan, Morina & Priebe, 2009). Of course, this psychological state of adolescents affects their aggressive behaviours against themselves and the surrounding which has been reflected in some other studies, too.

An overview of suicidal behaviours amongst Kosovo adolescents has taken place in 2007 and the results showed that 5.3% of men and 9.7% women respondents have ever thought of committing suicide. Yet, the same study showed that 2.4% of men and 4% of women have attempted suicide (Arënliu, 2007). Another study conducted in Prishtina only has revealed that 5.2 % of respondents have kept different weapons with them at school and 3.3% said that they carry such weapons as a means of self-defence (Uka, 2010).

These data are confirmed by the recent police reports and TV journals speaking about the growing violence in school environment, which often ended fatally. In the beginning of 2014, one killing of a student within the school and one other of another youngster in the school yard have been reported. However, the media reports showed also cases of fights, verbal and psychological violence between peers. The tendency of violence has not been only against peers, but often against the teaching staff, too.

Furthermore, there were not many studies done on the social health of adolescents and their relations between each other. The main finding from the previous studies shows the harassment as one of the key problems in the relations built amongst adolescents (Bichmann and Haller, 2012). These findings are in the same line with UNICEF findings in 2005, in a study which revealed that children by large reported to have witnessed cases of harassment and violence in schools. The key information from this UNICEF report is the one depicting physical violence as an acceptable practice in schools and in families. This research identified three types of violence: (1) the violence exercised from students against students; (2) the violence exercised from teachers against students (3) the violence exercised from students against teachers.

Description of the Problem

Despite the fact that all studies introduced in this material have contributed widely in understanding the health behaviours, none of those studies had employed the HBSC standard methodology, including the selection of the sample, the procedure and analysis of the data. It is, therefore, very difficult to draw conclusions and compare the results with other countries.

In addition, the studies conducted in Kosovo, differ radically from one another, in terms of methodology and the approach used thereby, making it impossible to identify and understand the trends, the change and the development of health in Kosovo.

Another problem was the lack of data regarding the health, notably on mental, physical and sexual health; improper use of internet and technology; food and meals.

All of the above-mentioned facts made this research study essentially necessary.

The Research Objectives

The study on health behaviours in school-aged children in Kosovo aims to:

- Provide a clear overview of the health and well-being of adolescents throughout the country;
- Better understand the social competencies affecting the health;
- Inform policy-makers and those implementing such policies on the ways of improving the health and the life of Kosovo adolescents, and
- Provide a comparison between the health behaviours of adolescents in Kosovo and of those living elsewhere in other countries.

By this study report, we aim to help the country determine the priorities, in focusing/developing the programmes and conducting better advocacy for adolescents by utilising the statistical data.

Furthermore, the collected data will help different local and external organisations conduct comparisons between different countries, which participate in the HBSC regular implementation process regarding the health behaviour rate. This research represents a good basis for following the health behaviours in Kosovo and look at their development closely as years elapse.

This research may be considered particularly important, due to the fact that it studies the behaviours relating to health amongst three different age stages that are key to the further development; the beginning of adolescence (age11), the phase of big physical and emotional changes (age 13) and the period of taking long-term decisions pertaining to life and career (age15).

Methodology

The sample

In total, 4531 respondents participated in this study, after a scaled sampling that has been put in place in order to ensure a rather proportional representation of the schoolchildren population at primary and high schools, respectively students of sixth, eighth and tenth grades. To reach such a goal, the report of the Ministry of Education, Science and Technology (MEST) on the number of students in all schools of Kosovo was taken as a starting point.

Initially, there was a selection of participating schools from all 7 regions, and then again a randomly selection of classes to participate in the research. The vast majority of the sample were from Prishtina region (27.4%), followed by Mitrovica (19.6%), Prizren (13.2%), Gjilan (11.9%), Gjakova (11.3%), Ferizaj (10.1%) and Peja region (6.6%).

TABLE 1. The number of students involved in the sample according to the regions

Region	Number	Percentage (%)
Ferizaj	458	10.1
Gjakova	511	11.3
Gjilan	537	11.9
Mitrovica	886	19.6
Peja	300	6.6
Prishtina	1241	27.4
Prizren	598	13.2

Out of 4531 participants in the research, 54.7% are female and 45.3% male students.

Furthermore, the number of students for each grade (age group) is over 1500, namely 1511 students from sixth grade, 1508 students from eighth grade and 1512 students from tenth grade.

TABLE2. The number of students involved in the sample according to the grades

Grade	Number of students
Sixth (VI)	1511
Eighth (VIII)	1508
Tenth (X)	1512

Data Collection Tool and Parental Consent Letter

Given the fact that the questionnaire on Health Behaviour in School-aged Children (HBSC) is a standard questionnaire with international norms, a special attention was given to its translation and adaptation. In order to remain as loyal as possible to the original version, the Brislin procedure (1986) has been applied. This procedure foresees a back translation of the questionnaire from the original into Albanian language by an independent translator and then from Albanian into English by another translator.

To give an added value to the translation of the questionnaire, the draft questionnaire prepared by our organisations was subdued to the review of the Research Supervisory Committee. The comments of Committee members were carefully handled and incorporated in the final version of the questionnaire.

The original version contained an introductory text for the students, in order for them to be aware of the objective and importance of the research and above all - the confidentiality in its implementation (see Annex 1.Questionnaire).

Next, prior to the data collection, the consent letter had been prepared, in order for the parents to be able to give their approval for their children to take part in the research. In order to comply with all ethical aspects of the research, the experts group engaged in this project was talked to draft the consent letter, always in line with standards set by the American Psychologists Association (APA) on questioning the children and adolescents below the age of 18.

In line with those standards, the letter consent contained the following aspects:

- A brief information of the parent on the organisations involved in this research;
- The importance of the research, highlighting the fact that the same takes place in 43 other countries in the world;
- Brief information on the random selection of the school and the subject (her/his child);
- The fact that the data shall be kept confidential and no dissemination shall be allowed;
- The fact that the research has the permission by the Ministry of Education; and
- The possibility of opting for refusing to allow their child to participate in the research.

Complete letter of consent to be found in the end of the Report (Annex 2).

Procedure

After the approval of the research by MEST, the expert teams from the three bodies implementing this project have organised a training session for the researchers. All 25 researchers -mainly graduates and post-graduates of social and medical sciences - were informed about and equipped with skills of approaching and working with adolescents. A special attention was paid to the respect of ethical aspects of surveying, creating good conditions for surveying, and full respect of the anonymity.

After researchers' training, the translated and adapted questionnaires have undergone a pilot phase. This test has helped us identify the "problematic" questions, to which the respondents found it difficult to answer.

After having completed these preparatory steps, the survey began in the field.

Each researcher has followed the same mode of research. After notifying each school principal about the research, the consent letters were disseminated to those classes selected randomly. The students were informed that they need to bring the filled-in consent letters signed by their parents if they wish to participate the next day in the survey, by explaining to them that if letter of consent is not signed, they cannot take the study.

Data analysis

After data collection, each individual case (questionnaire) has been entered into the database established in the Statistics Package for Data Analyses in Social Sciences (SPSS), the package that has been also utilised for data collection.

Apart from descriptive analyses, after inferential analyses, this study presented all significant results, in $p < .05$ scale.

Also, the main results of this research study, have been compared with the results drawn from the international report of HBSC, published in 2012 by the WHO regional office for Europe in collaboration with HBSC researchers, which includes results from the 43 European countries involved in the study in 2009/2010.

The Outcome

Eating Habits

Breakfast habits during school days

Not eating breakfast during class days (Monday through Friday), is a common behaviour amongst adolescents in Europe, Canada and United States (Cooper, Banelou & Nevill, 2002). Almost similarly to their peers in Europe and America, a considerable percentage of adolescent respondents in Kosovo reported that they do not have breakfast in any of the school days (22.9%). Nonetheless, the majority (59.1%) of the general sample that participated in the research eat breakfast daily, from Monday through Friday.

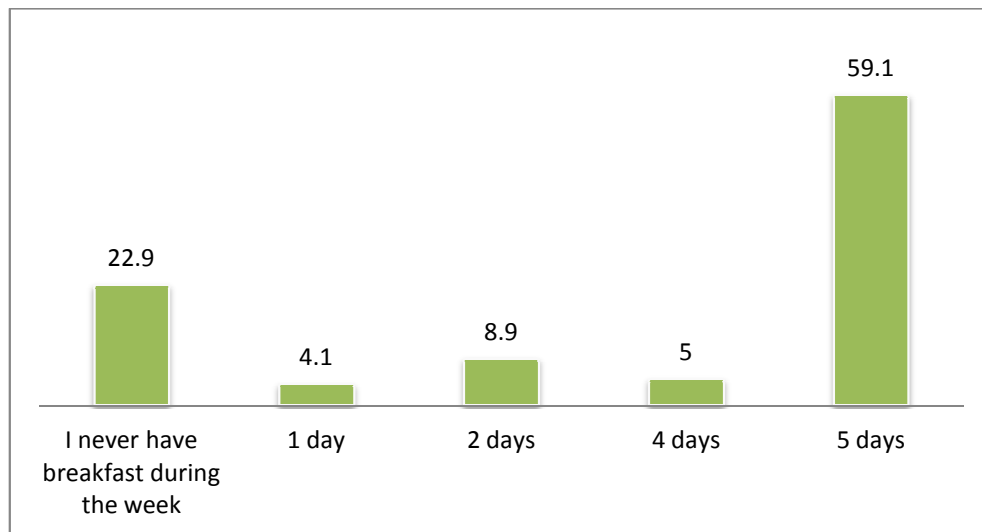


Fig. 1. How often do you usually have breakfast during the school days?

Similar to other studies done in other world countries, the adolescents that do not have breakfast during school days in Kosovo are inclined to be smokers, reportedly coming from a poor economic background and with a weaker health.

Additionally, the results have shown that there are significant differences between age groups and grades involved in this research and their breakfast habits. However, the students from the sixth grade reported more regular habits of having breakfast during

school days, compared to those from eighth or tenth grade. This is displayed in the Figure 2, where only 48% of 10th grade students and 56.5% of 8th grade students declare that they eat breakfast during school days, compared to 72.9% of 6th grade students that have breakfast from Monday through Friday.

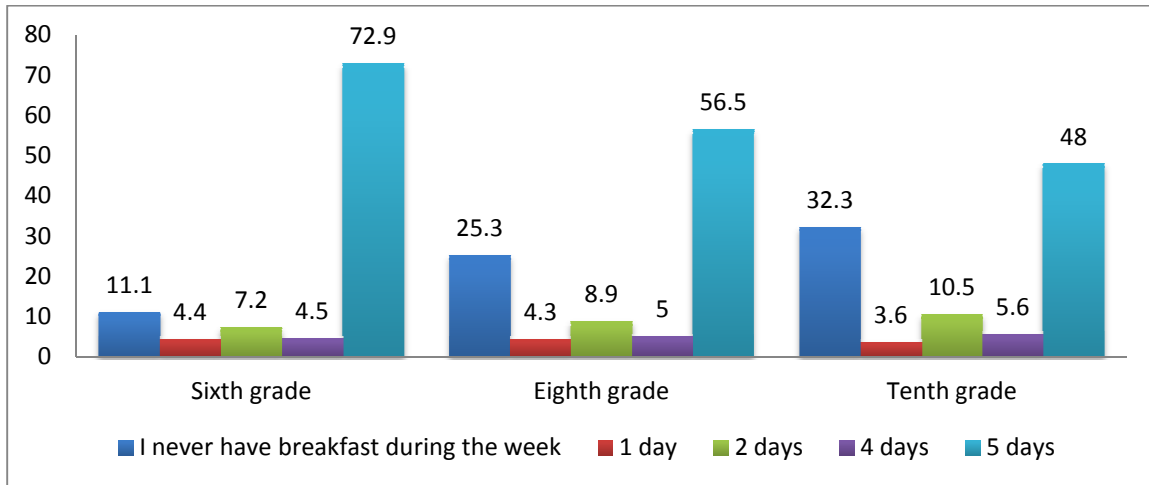


Fig. 2. Breakfast habits: differences between grades (age)

Nevertheless, the Figure 3 highlights a comparison between adolescents in Kosovo and those elsewhere in other world countries. The graphic shows the students in Slovenia who top the list of those skipping breakfast and the students in the Netherlands who top the list as students who massively eat breakfast. Kosovo’s three age groups are amongst 39 countries listed in WHO Report (2012) and it is compared with countries like Italy, Luxemburg and Russia when it comes to breakfast habits.

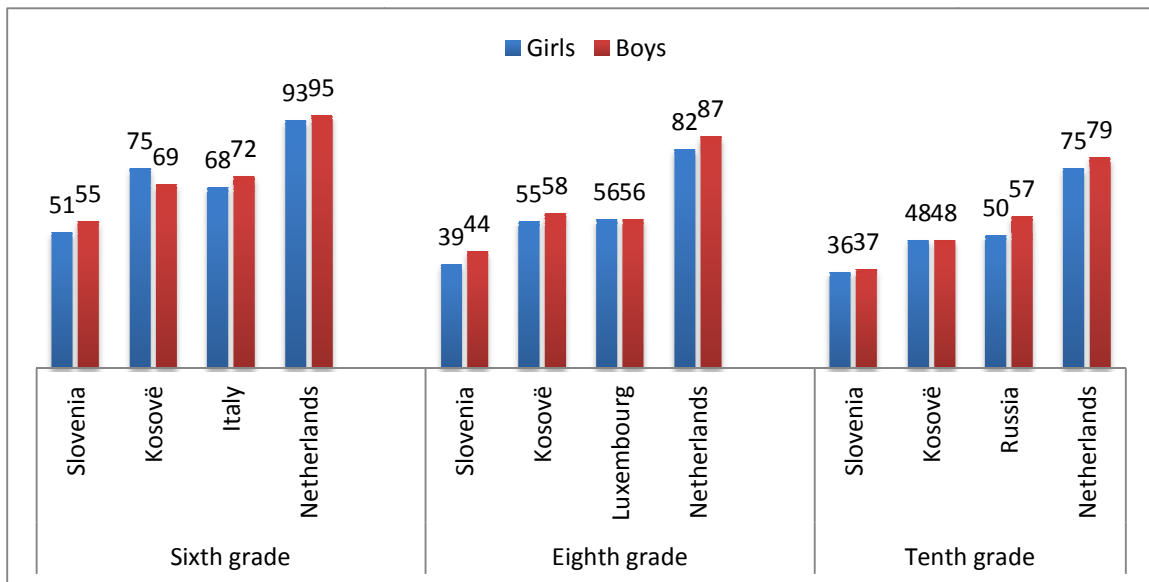


Fig. 3. Percentage of students that eat breakfast every school day

Breakfast Habits during Weekends

On the other hand, when it comes to breakfast habits during the weekends, the facts differ. Only 7.2% of student respondents do not eat breakfast during weekends, while 14% of them only in one of the weekend days and 78.8% in both weekend days (fig. 4).

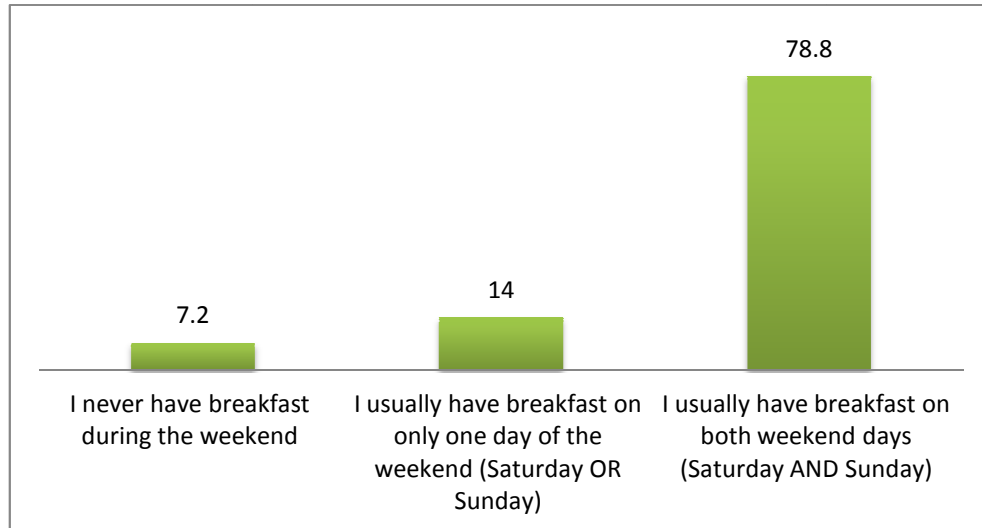


Fig. 4. How often do you usually have breakfast (more than a glass of milk or fruit juice) during weekends?

In this case, too, the differences between grade classes are significant, with the tenth and eighth grade students being more inclined not to have breakfast during weekends. Just like during school days, the sixth grade students in this case, again, are higher in percentage when it comes to having breakfast in both weekend days (81.1%).

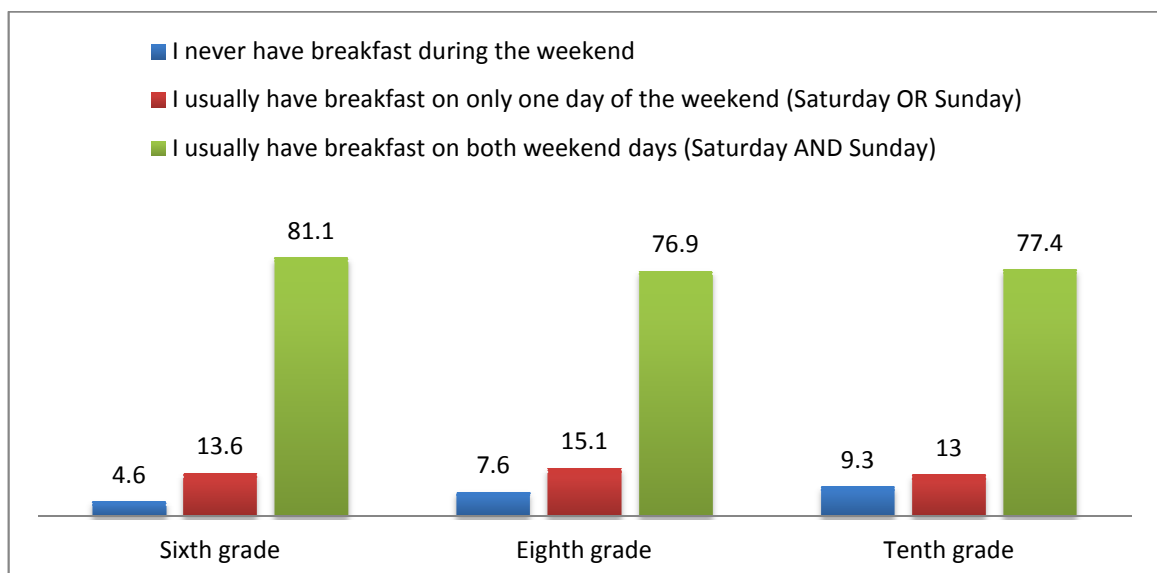


Fig. 5. How often do you have breakfast during weekends?

Consumption of fruits, vegetables, sweets and beverages containing sugar

The intake of fruits and vegetables has been followed continuously during the HBSC research in 43 countries, due to its importance for the health of adolescents (Vatanparast et al, 2005).

The Figure 6 displays the rate of consuming different fruits, vegetables, sweets and Coca-Cola (or other beverages containing sugar, too) by the respondent adolescents. The results have shown a high consumption level of fruits, with 20% of adolescents taking fruits once a day, each day of the week and 27,6% who state that they eat fruits every day of the week more than once a day.

There is visibly a lower rate of vegetable intake, where only 32% of adolescents reported to consume them on daily basis.

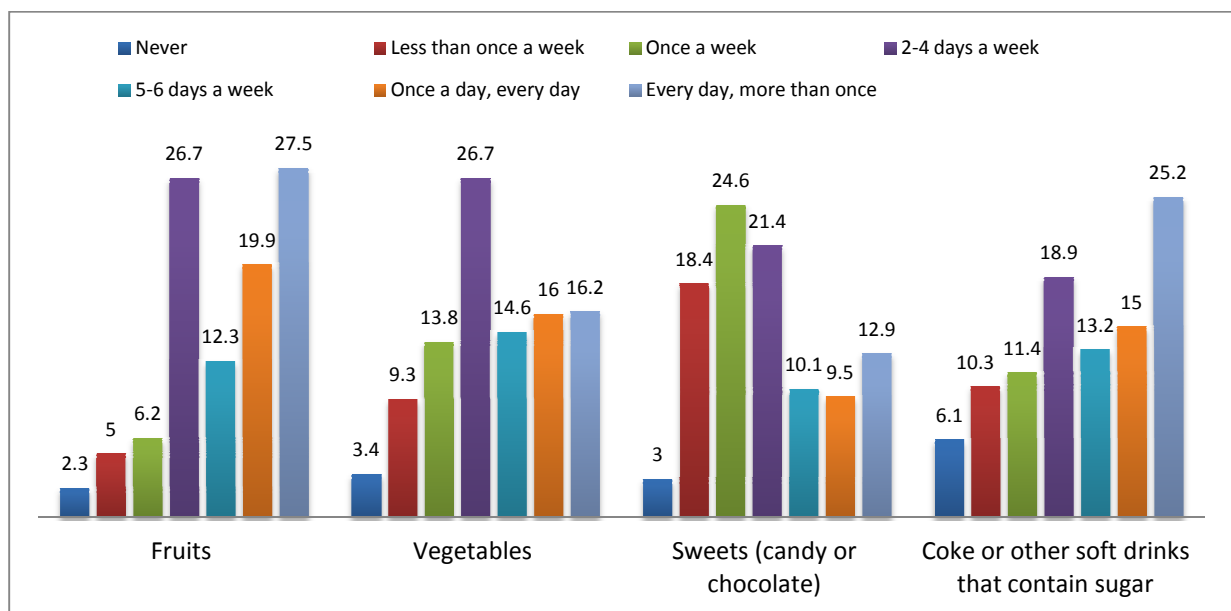


Fig. 6. How many times a week do you usually eat or drink...?

Out of the food list shown in the Graphic 6, the ones which are the least consumed during the week are the sweets. 3% of the respondents never eat sweets during the week and only 22% consider it to be a regular intake every day of the week. However, the consumption of highly sugar-rich beverages is very high, with 40% of respondents drinking once or more during each day of the week these kind of beverages.

In comparison with other countries, Kosovo rates high with the percentage of fruit consumption, on the same level as Armenia and far from the last country in the list – Greenland, from which it differs with 35%.

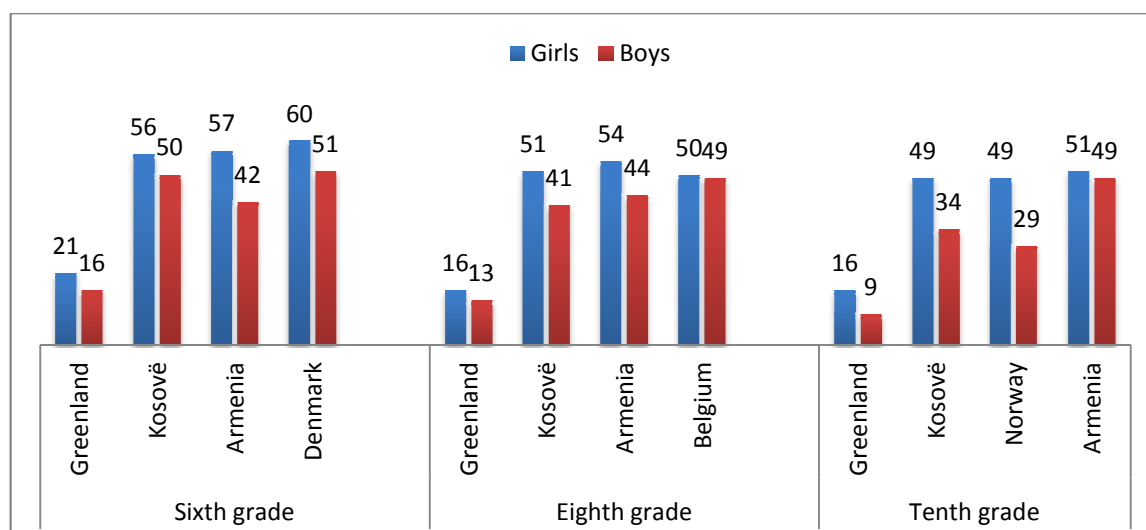


Fig. 7. Percentage of students eating fruits once or more a day

FACTS AND FIGURES

- 22.9% of adolescents never eat breakfast during the week;
- 7.2% never eat breakfast during the weekends;
- 27.5% eat fruits more than once daily;
- 16.2% eat vegetables every day more than once;
- 12.9% eat sweets every day more than once;
- 25.2% drink Coca-Cola (or other drinks with sugar) more than once daily;

Body Image

The adolescents pay important attention to their body shape. Given the fact that the adolescents go through physical upheavals during this stage of life, they are inclined to be concerned with their image and so preoccupy their selves with their body shape, particularly about their weight (Field, Cheung, Uolf, Herzog, Gortmaker & Colditz, 1999). Therefore, the adolescents go through different diets, to make sure that their bodies have their desirable shape.

65% out of the sample in this research believe that they have almost the proper body shape. On the other hand, 1.5% of the respondents believe that they are very obese and only 1.7% consider to be very thin.

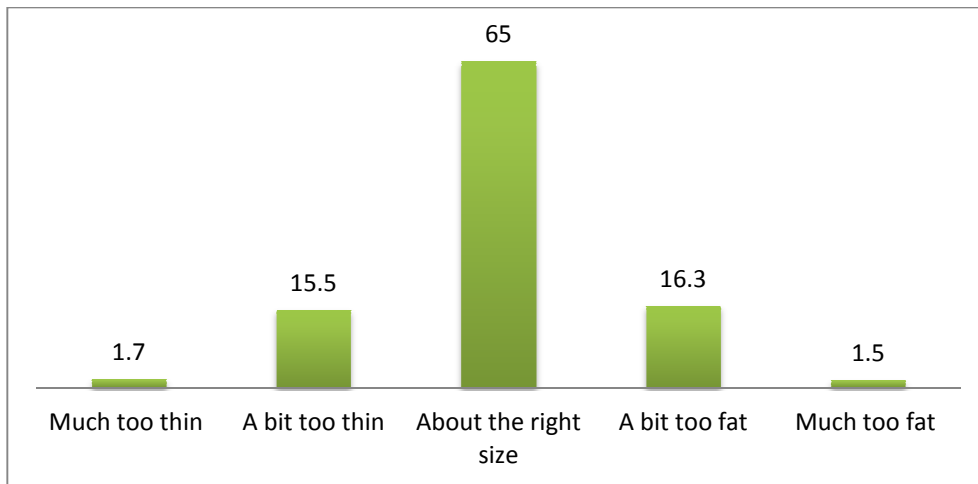


Fig. 8. Do you think your body is...?

It has been noticed that such opinions are closely related to their weight, too. Therefore, their opinion is merely a reflection of their actual weight.

Yet, there are significant differences between female and male adolescents. As one can notice in the graphic, the girls who think they have fit body outnumber the male respondents. However, the girls outnumber the boys in also thinking that they are slightly or quite obese. This is so, even if the average weight of male respondents (48.9 kg) is bigger than the average weight of female respondents (46.4 kg).

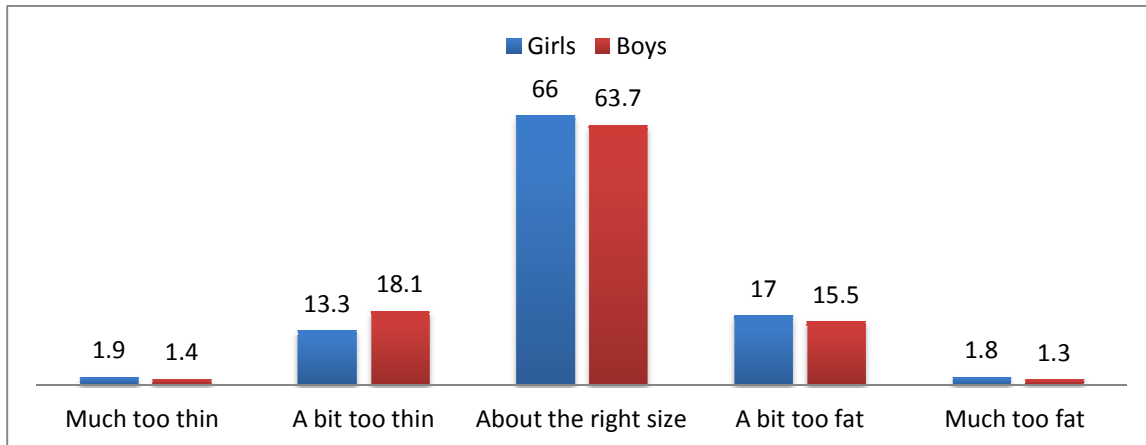


Fig. 9. Gender differences on body image

As far as the body image is concerned, there are not significant differences between the grades and the age groups of respondents. What one may notice there is that the body fitness is closely related to their physical activity. The students that reported to do physical activity during the seven days of the week are more inclined to feel fit with their body shape.

Nonetheless, compared to their European peers, Kosovo stands almost last in the list regarding the concern about the body image. While 53% of German 15-year old girls (tenth grade) consider their selves to be very obese, only 20% of the Kosovo sample

believes to be so, too. The graphic below displays the position of Kosovo adolescents vis-à-vis their European peers.

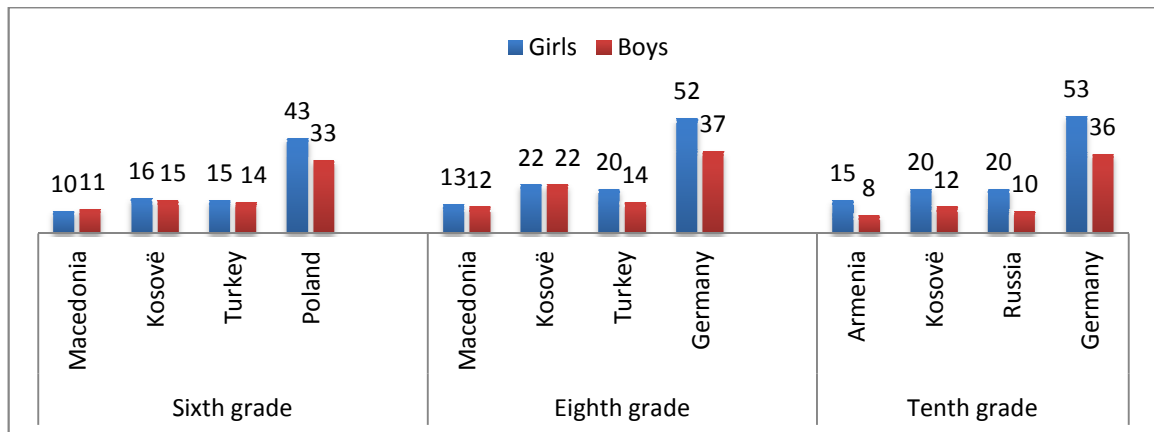


Fig. 10. Gender difference on body image...

Diet Regime

In this regard, the research results show that only 3.6% of respondent adolescents keep diet, while 68.5% of adolescents believe that their weight needs is all right. Yet, 17% of respondents, even if they feel they should lose weight, they do not keep any diet, however.

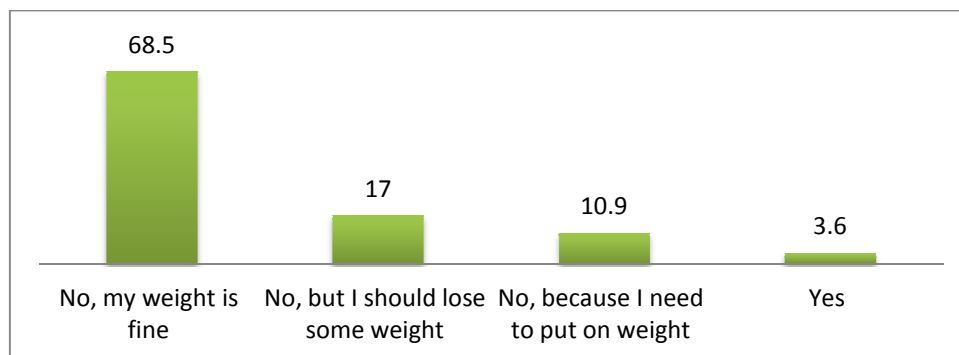


Fig. 11. At present are you on a diet or doing something else to lose weight?

When it comes to diets, there are still significant differences between male and female respondents. The girls lead with their nutrition regimes, even with a small percentage (0.2%), while it is still the girls who agree with the statement “No, my weight is okay”.

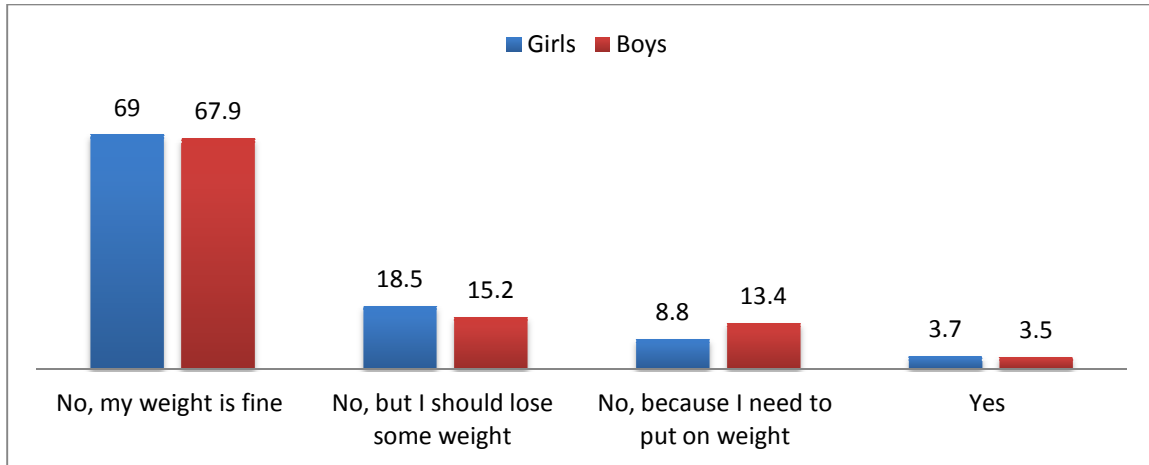


Fig. 12. Percentage of the students on diet, by gender

Furthermore, the inferential analysis demonstrates that the adolescents who believe they should be losing weight, those who think they should gain weight, and those who are on a diet, are the ones who are subject to being molested by their peers, in comparison to those who say that their weight is fine. In addition, it has been noticed that the bigger the concerns related to weight are, the lower the general satisfaction about the life is, as the adolescents report.

Alternatively, the Kosovo adolescents, compared to their European peers, are the last in the list so as to what the diet regime is concerned, marking thus slightly lower average score than the last country in this study list of 2010, which is Turkey. Yet, Kosovo differs a lot from countries such as Denmark, Iceland or US. Where above 20% of adolescents there report to be on a diet.

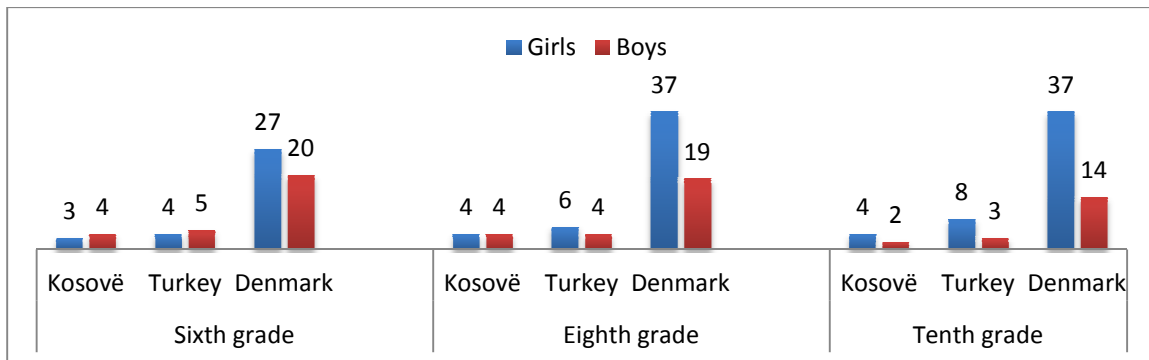


Fig. 13. Percentage of students who are on a diet regime

Oral Hygiene

The HBSC questionnaire ensures identifying the oral care also during the adolescence age. To the question “How often do you brush the teeth?”, 71.6% of respondents said that they brush their teeth more than once a day, while 24.2% only once a day. A low percentage – around 3.3% - brush their teeth at least once a week and only 0.8% less than once a week. Only 5 respondents said that they never brush their teeth.

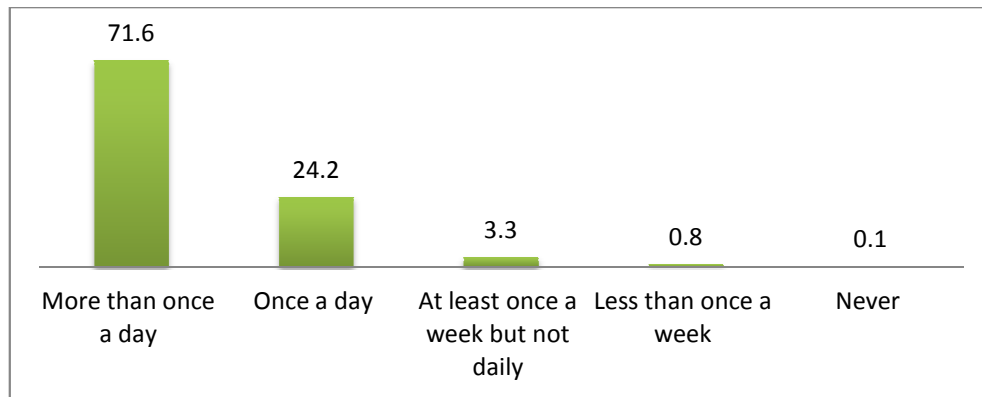


Fig. 14. How often do you brush your teeth?

As far as brushing teeth is concerned, there are significant disparities between male and female adolescents, but also between grades (age groups). The differences are shown in the graphic below. When it comes to differences in terms of age, it has been noticed that those at the age of 11 or sixth grade care less for their teeth and brush teeth less often, compared to those of the age of 13 and 15 or tenth grade students.

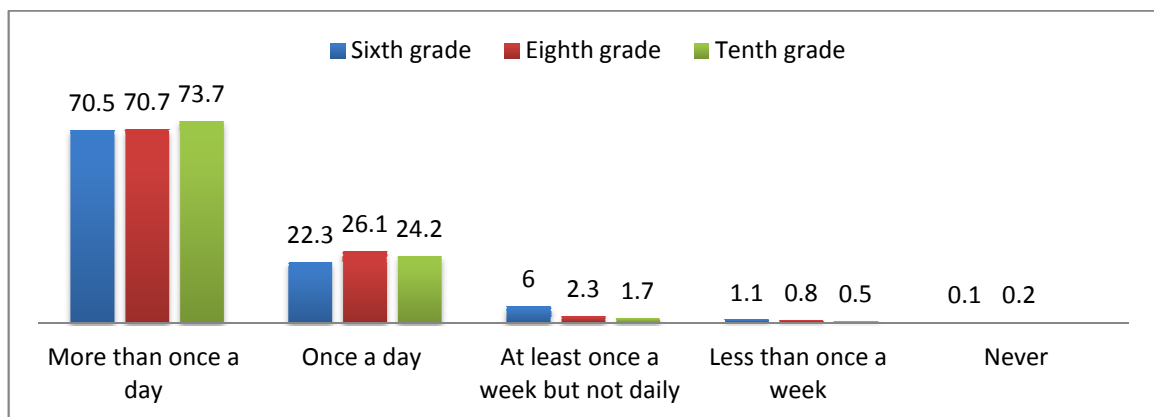


Fig. 15a. Percentage of students who brush their teeth, by grade

Meanwhile, the girls have the tendency to care for dental health more than boys. The difference between the two genders is 15.2% when it comes to the statement “I brush my teeth more than once a day”. The male adolescents score higher on other answer types, reflecting a lower level of oral care.

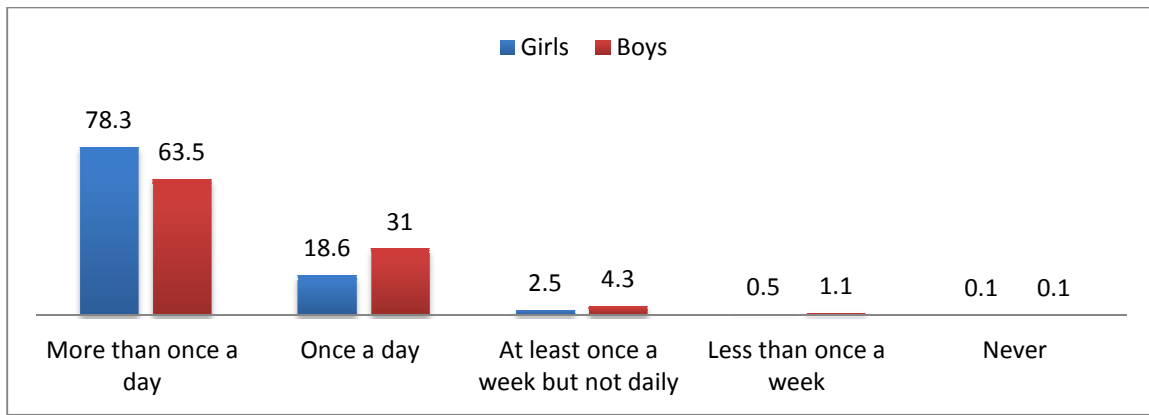


Fig. 15b. Percentage of students who brush their teeth, by gender

Compared to other peers from other countries, Kosovo is in the higher part of the list. The teeth brushing habits are almost of the same level as with those countries that top the best list in the WHO report (2012). Kosovo stands on the same level as adolescents from Wales, Iceland and Portugal when it comes to brushing the teeth, while it leaves the last country in the list, Turkey, quite behind (differing with 38%) while it lags very much behind Switzerland and Sweden, who both represent the best examples on oral care (with 10-20% difference from them).

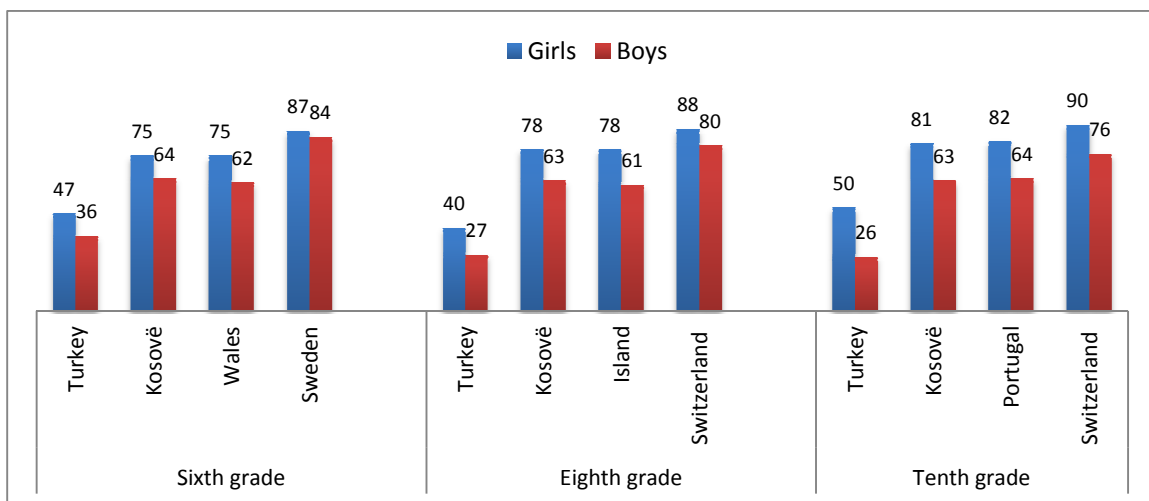


Fig. 15c. Percentage of students who daily brush their teeth

FACTS AND FIGURES

- 65% of adolescents believe they have a fit body
- 1.5% believe they are very obese;
- 68.5% of adolescents believe that they have the proper weight;
- 3.6% of adolescents keep diet;
- 71.6% of adolescents clean their teeth more than once a day;
- 3.3% of adolescents clean their teeth at least once a week;

Physical Activity

According to numerous studies, the regular physical activity affects directly the health of adolescents (WHO, 2002) thus playing a role in their long life-span (Lee, Paffenbarger & Hennekens, 1997). What about Kosovo adolescents' physical activity?

Only 22.3% of respondents do physical activities during the week for at least 60 minutes and only 3.2% did not do any physical activity throughout the week. In general, 45.5% of adolescents do physical exercises 1 to 3 times a week, and 28.9% of them do this more often – 4 to 6 times a week.

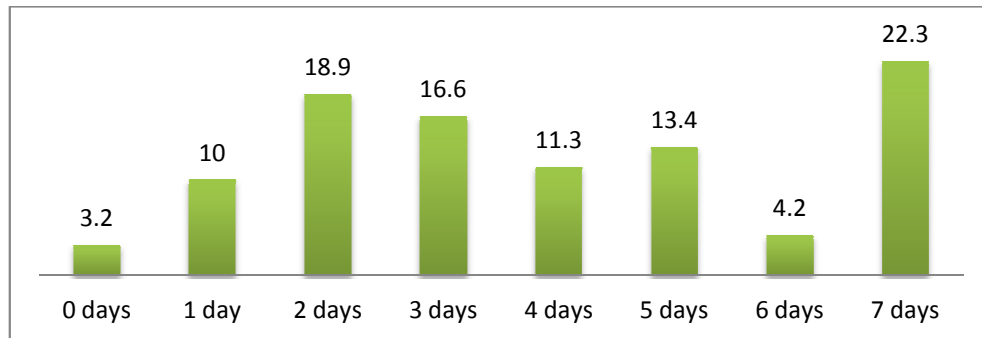


Fig. 16. Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

Male and female respondents showed significant differences in this regard. Compared to girls, the boys report more intensive physical activity during the week. Thus, 26% of men engage in different physical activities during each day of the week, compared to only 19.3% of women.

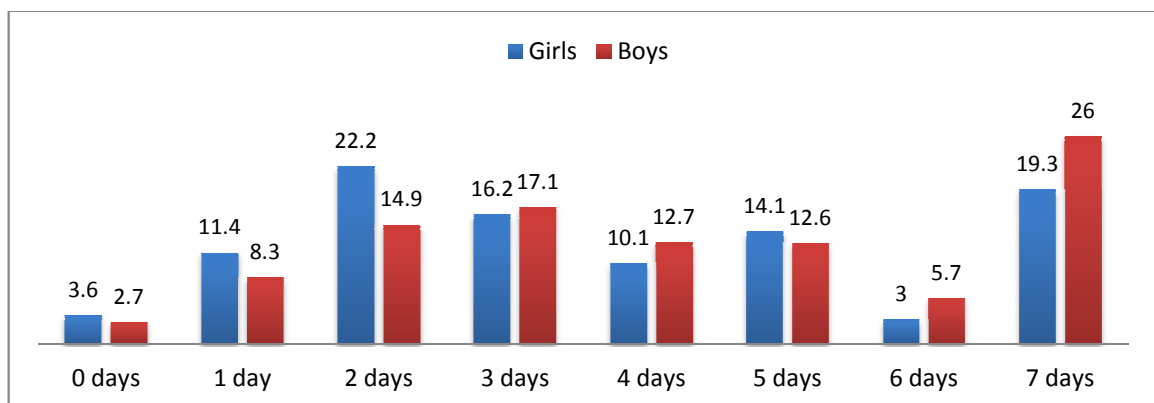


Fig. 17. Percentage of students who were physically active for at least 60 minutes during the week, by gender

On the other hand, not many differences have been marked as far as the age or grade level is concerned in regard to physical activity. Though, the analysis showed that the physical activity is linked with nutrition habits. The more the adolescents do physical activity, the more they consume fruits, vegetables or sweets.

Furthermore, the students who reported regular physical activity also report less stomach ache, back pain, headache or fatigue. The following result can confirm these findings, therefore. It shows that the regular physical activity is usually followed by a good and fit health. In addition, another factor that affects the physical activity is the social and economic status. The better off they are, the more involved in physical activities the adolescents are.

Compared to their peers around the world, Kosovo adolescents are in the middle of the classification list when it comes to physical activity. They could be compared to their peers from Slovenia and Latvia as seen in the graphic below. However, they are ahead of those from Italy which is the last in the list (13% up to 19% difference) and lag behind US and Ireland who come first.

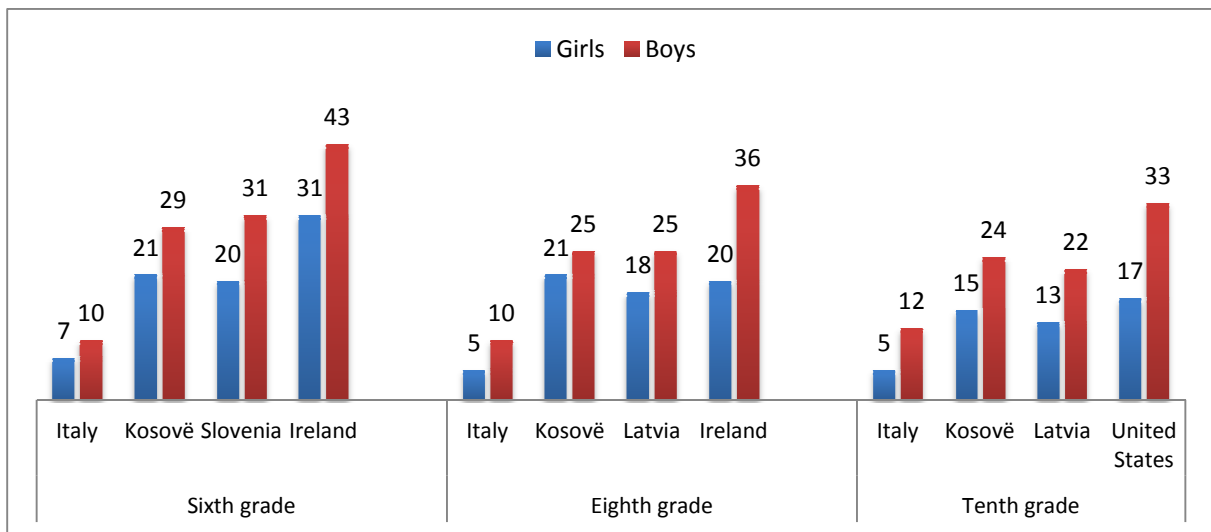


Fig. 18. Percentage of students who were physically active for at least 60 minutes during the week, by gender

Physical Activities during Free Time

Almost ¼ of respondents are involved in physical exercise every day during the free time, while 6.4% of adolescents never exercise at all. The majority of the respondents (31.1%) do physical exercise 2 up to 3 times per week, during their free time.

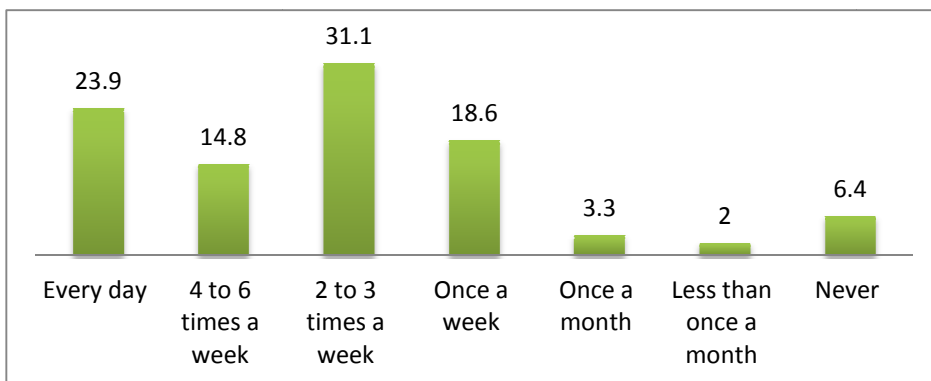


Fig. 19. How often do you usually exercise in your free time so much that you get out of breath or sweat?

As we can see in the graphic below, the students from the sixth grade are more inclined to be involved in physical exercise every day of the week than the eights and tenth grade students. 30% of sixth grade students reported physical exercise every day of the week during their free time, while 23.8% of eighth grade students and only 17.7% of tenth grade students do so.

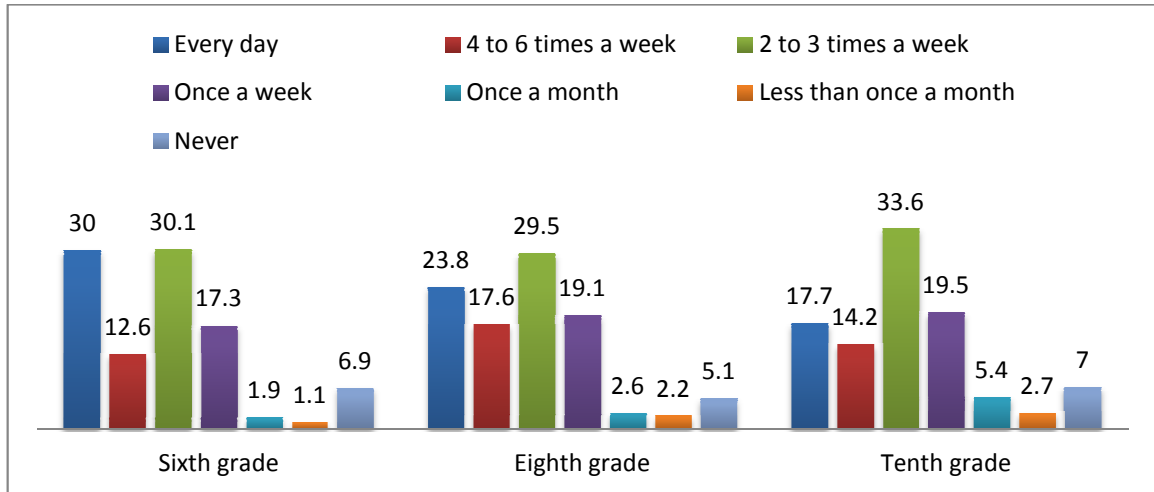


Fig. 20a. Percentage of students doing physical exercise, by grade level

However, the male respondents are rather more involved in physical exercises compared to female respondents. Only 19.5% of girls do exercises every day during free time, while 29.2% of boys are actively involved in different physical activities every day.

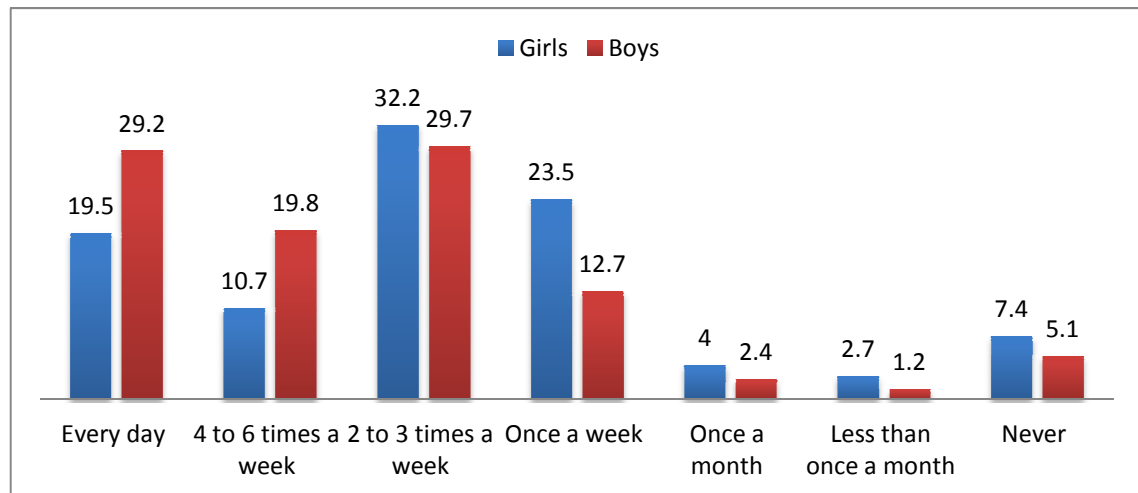


Fig. 20b. Percentage of students doing physical exercise during free time, by grade

A big part of adolescents (36%), spend around 1 hour of their free time for physical exercise and 1/3 of respondents spend only around half an hour. However, there is a lower percentage of those students who dedicate most of their free time to physical activities and spend around 4 to 6 hours (3.5%) or 7 and more (2.2%).

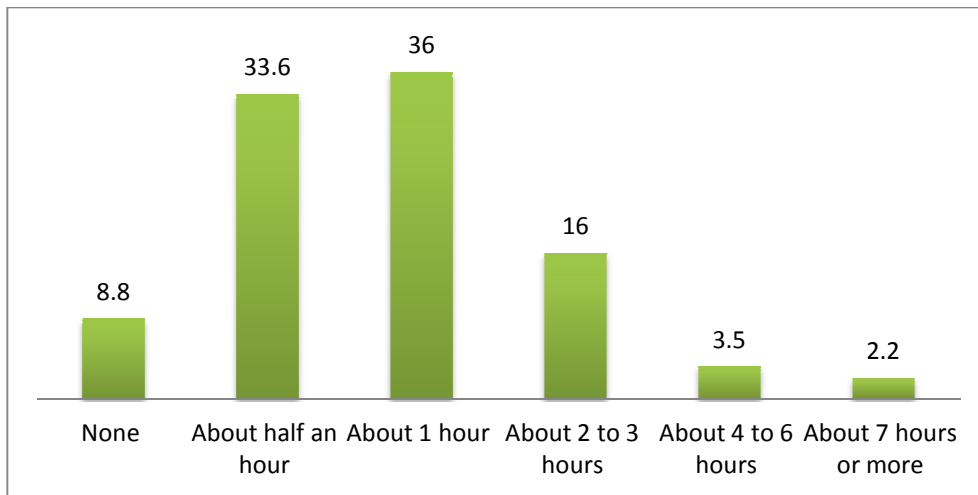


Fig. 21. How many hours a week do you usually exercise in your free time so much that you get out of breath or sweat?

Female and male students differ significantly when it comes to how many hours they spend during their free time to engage into physical exercises. The boys spend more time for their different physical activities and the differences are from 2.2% up to 9.3% compared to girls.

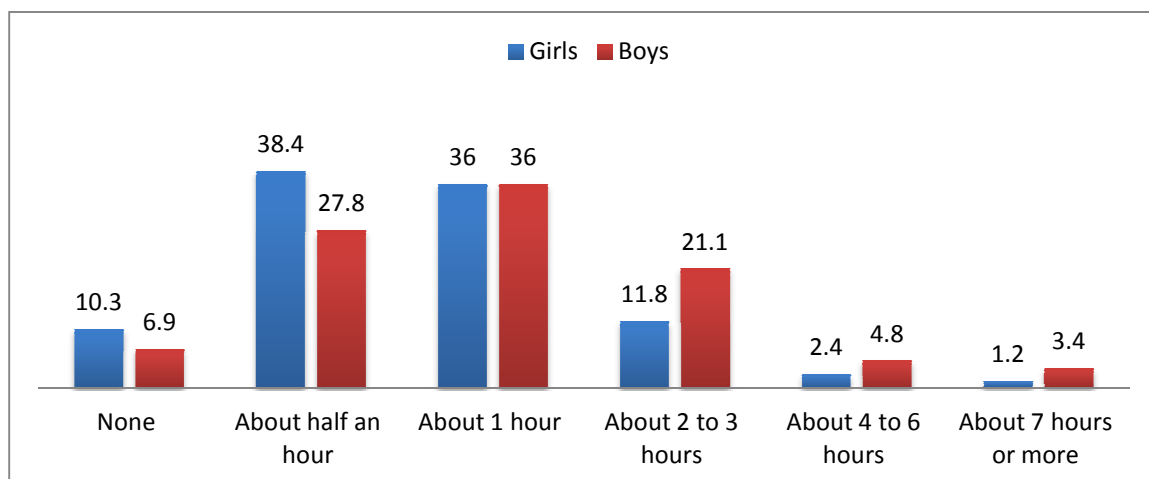


Fig. 22. Number of hours that students spend for physical exercises during free time, by gender

FACTS AND FIGURES

- 3.2% of students have not been physically active at all in the last 7 days;
- 22.3% have been active in every day of the last week;
- 23.9% of respondents exercise every day during free time;
- 6.4% of adolescents never do physical activity during free time;
- 36% of students exercise for around 1 hour during their free time;
- 2.2% of adolescents spend more than 7 hours in physical activity during their free time;

Activities of Adolescents during Free Time

Watching Television

Watching television not only can keep children away different physical activities, but it can also have impact in shaping their aggressive behaviours, substance abuse or involvement in other delinquent behaviours (American Academy of Paediatrics, 2001). The same role can be played by numerous electronic games which convey aggressive messages and models.

As seen in the graphic below, $\frac{1}{4}$ of student respondents spend around 1 during school days to watch TV, play DVD or videos during free time and $\frac{1}{4}$ of them spend around 2 hours in front of television. Additionally, $\frac{1}{4}$ of students spend more than 3 hours a day watching TV, which marks a high percentage.

Yet, even more time to television watching is dedicated during weekends. Almost $\frac{1}{3}$ of the respondents spend more than 4 hours in front of TV during weekends, while $\frac{1}{3}$ spend 2 to 3 hours in doing so.

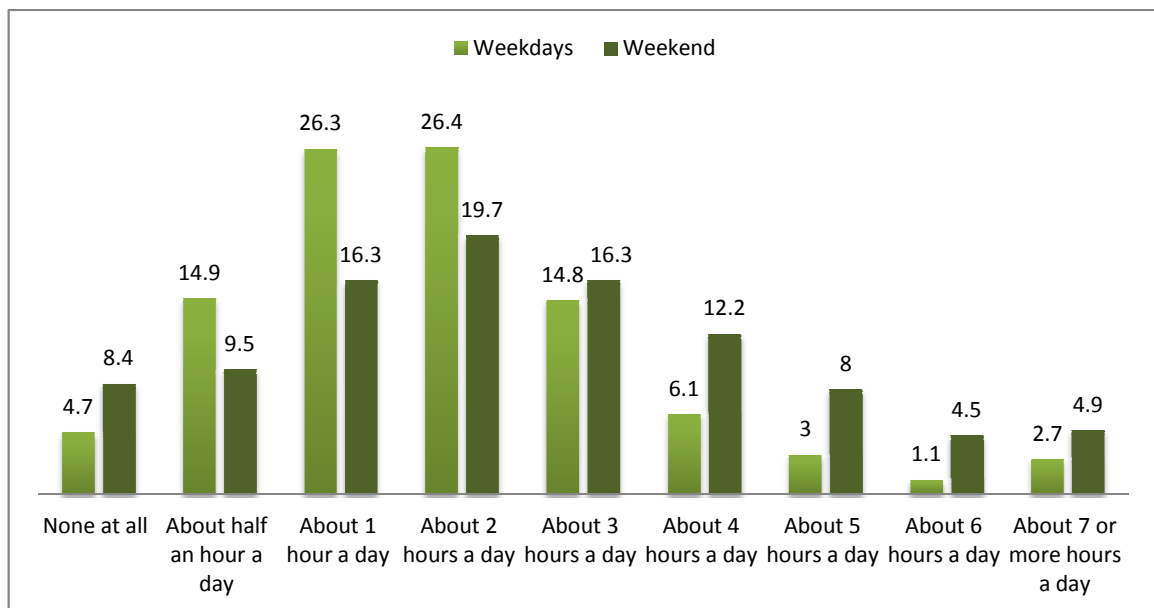


Fig. 23. About how many hours a day do you usually watch television (including DVDs and videos) in your free time?

Results revealed significant differences between three grade groups selected for this research. This is reflected by the fact that only 19.8% of 6th grade students watch television more than 3 hours a day, while 31.4% of 8th grade students and 32.1% of 10th graders watch TV more than 3 hours a day.

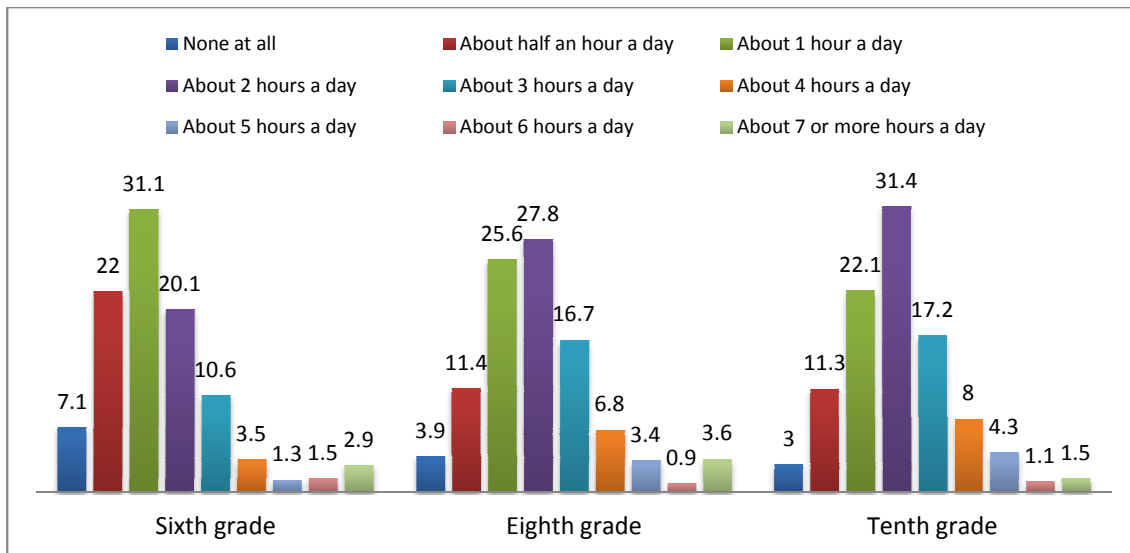


Fig. 24. Number of hours that students watch television daily, by grade

As reported in other similar studies, our study, too, reconfirms the fact that watching television is linked to smoking, involvement in fights and bullying others.

Compared to other countries who administered the same questionnaire, Kosovo ranks the one before last in the list, when it comes to those of age of 11 and again on the bottom of the list for those of the age of 13 and 15, namely the eight and ten-graders, spending free time in front of TV. While 82% of Armenian girls and 79% of Armenian boys spend more than 2 hours during school days in front of TV, this is merely an ordinary behaviour for 65% of girls and for 61% of boys in Kosovo, just as similarly as in FYROM.

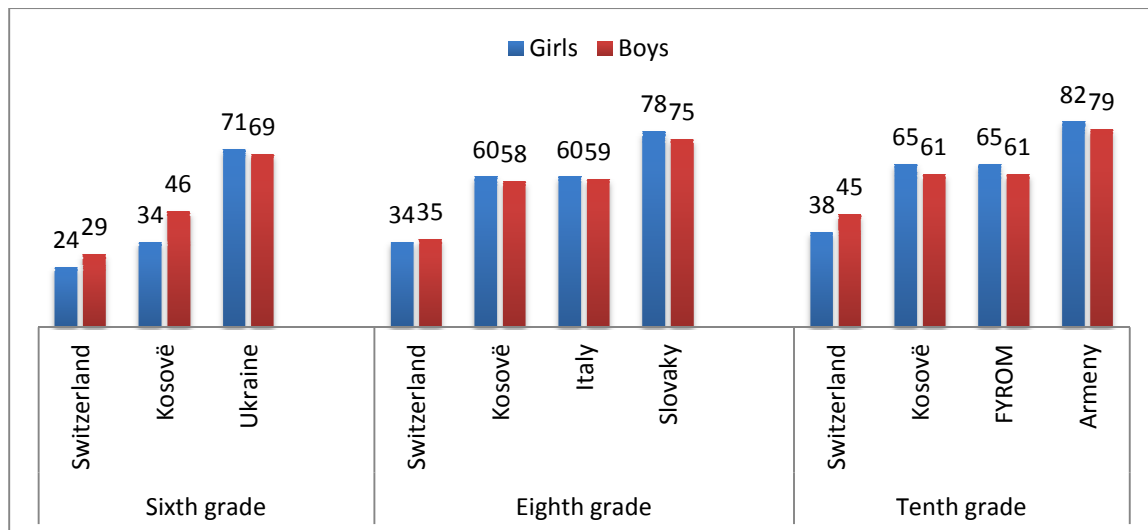


Fig. 25. Percentage of students spending more than 2 hours a day in front of TV

Computer Games

Compared to free time being spent in front of TV, percentage of pupils spending their free time on computer games is lower. Results reveal that 32.4% of respondents do not spend any hour on computer games during school days and 24% spend only half an hour daily on computer games. Only 25% of the sample said that they spend more than 2 hours on computer games during school days and about 40% of respondents spend more than 2 hours on computer games during weekend days.

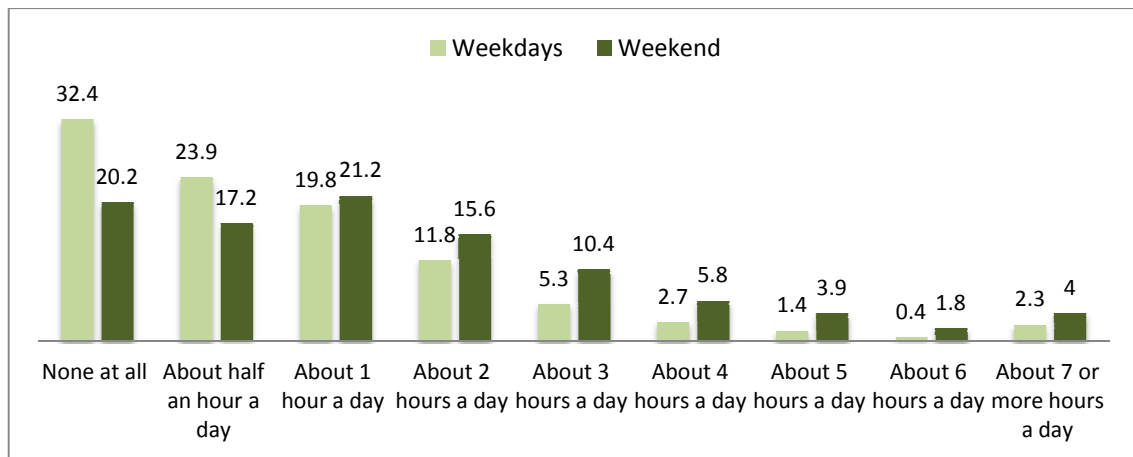


Fig. 26. About how many hours a day do you usually play games on a computer or games console (PlayStation, Xbox, GameCube etc.) in your free time??

Gender-based differences are significant, with boys spending more free time on computer games, while 42.1% of girls do not spend any hours on computer games during school days and so do 20.7% of boys. The difference is by 20%, which indicates that such games are habits rather belonging to male respondents.

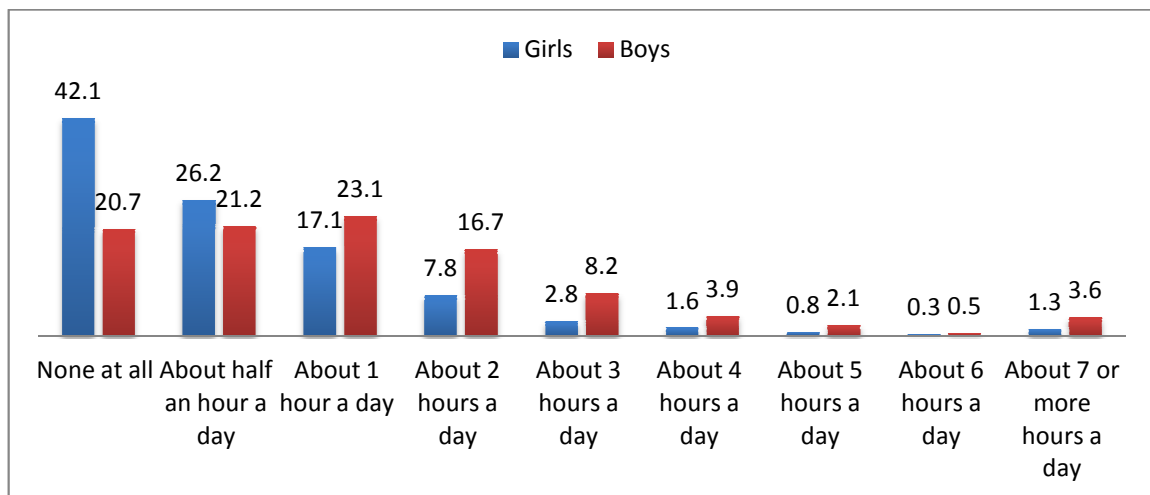


Fig. 27a. Number of hours during which students spend playing PC games, by gender

Moreover, the differences between age and grade groups are significant and the graphic below shows that computer games are less preferred by the 10th grade students, compared to those of 8th and 6th grades. There are 31.6% of tenth grade

students who never spend an hour on computer games, as same as 15.6% of eighth grade students and 13.3% of students from 6th grade.

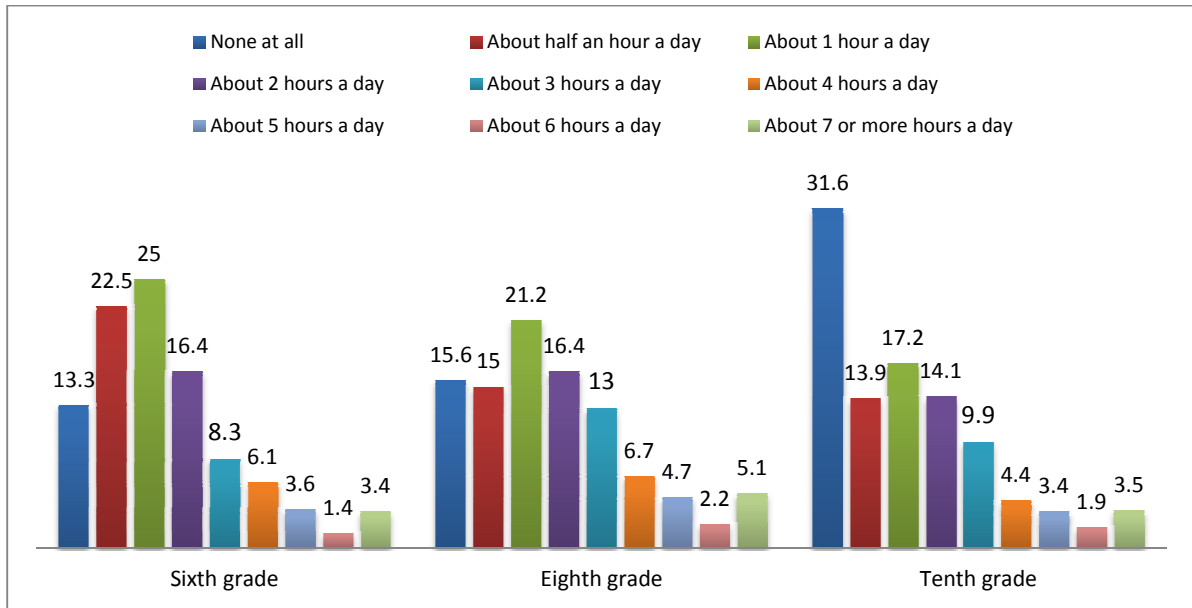


Fig. 27b. Number of hours during which students spend playing PC games, by grade

Furthermore, the results show that the more the students are focused on computer games, the less they engage into physical activities. There is also a negative link between the time the students use to play computer games and the time they spend with their friends. Just like watching television, computer games are also linked to fights and bullying.

Use of Computer for Communication Purposes

The graphic below shows that the computer is used more for games than for chatting, writing emails or doing homework. To the question “How many hours a day do you spend for chatting, browsing, emails or doing homework etc, on PC during free time?”, 62% said that they use computer for such purposes for more than 2 hours a day during weekends and only 43% use computer for such purposes more than 2 hours a day during school the week.

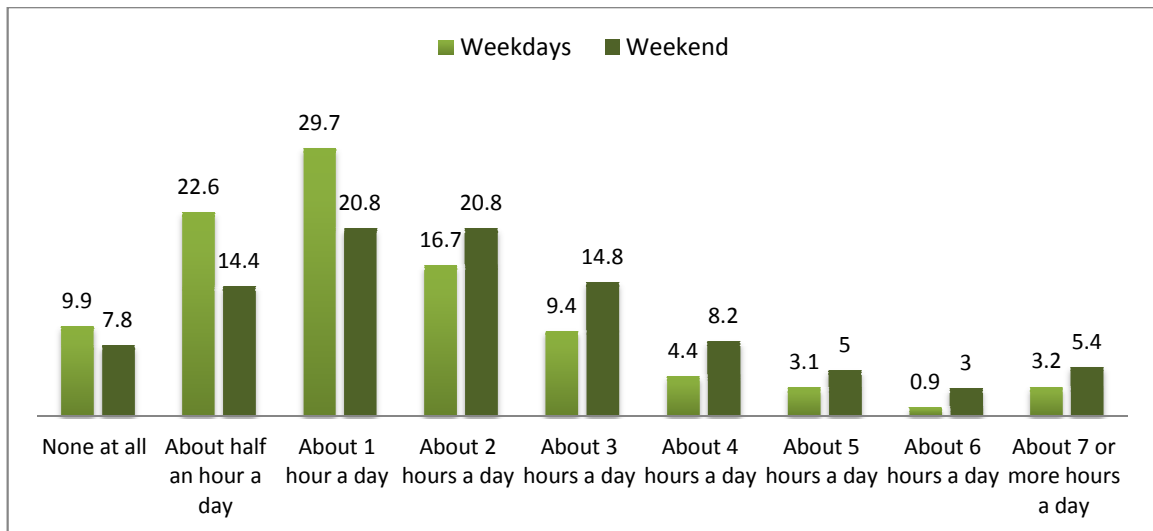


Fig. 28. About how many hours a day do you usually use a computer for chatting on-line, internet, emailing, homework etc. in your free time?

There are statistical differences between both genders in this aspect, too. Again, it is the masculine gender the one who is more inclined to use computer for purposes such as homework, chat or email writing with friends. The differences are, however, small and in each case, they never surpass more than 3 per cent in between.

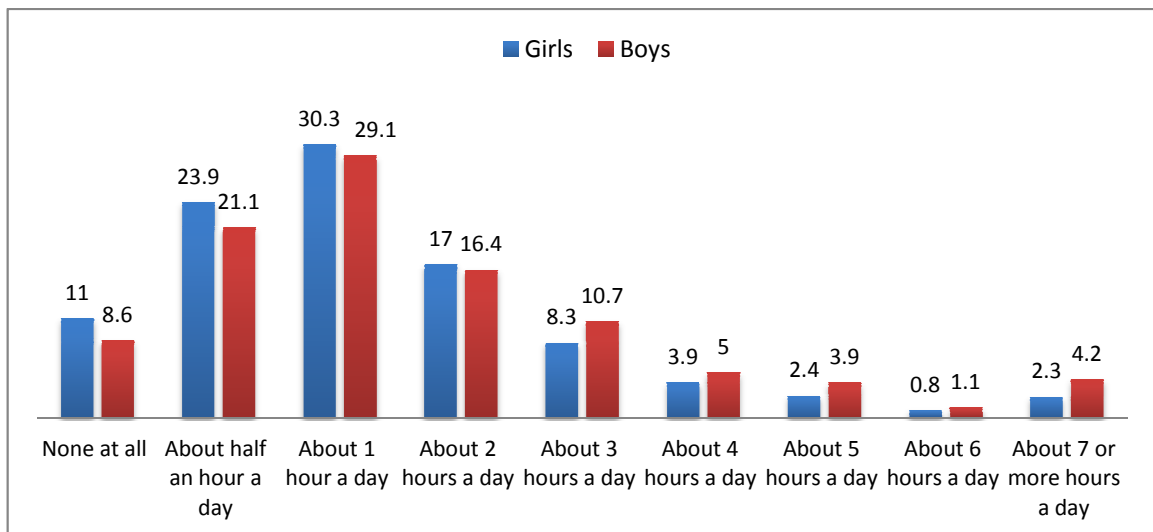


Fig. 29. Use of computer for communication purposes, by gender

Respondents of the age of 11 use the computer less for homework, chatting with friends and email sending, compared to those of the age of 13 or 15. Only 24.2% of 6th grade students use computer for such purposes more than 2 hours a day, compared to 38.8% of 8th grade students and 49.9% of 10th grade students who spend more than two hours a day for such purposes.

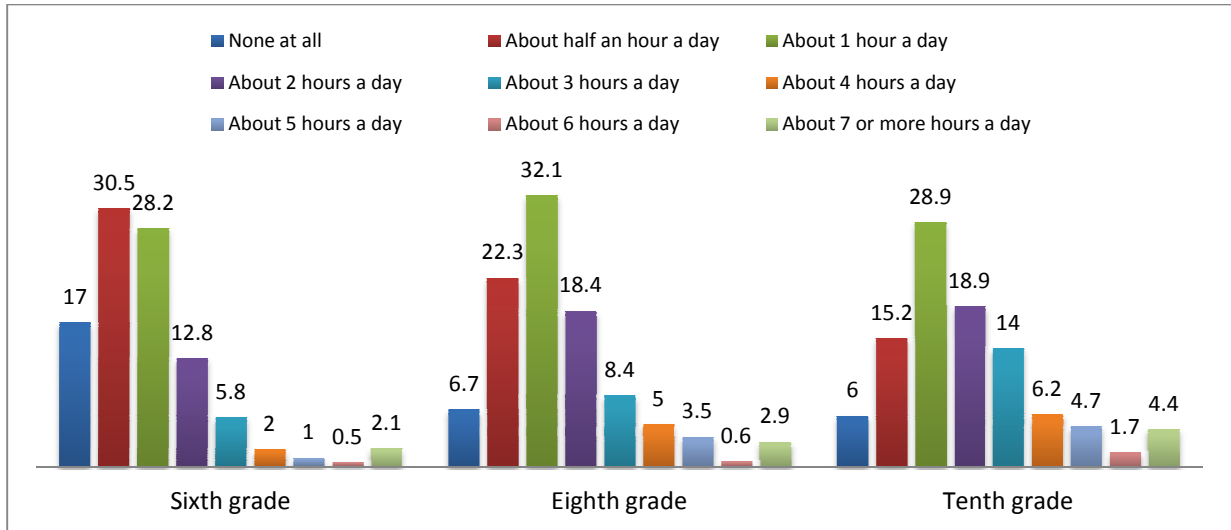


Fig. 30. Use of computer for communication purposes, by gender

In this situation, too, the higher the use of computer is, the lower is the number of physical activities. There is a significant link between the number of hours that students claim take to use computer for chat and the number of friends that they have and the more friends they have, the more they spend time to chat on computer.

Compared to their peers from Europe, Kosovo is ranked in the 28th place out of 40 countries included in the comparative analysis for those of the age of 11 and in the 33rd place for those of the age of 13 and 15. As far as the use of computer for 2 or more hours a day is concerned, for chat, email or homework, those who lead in the list are Poland (45%), The Netherlands (61%) and Iceland (73%). In this regard, Kosovo may be compared to Spain, Turkey and Belgium.

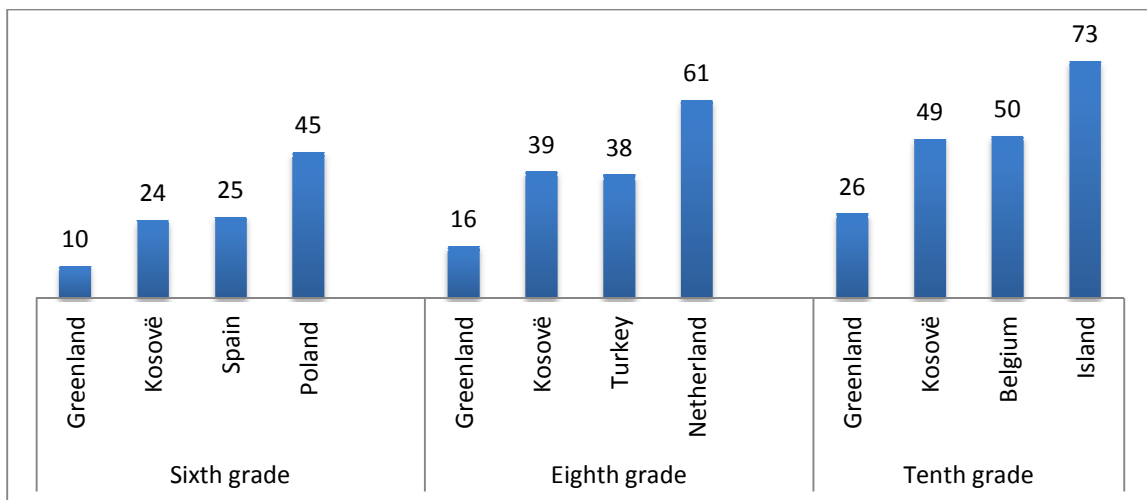


Fig. 31. Percentage of students using computer for 2 or more hours a day for chat, email, homework, during free time

FATCS AND FIGURES

- 26.4% of adolescents watch TV around 2 hours every school day;
- 4.9% of students watch TV every weekend day for 7 or more hours;
- 11.8% of respondents play computer games daily for 2 hours;
- 10.4% of adolescents play computer games during weekends for 3 hours;
- 16.7% use computer for communicating with friends 2 hours each school day;
- 14.8% spend more than 3 hours using computer to communicate with friends during weekends;

Dangerous Behaviours

Smoking tobacco, drinking alcohol and substance abuse are considered to be dangerous and harmful behaviours for adolescents. Their effects seriously harm health of adolescents and they disturb the general psycho-physical functioning, especially the normal functioning of their brain (Bonnie and O'Connell, 2004; Lewohl et al., 2000).

Prevalence of Smoking

In general, only 15.7% of the overall sample have smoked at least once during their life and 84.3% said they never smoked a single cigarette.

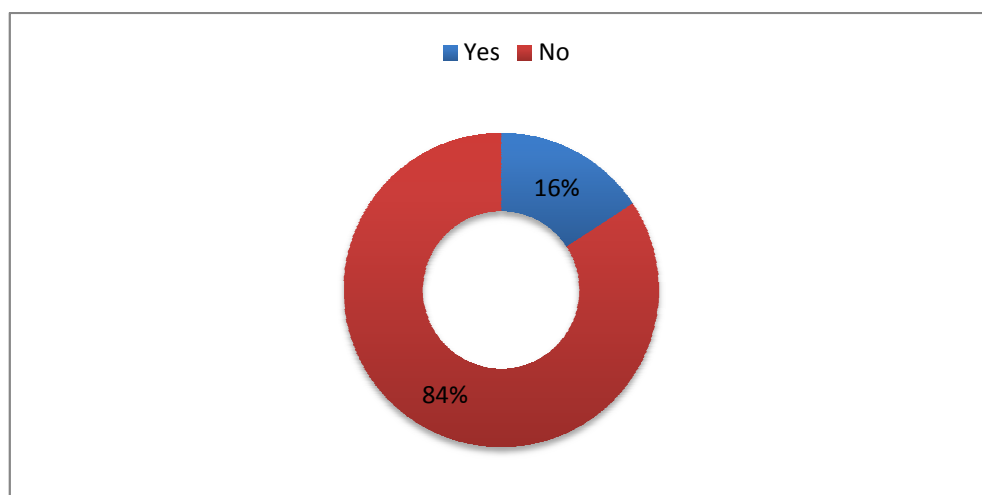


Fig. 32. Have you ever smoked tobacco? (At least one cigarette, cigar or pipe)

However, as seen in the graphics below, the female respondents seemingly smoke less, compared to male respondents, but this percentage is increased by age. So, there are 37.3% of tenth grade male students who have smoked at least one cigarette during their life and only 20,5% of 8th grade students and 12.6% of 6th grade students who did so.

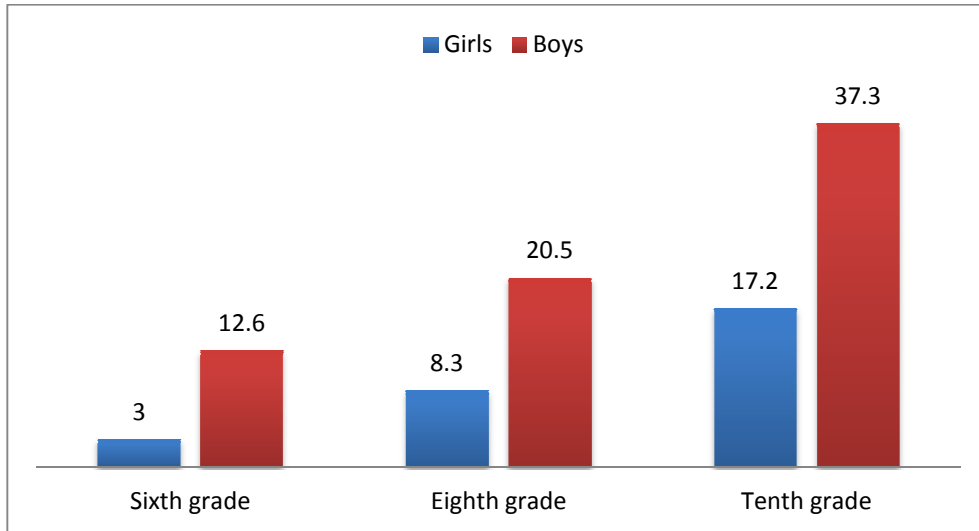


Fig. 33. Percentage of students who smoked at least once during their life, by gender and by grade

In European context, Kosovo may be listed amongst countries where experimenting with smoking by adolescents is in low level. Kosovo can be compared with France, the Netherlands and England, when it comes to students who have tried cigarettes at least once in their life. Yet, the gender-based differences in Kosovo are bigger than in other countries, where again the male adolescents report to be smoking more.

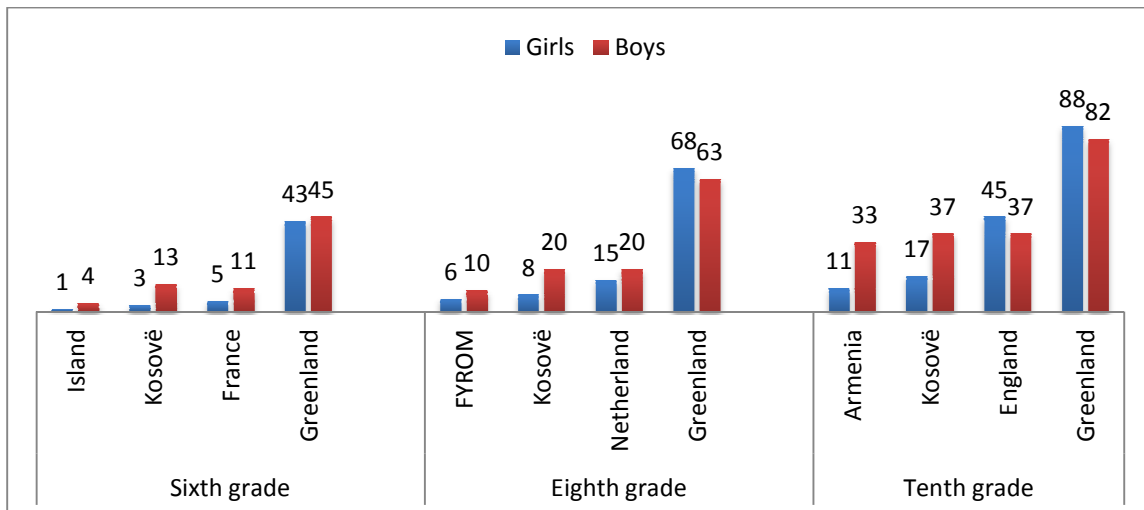


Fig. 34. Percentage of students who smoked at least once in their life

On the other side, the percentage of students currently smoking is even lower. Majority of adolescents who said that they ever tried smoking, are not active smokers. Out of all respondents in this research, only 4.5% of them are active smokers and do so every day (1.7%), at least once a week but not every day (1.4%) or less than once a week (1.7%).

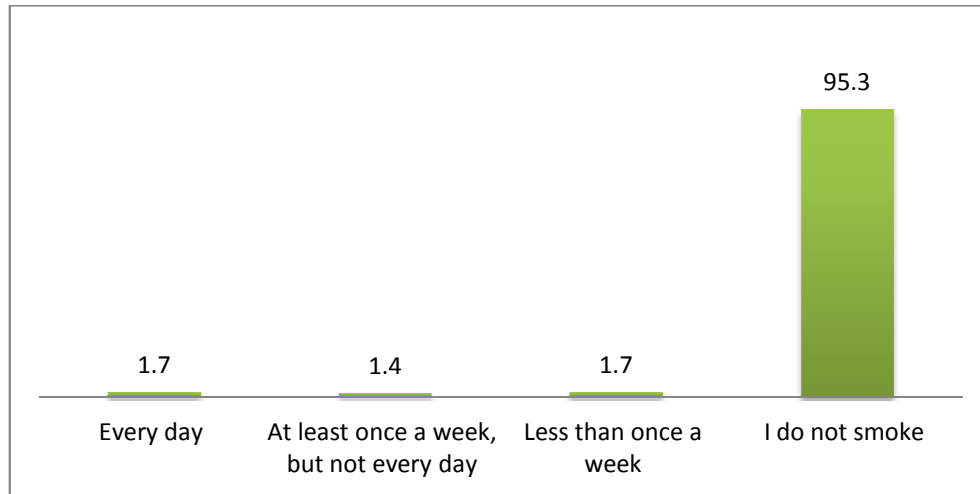


Fig. 35. Percentage of active smokers

The graphic below indicates only the percentage of adolescents who declare their self as active smokers, and as one can see, with age the percentage of active smokers increases, too. Only 2.9% of tenth grade students, 1.5% of eighth grade students and 0.7% of sixth grade students smoke tobacco daily.

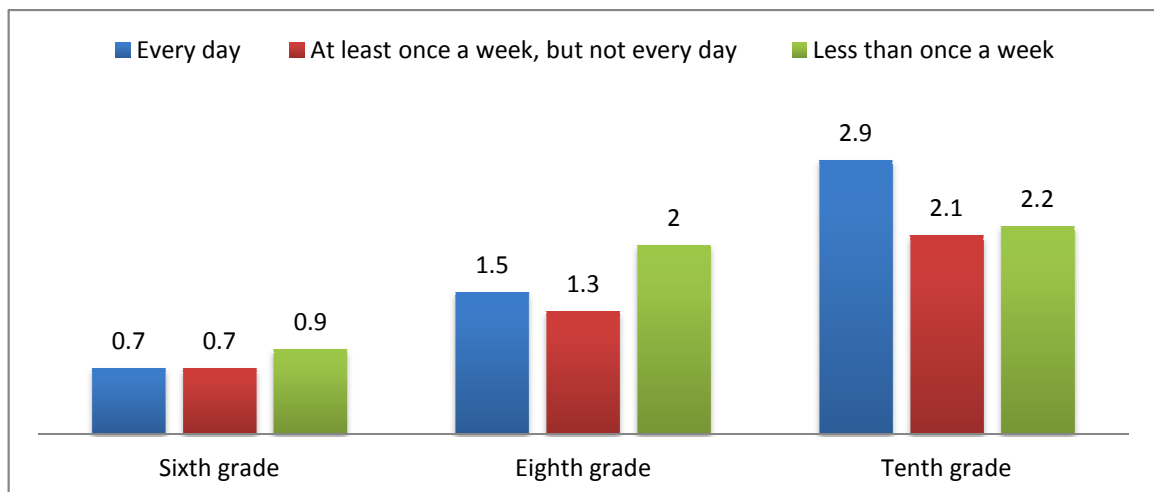


Fig. 36. Percentage of students who smoke, by grade

Gender-based differences are again significant, with male students being those who are the most active smokers. This is shown in the graphic below, where Kosovo results are compared with those in other countries. Kosovo has a very low percentage of active smokers and due to this, it is ranked one of the last listed, where majority of other countries are, too. As shown in the graphic, the highest percentage of active smokers is in Greenland, where Kosovo differs from this country by 24% for the age of 13 and by 43% for the age of 15.

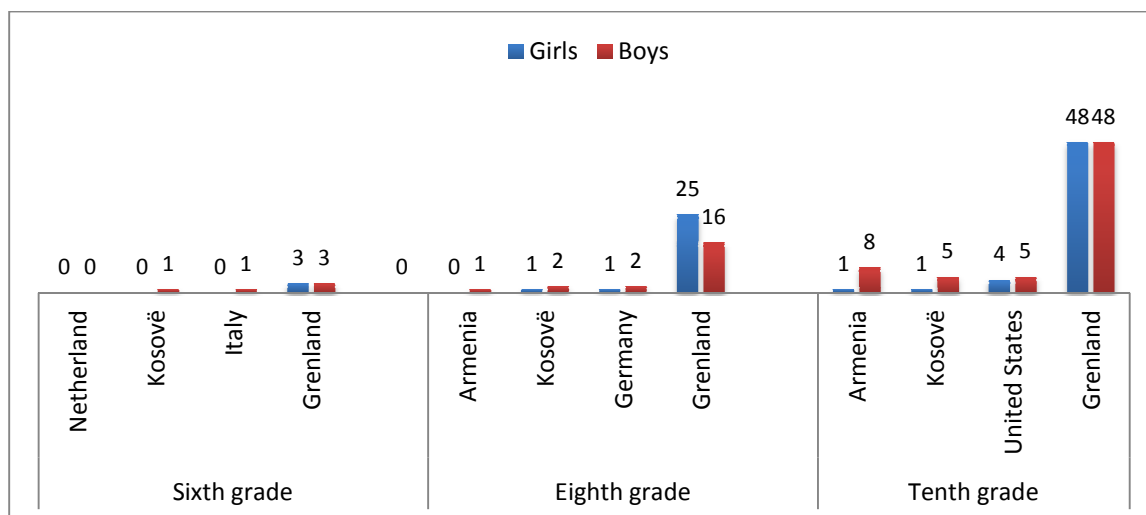


Fig. 37. Percentage of students who are active smokers

In the same line with other studies conducted before, this one has shown, Too, that active smokers engage less into physical activities, both during school time and outside.

Smoking is also linked significantly with drinking beers, alcohol and trying cannabis. Students who are active smokers have reported worse health, more headaches, agitation and increased anxiety compared to non-smokers, thus confirming the negative consequences of smoking.

Only the tenth grade students or those of the age of 15 were asked about the age when they smoked for the first time and how often they did so during the last 30 days. The results showed that the majority of them first tried smoking at the age of 14, followed by those who have tried smoking first at the age of 12 (20%) and those at the age of 13 (22.4%).

TABLE 3. At what age did you first smoke?

Age (years)	Frequency	Percentage
<11	59	15,7
12	75	20
13	84	22,4
14	97	23,9
15	41	10
>16	19	5,1

Moreover, the majority of adolescents who smoke declared that they did not smoke more than 1 or 2 times during the last 30 days (40.8%), while 10.6% others declared that they smoked more than 40 times during the last 30 days.

TABLE 4. How many times have you smoked in the last 30 days?

	Frequency	Percentage
1 - 2 times	89	40,8
3 - 5 times	59	27,1
6 - 9 times	20	9,2
10 - 19 times	16	7,3
20 - 39 times	11	5
>40 times	23	10,6

Prevalence of Alcohol Use

The prevalence of drinking alcohol in Kosovo is very low. Around 85% of respondents have never drunk alcohol in their life. In all cases, the respondents state that they consume very rarely alcoholic beverages (around 10%) and only 3% up to 5% consume alcohol regularly. As indicated in the graphic below, adolescents consume mostly different beverages containing alcohol (15.6%), groups of national alcohol beverages (13%), strong coloured beverages (12.9%), beer (12.4%) and wine (12.3%).

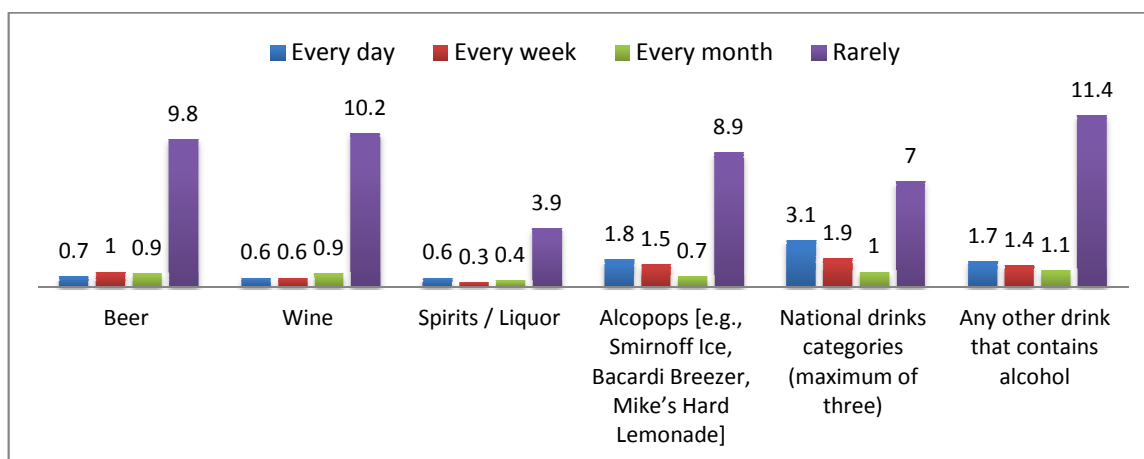


Fig. 38. How often do you currently drink alcohol, such as beer, wine or raki?

Male adolescents consume alcohol more often than female adolescents. Also, according to the age groups, the differences are obvious, with the tenth grade students seemingly drinking alcohol more.

As indicated in the graphic below, which presents the prevalence of beer use, by grade, the students of the tenth grade are those leading with 22.5% (every day), followed by the eighth grade students with 15.5% and those from sixth grade with 8.8%.

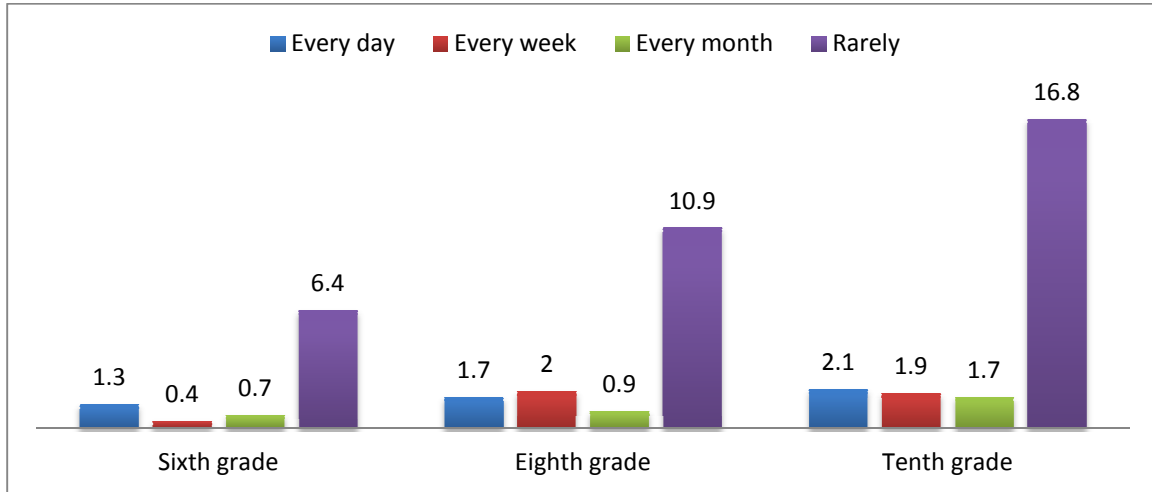


Fig. 39. Prevalence of beer drinking, by grade

When asked “Did it ever happen that you drank so much that you got drunk?”, the absolute majority said that such a thing never happened to them (90.8%). The rest drank enough to get drunk once. The graphic below indicates also gender-based differences, with 6.9% of male respondents and 2.4% of female respondents, who got drunk at least once.

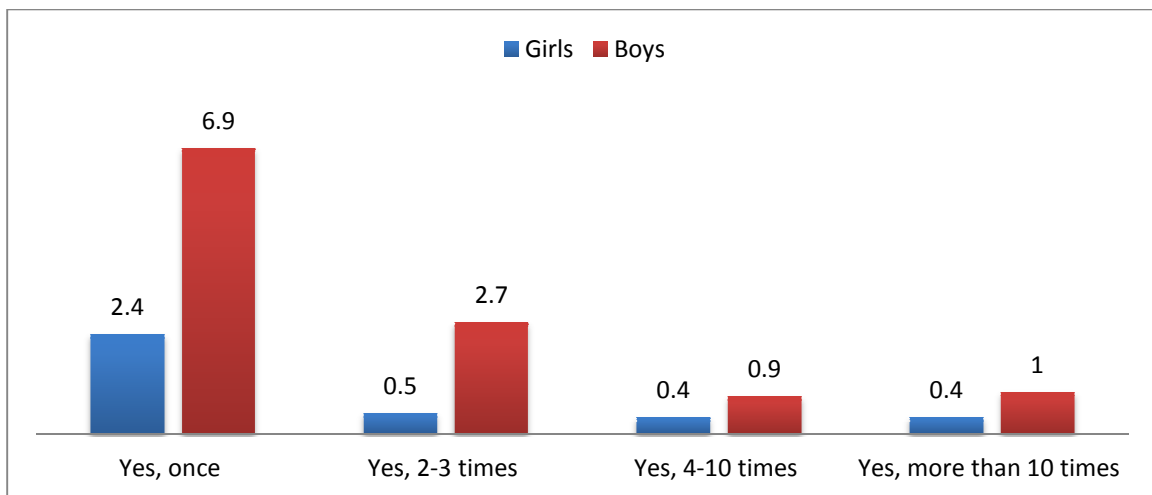


Fig. 40. Did you ever drink so much that you really got drunk?

Most of adolescents stated that they first tried alcohol at the age of 14 (40.6%) and at the age of 15 (27.2%). And, as the table below shows, most of the adolescents who drank so much that they got drunk was the age of 15 (26.2%) and at the age of 14 (25.5%).

TABLE 5. Age of students when they drink or get drunk for the first time

Age (years)	At what age did you drink for the 1 st time?	At what age did you get drunk for the 1 st time?
<11	4,9	14,9
12	6,7	7,8
13	18,6	17
14	40,6	25,5
15	27,2	26,2
>16	1,9	8,5

Alcohol consumption in the last 30 days is predominantly linked to smoking tobacco and as a result, the more often they drink alcohol, the more likely they are to smoke, too.

Yet, the students who have more friends and who spend more time with them are more likely to drink alcohol, too.

Additionally, those who used alcohol in the last 30 days have reported more headache, sentiment of weakness, agitation, sleeping disorder and vertigo. Furthermore, students who drink alcohol additionally show a lower satisfaction with their life.

Also when it comes to frequency of alcohol use by adolescents, Kosovo is listed on the bottom of the list of European countries. Our adolescents are the last in the list amongst those of the age of 15, where only 2.4% stated that they drink beer at least once a week or more often. For the age of 13, too, Kosovo is amongst the last countries in the list with only 1.8% of the respondents of the same age who state that they drink beer at least one beer per week. Just like most of other European countries, Kosovo, too, has a very low prevalence of beer drinking at the age of 11, with only 0.8%.

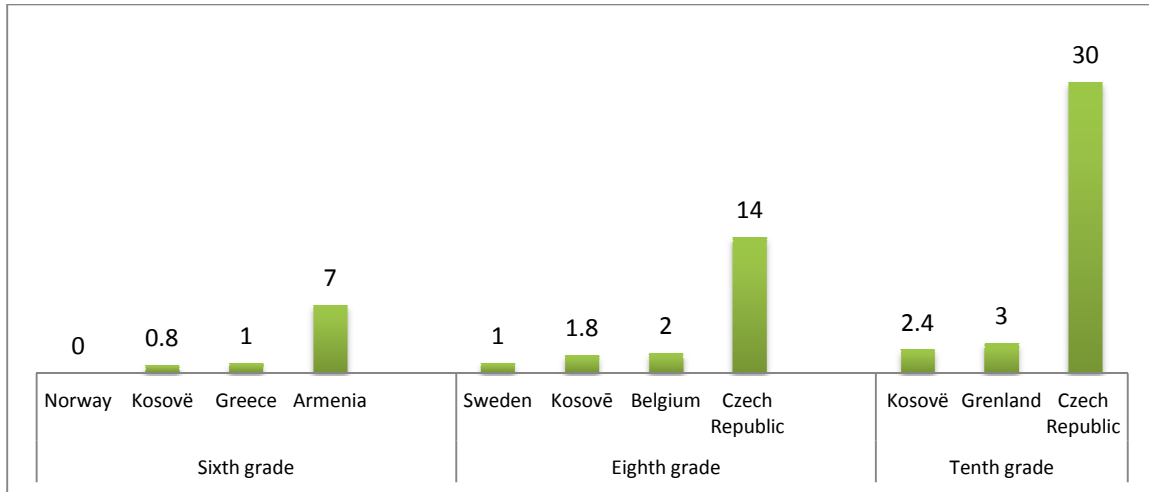


Fig. 41. Percentage of students who drink beer at least once a week

Prevalence of Cannabis Use

Out of the overall sample, only 2.6% of respondents have used cannabis once or more during their life. On the other hand, 2.2% of respondents have smoked cannabis in the last 12 months and only 1.5% of respondents have done so over the last 30 days. This result indicates only the situation with those of the age of 15, given that this question has been asked only to those of this age.

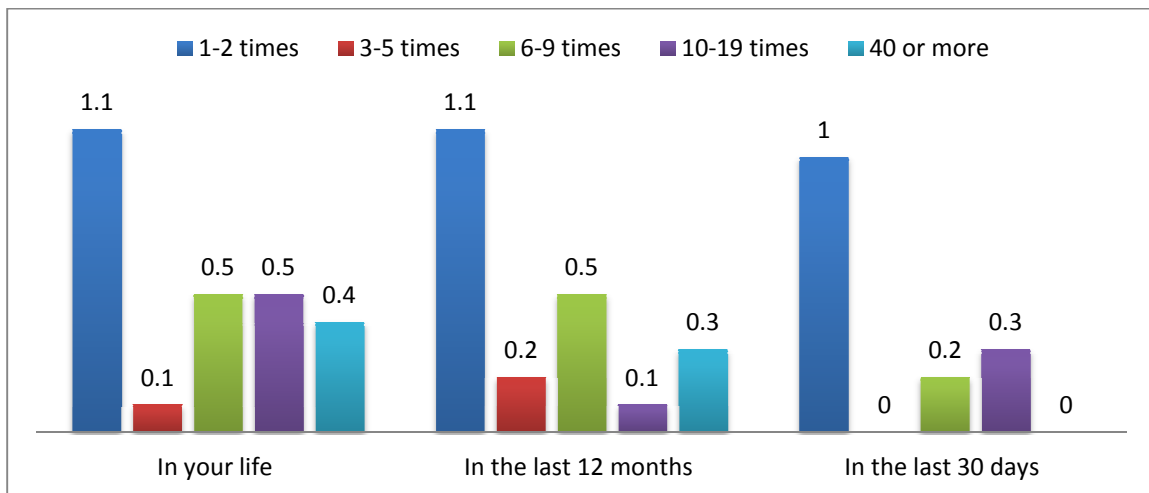


Fig. 42. Have you ever taken cannabis?

Compared to female respondents, the male adolescents are not only more frequent users of alcohol and tobacco, but of cannabis, too. Only 0.4% of the female respondents have ever used cannabis, while 5.1% of male respondents did so.

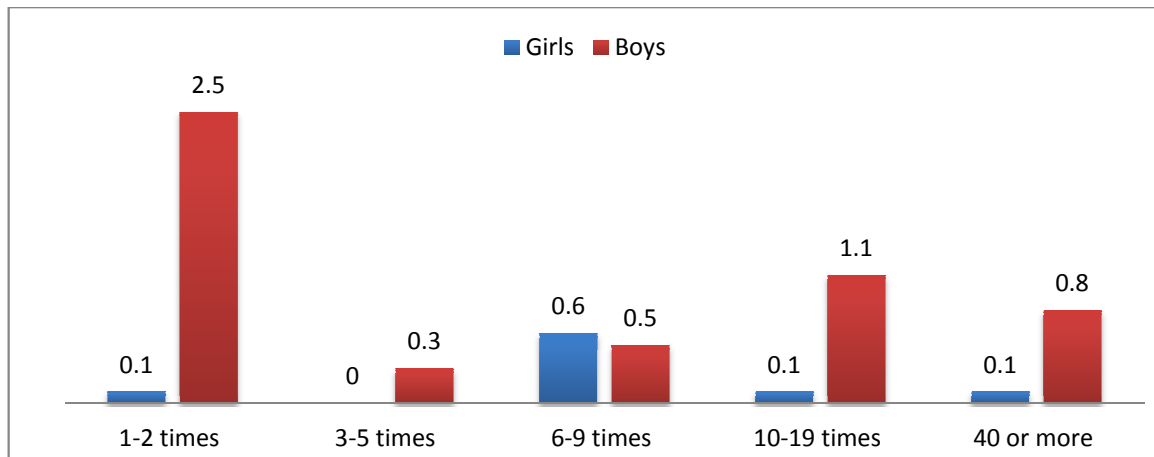


Fig. 43. Frequency of cannabis use during the entire life, by gender

Compared to other countries where the HBSC study has been conducted, Kosovo stands just before the last one in the list, which is Macedonia, with a prevalence of cannabis use during the entire life by 1% for female respondents and by 4% for male respondents. The highest percentage has been revealed in Canada, where both female and male respondents score 33%.

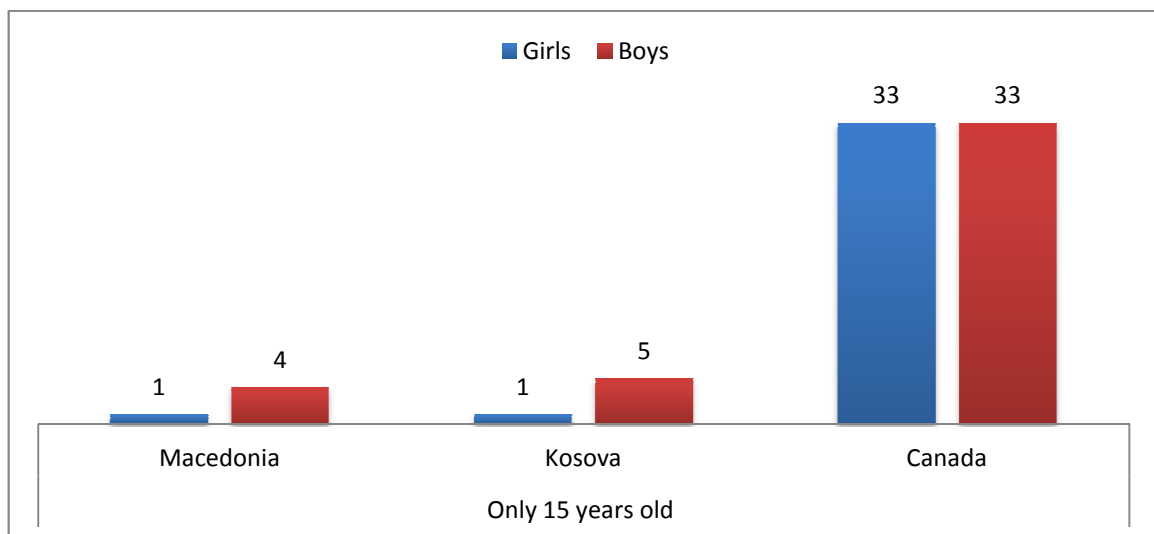


Fig. 44. Prevalence of cannabis use during life: comparison between countries

For the end, the affect of cannabis on other behaviours has been also identified and the results show that the use of cannabis triggers other dangerous behaviours, such as the use of tobacco and alcohol at this age. The results also reveal that the higher the use of cannabis is, the higher is the likelihood that the students are involved in violent acts and bullying others, as well as it brings less physical activities for them.

FACTS AND FIGURES

- 15.7% of respondents have smoked at least one cigarette in their life;
- 4.7% are active smokers;
- 23.9% have started smoking at the age of 14;
- 10.6% of active smokers have smoked more than 40 times during the last 30 days;
- 15% have drunk alcohol;
- 40.6% of students have started drinking alcohol at the age of 14;
- 2.6% of 15-year old students have smoked cannabis at least once in their life;
- 1.5% of respondents have smoked cannabis at least once in the last 30 days

Sexual Health

The age of 15 or the tenth grade students have also been asked about their sexual life. To the question “Have you ever had sexual intercourse”, 13.3% of respondents have responded assertively, while the rest 86.7% said that they have not had any sexual intercourse yet.

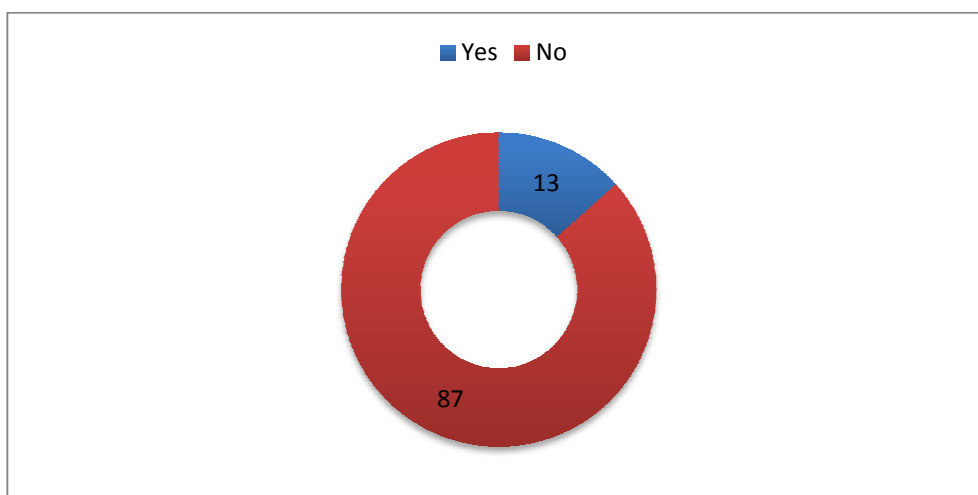


Fig. 45. Have you ever had sexual intercourse?

If this percentage is to be divided by gender, then the results reveal significant differences between both genders, with only 4.5% of female respondents and 25.5% of male respondents who said they ever had sexual intercourse.

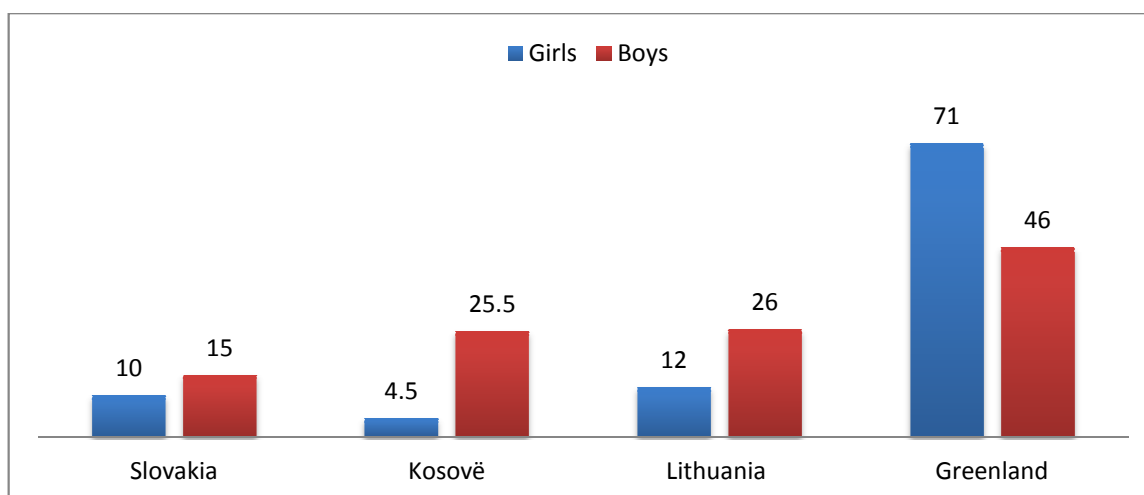


Fig. 46. Percentage of students having had sexual intercourse, by gender

According to the international WHO study, Slovakia is the last in the list by percentage of those having sexual intercourse at the age of 15, whereas Kosovo stands quite close to it, if the percentages are taken into account. However, there is a big difference between Kosovo and Greenland, for instance, by 65% for sexual intercourse amongst female respondents and 20% amongst male respondents.

The following table shows that majority of the adolescents who had sexual intercourse said they did so at the age of 14 (32.8%) and at the age of 15 (31.8%). Only 4% of the cases, namely 8 respondents, have said that they had their first sexual intercourse at the age of 11.

TABLE 6. The age when the first sexual intercourse has taken place

How old were you when you had the first sexual intercourse?	
11 years old or younger	4
12 y/o	5,5
13 y/o	17,9
14 y/o	32,8
15 y/o	31,8
16 y/o	8

The analysis of the information from this research revealed that the most preferred method of pregnancy prevention by the adolescents who have already had sexual intercourse was the male condom (33.2%). However, there is a considerable number of respondents, (26.5%) who did not use any means of preventing pregnancy.

TABLE 7. The use of pregnancy prevention method

	Frequency	Percentage
No method used to prevent pregnancy	71	26,5
Pills	14	5,2
Condoms	89	33,2
Abstinence	40	14,9
Other means	25	9,4
Not sure	29	10,8

Moreover, asked whether they wore condoms during their last sexual intercourse, only 5% of respondents have done so and 8% of them not, demonstrating thus a low awareness level amongst adolescents for the risk of STD transmission and pregnancy.

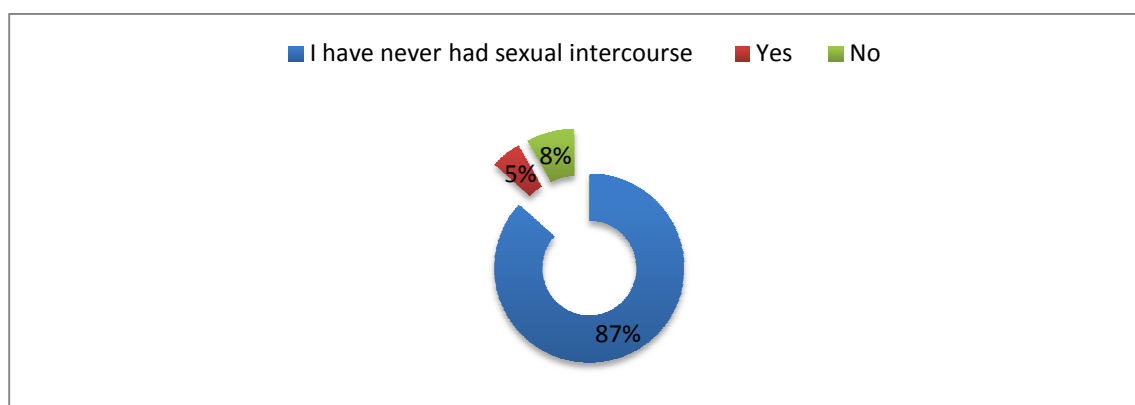


Fig. 47. Percentage of condom use during their last sexual intercourse

FACTS AND FIGURES

- 13.3% of 15-year old students have had their first sexual intercourse;
- 25.5% of male respondents had their first sexual intercourse;
- 4.5% of female respondents had their first sexual intercourse;
- 32.8% of students had their first sexual intercourse at the age of 14;
- 26.5% of those who had sexual intercourse used no pregnancy prevention method;

Injuries, fights and bullying

While smoking and drinking in low prevalence, the same situation cannot be considered to be the case regarding injuries, fights and bullying. Student statements show that only 44.7% of respondents have never been injured over the last 12 months. However, 29.3% have been injured at least once during the last 12 months and 25.8% have been injured once or more often during the same period.

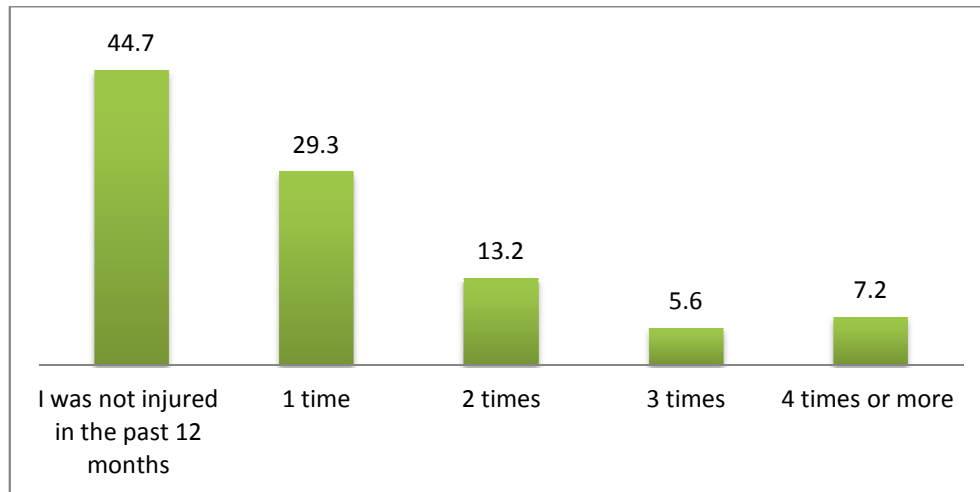


Fig. 48. How often have you been injured or sought physician's/nurse's help over the last 12 months?

The following graphic indicates that injuries are more common amongst students of younger age. As a result, only 36.1% of sixth grade students, 39.5% of eighth grade students and 58.6% of tenth grade students have never been injured over the last 12 months. However, 10.5% of sixth grade students and 4.3% of tenth grade students have been injured more than 4 times during the last year.

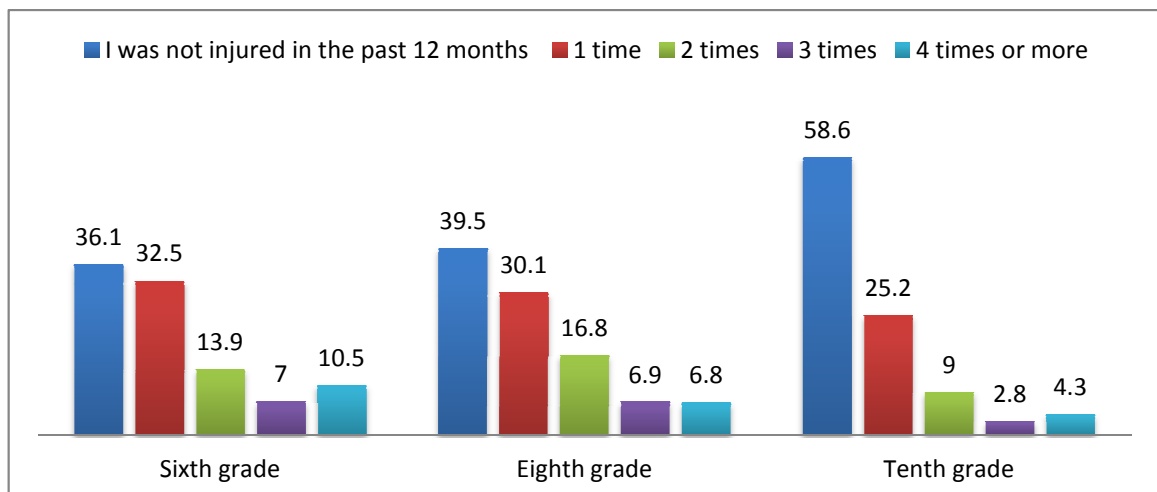


Fig. 49. Percentage of students injured in the last 12 months, by grade

As shown in findings displayed in the graphic below, Kosovo, compared to other studies conducted in countries during the period 2009/2010, is on the bottom of the list. When it comes to injuries of male students, in both cases of 11 and 13-year old students,

Kosovo leads before other countries. The results are rather more moderate in regard to 15-year old students. In this case, Kosovo stands beside countries with frequent injuries and it is above the overall average of HBSC and very much far from the last country in the list - FYROM (by 32% difference).

There are profound and significant gender-based differences in this regard, too. Only 28% of sixth grade female students, 53% of eighth graders and 36% of tenth grade female students have been injured in the last 12 months compared to 72%, 69% and 49% of male students, respectively.

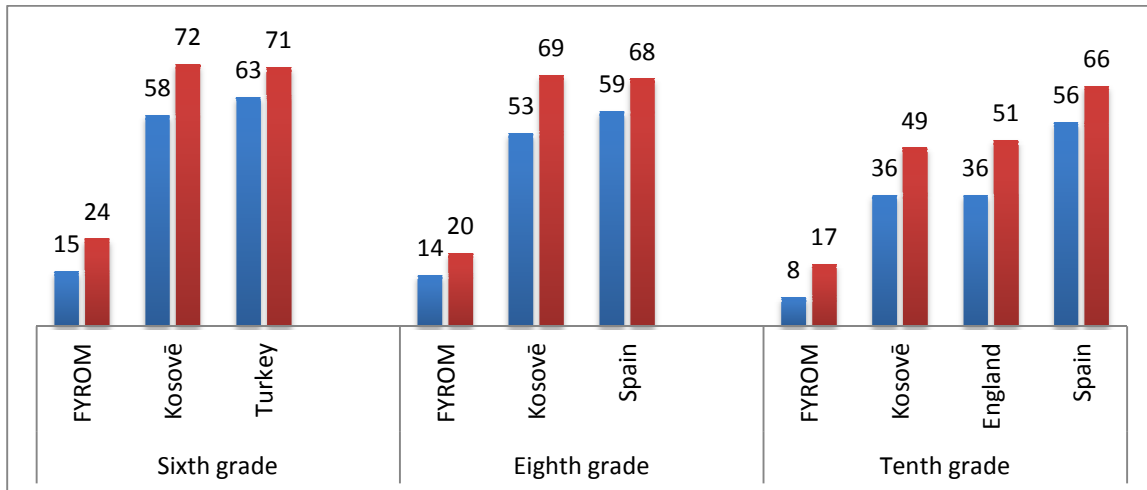


Fig. 50. Percentage of students who suffered injuries over the last 12 month, by gender

It has been noticed that the injuries of students are closely linked to their stated physical activity. Again, the more frequent the use of cannabis or smoking is, the higher is the number of injuries over the last 12 months. The injuries are certainly linked also to headaches, sleeping disorder and stomach ache.

As far as involvement in violent acts is concerned, Kosovo stands amongst last countries in the HBSC list, being just before Germany. In general, 23.8% of Kosovo adolescents were involved in batteries once or more often and 76.2% were never involved in a battery during the last 12 months.

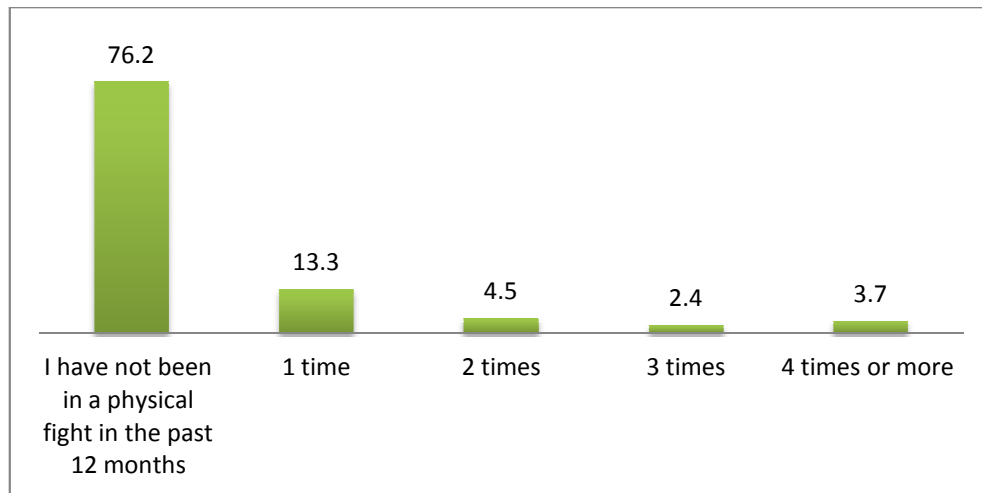


Fig. 51. How often have you been involved in a physical fight in the last 12 months?

If the graphic that shows the fight figures is to be analysed and divided by grades, then it could be noticed that there is a slight increase of percentage in the eighth grade, compared to sixth one (6.2%), while later on, there is again a decrease up to 80.3% of adolescents stating that they have never been involved in physical violence in the last 12 months. Therefore, it is hard to report a clear trend development, even if the differences between grade levels are significant.

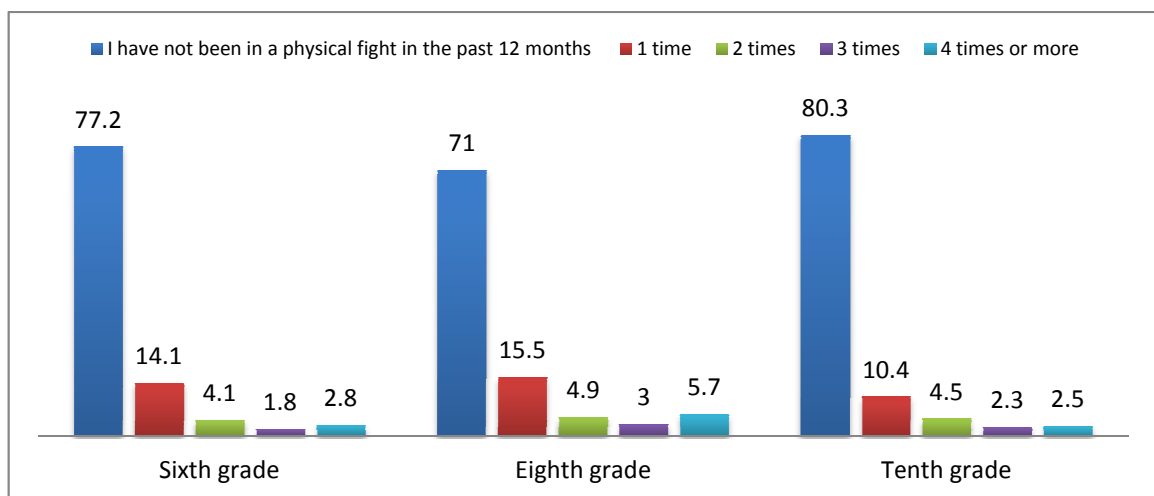


Fig. 52. Percentage, by grades, of student involvement in physical violence in the last 12 months

It is not typical for female respondents to be involved in physical fights and this is clearly reflected not only in the study conducted in Kosovo, but almost in all other countries, too. Compared to male respondents, the female students are very little involved in fights. Only 11.4% of female students have been involved in fights once or more in the last 12 months, compared to 38.9% of male students.

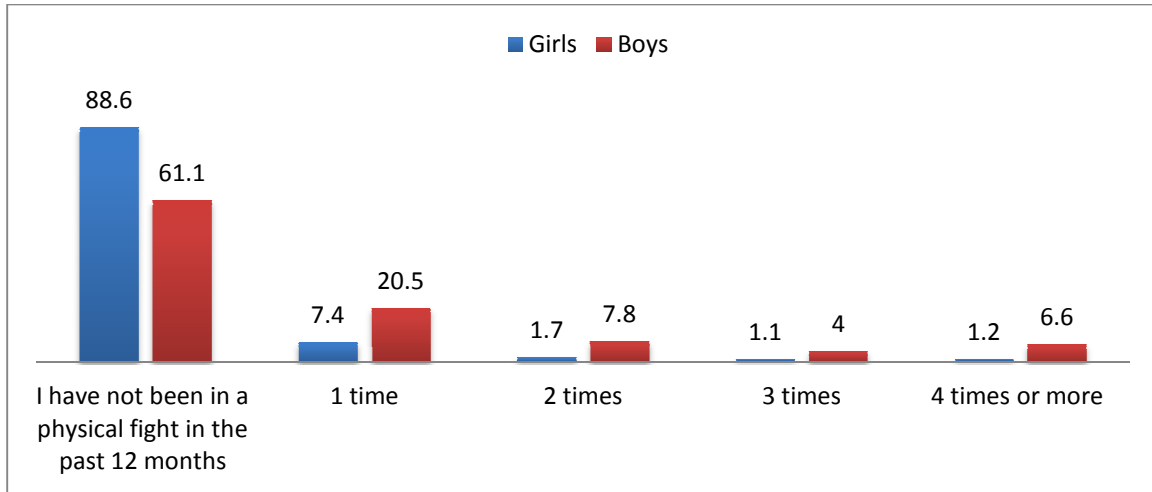


Fig. 53. Percentage, by gender, of student involvement in physical violence in the last 12 months

Students who report involvement in physical violence are also more subject to injuries. Also, cannabis users, smokers and alcohol drinkers were more likely to be involved in violent cases in the last 12 months.

As the inferential analysis shows, involvement in fights is closely linked to the experience of being bullied by others or bullying the others.

Both are very much present in high levels amongst Kosovo adolescents. Almost ¼ of adolescents in Kosovo have been bullied by other peers and 1/5 of them were involved in bullying the other peers. For the vast majority, this has occurred once or twice (19.2% being bullied and 15.9% bullying the others) and only about 5% of them had such experience in 2 or more times within a month.

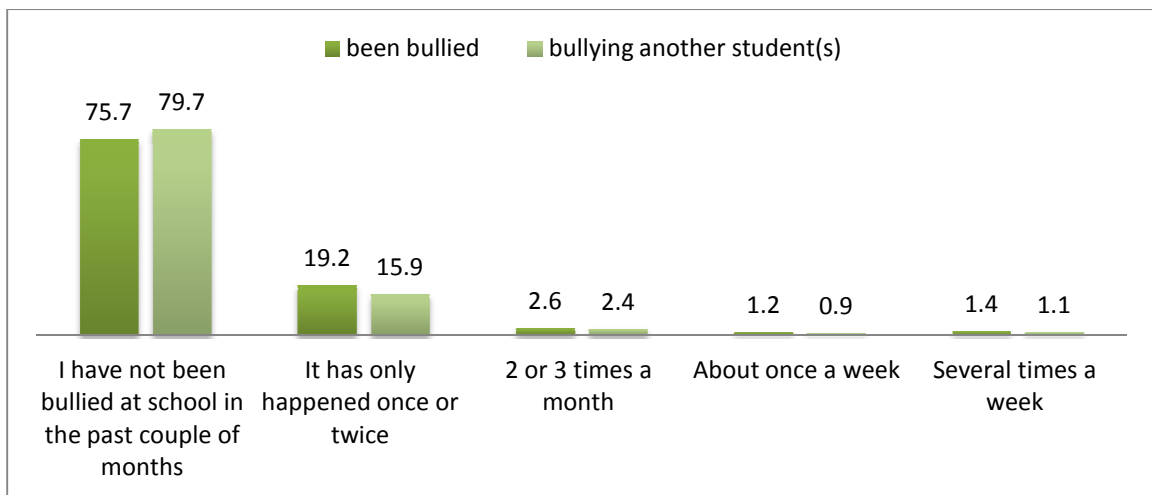


Fig. 54. Percentage of students who were bullied or who bullied others

The graphic below clearly shows that female respondents are less bullied, as well as they do not bully the others as much as men. The differences are up to 14% and this demonstrates the likelihood of men to bully or being bullied more often. The

prevalence of bullying the others (often up to several times a week) amongst men is 27.8% and amongst women only 14.1%, whereas the prevalence of being bullied is 32% for men and only 18.1% for women.

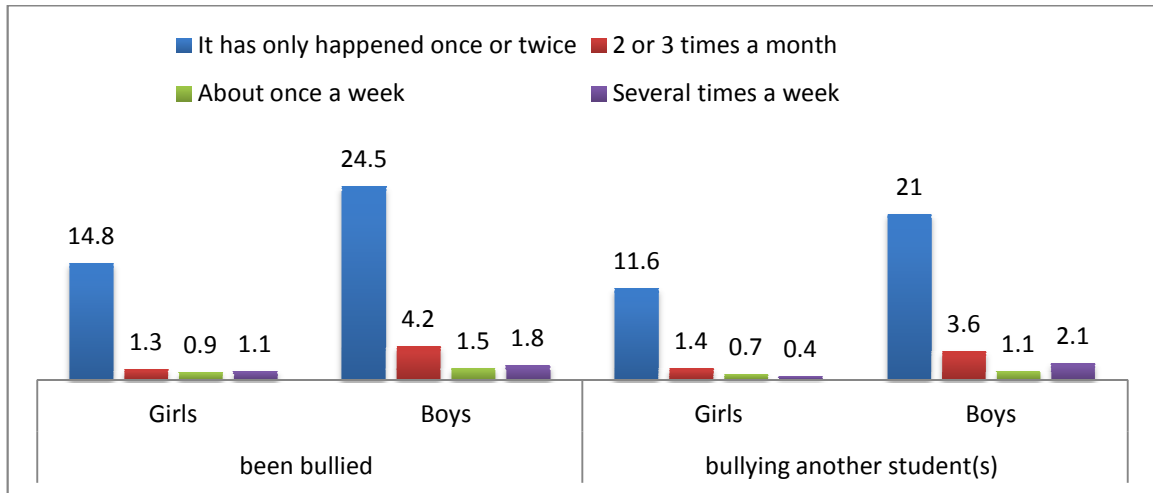


Fig. 55. Percentage, by gender, of students who were bullied or who bullied others

As far as bullying is concerned, Kosovo stands similarly to other European countries. Bullying amongst female students is clearly lower, compared to that amongst male students which is more common.

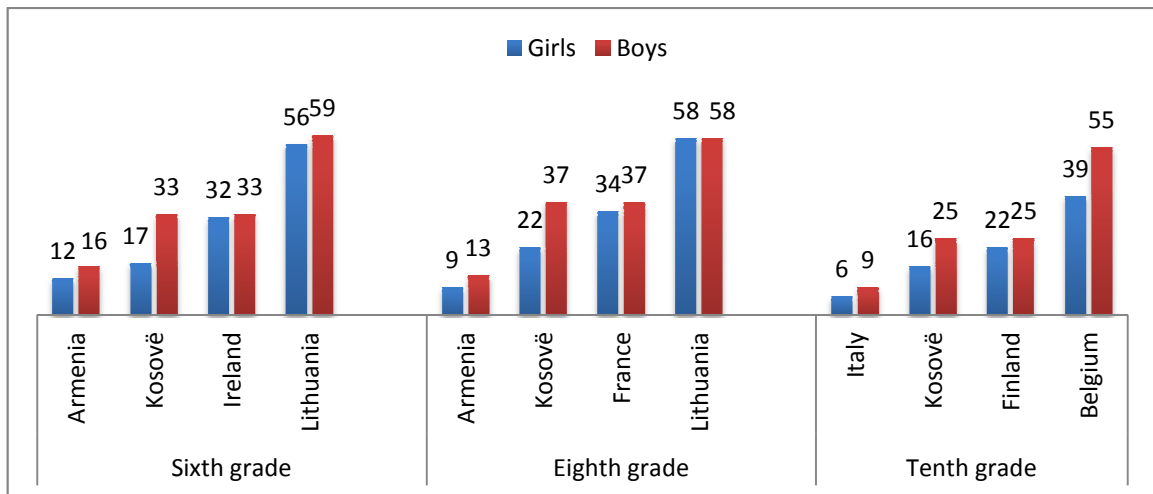


Fig. 56. Percentage of students who were bullied or who bullied others

The inferential analysis shows that students who have been bullied are inclined to bully the other peers. Also, it is indicated that students who keep a diet are prone to being bullied by others. However, the consequences of being bullied could be very serious, due to the fact that those students who report being bullied also show lower satisfaction with school, with their life in general, sleeping problems and also less time to spend with friends during evenings. On the other hand, bullying the others is also linked to smoking, alcohol drinking and cannabis use.

FACTS AND FIGURES

- 55.3% of students sought physician's or nurse's treatment in the last 12 months;
- 23.8% of students have been involved in physical fight in the last 12 months;
- 38.9% of male respondents and 11.4% of female respondents were involved in physical violence;
- 24.3% of students have been bullied in the last 12 months;
- 20.3% of the respondents have bullied others in the last 12 months;

Communication with Family and Friends

Close relations between parents and children, good parenting skills as well as effective communication with parents play an important role in the health and well-being of adolescents (*Hair et al. 2005; Parket & Benson, 2004; Resnick, Ireland & Borouski, 2004*).

The results show that the children communicate more easily with their mother than their father. Nevertheless, there are also significant differences between male and female students regarding their relations that they establish with their parents. In this regard, it is easier for men to communicate with their fathers, while the women rather prefer their mothers. Communicating with male siblings is considered to be also easier for men than for women. This may explain well the role of the gender division in our society.

As the following graphic shows, over 60% of respondents see it very easy to communicate with mother and only ½ see communicating with father as very easy. Close friends represent an important address where many adolescents turn to, thus considering communicating with them as very easy. However, the opposite sex is the difficult address to turn to.

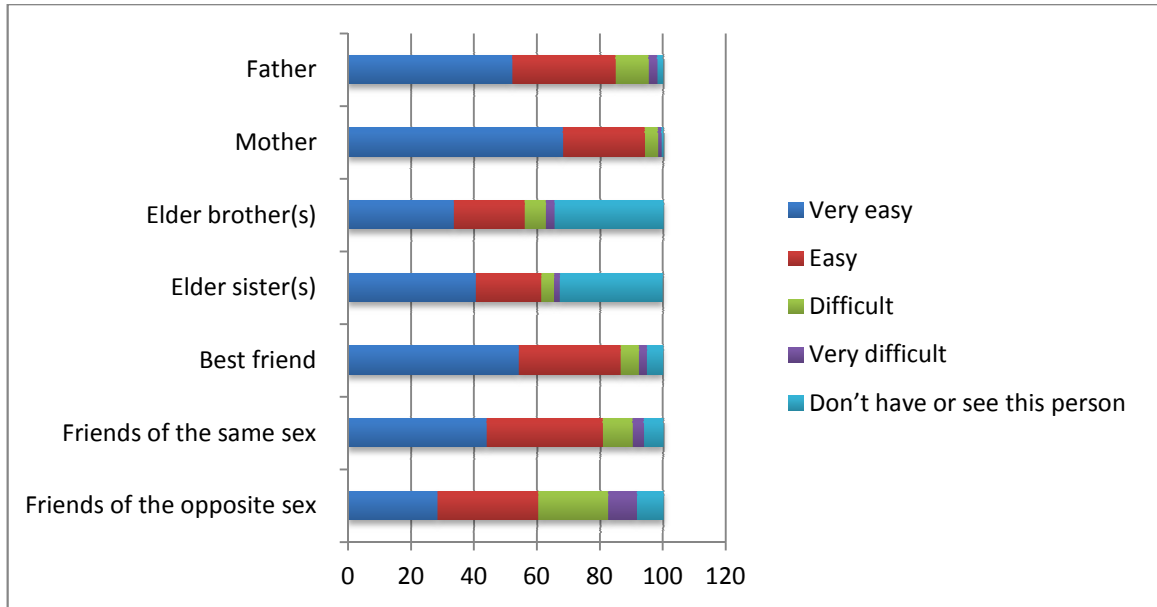


Fig. 57. How easy is it for you to talk to the following persons about things that really bother you?

Apart from gender-based differences, which are obvious, one may also notice a model of communication approach with parents, which decreases by age increase. This is reflected in the two graphics below/. As shown. The sixth grade students find it easier to communicate with their fathers, compared to students of eighth and tenth grades.

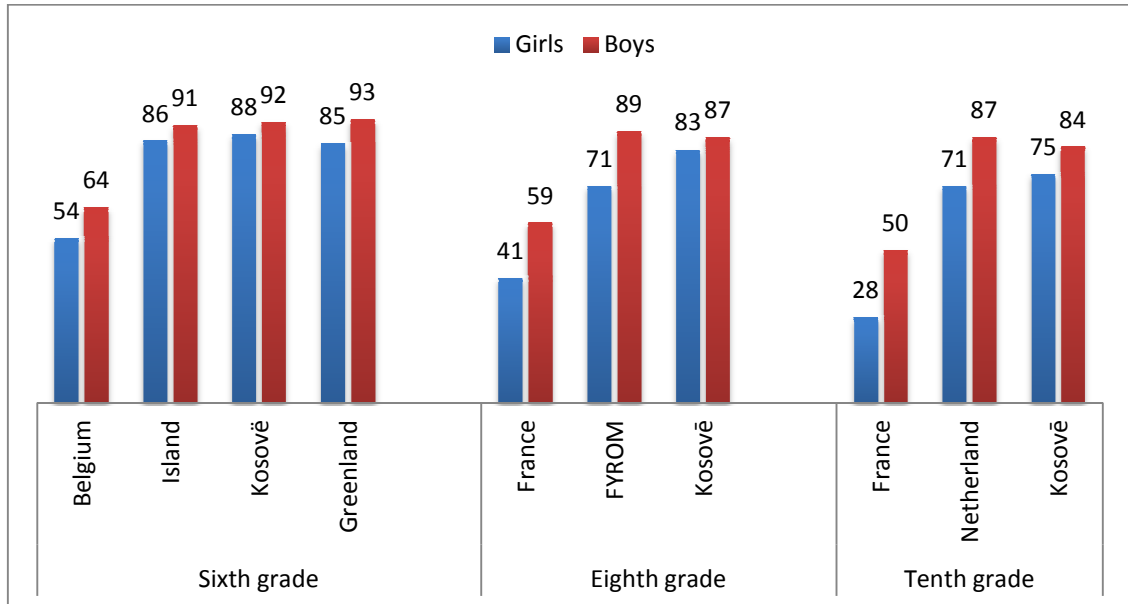


Fig. 58. Percentage of students who find it easy or easier to communicate with father

However, when it comes to communicating with parents, Kosovo leads before other countries who have conducted the HBSC study alike. It shows that for adolescents, it is very important to be able to communicate with parents and over 80% of male respondents in Kosovo find it easy or very easy to talk to father, while in Belgium and France, the percentage is seemingly lower.

The graphic below shows differences by gender and age, but it shows comparison of Kosovo with other countries. Regarding how easy it is to talk to mother, Kosovo leads on those of the age of 13 and 15. However, for all three ages, the students say by 90% that communicating with their mother is easy or very easy for them.

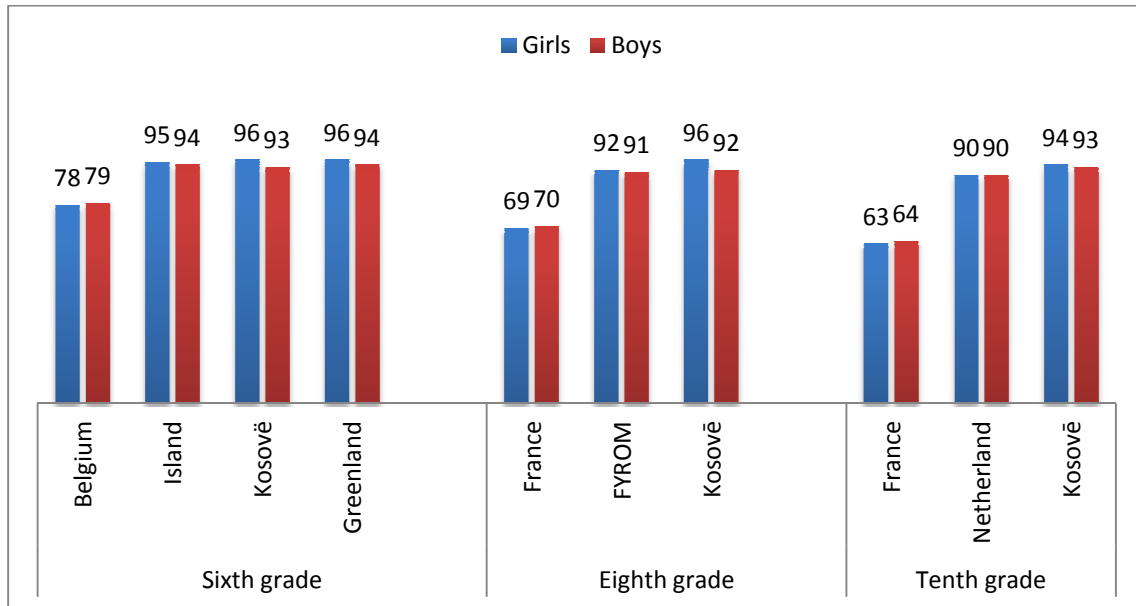


Fig. 59. Percentage of students who find it easy or easier to communicate with mother

FACTS AND FIGURES

- 52.1% of adolescents find communication with father very easy;
- 68.2% of respondents find communication with mother very easy;
- 87.9% of boys and 83.5% of girls communicate easily with father
- 92.8% of boys and 95.2% of girls find communicating with mother easy
- 54.3% of respondents communicate very easily with their close friends;
- 33.6% communicate very easily with male sibling;
- 40.6% communicate very easily with female sibling.

Relations with Peers

The peer-to-peer relationship is very important in adolescence. During this period, though, there is a tendency of distancing gradually from parents and establishing closer relations with peers and close friends. The rapport that they create with their friends affects directly on their physical, psychological and social health. The relations with the closest friends are of a particular importance, since the adolescents establish some type of confidentiality with them.

The Kosovo study reveals that majority of respondents (over 50%) have three or more close friends. What is evident is that 12.4% of girls and 7.5% of boys do not have any close friend and this shows also significant differences between both genders.

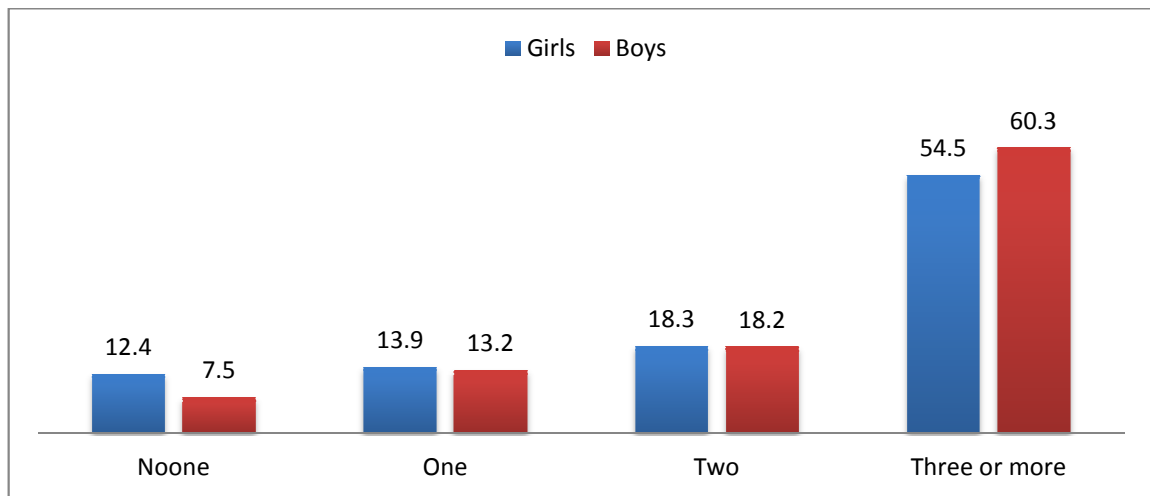


Fig. 60. At present, how many close male and female friends do you have?

In the context of friendship, we have asked the following question “How many days a week do you usually spend with friends after classes?” The “one day” option was the most answered one (23.2%) as well as “2 days” (18.1%). Same as to the previous question, 15% stated that they do not spend any day with friends after classes. In the other side, almost 25% of respondents spend 5 to 6 days with their friends after classes.

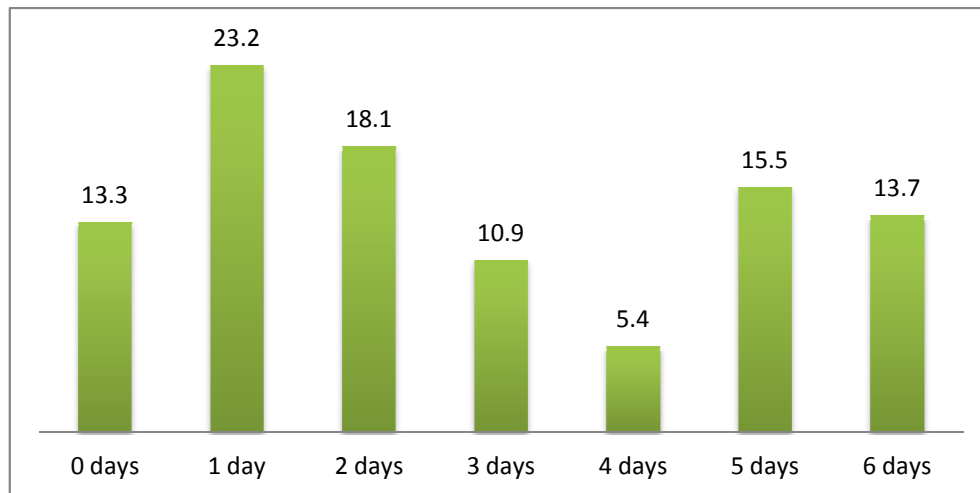


Fig. 61. How many days a week do you usually spend time with friends right after school?

As the table below shows, there are significant differences between boys and girls regarding the time that they spend with their friends after classes. The average for boys is 0.5 days. In this aspect, around 10% more girls than boys do never spend any day with their friends.

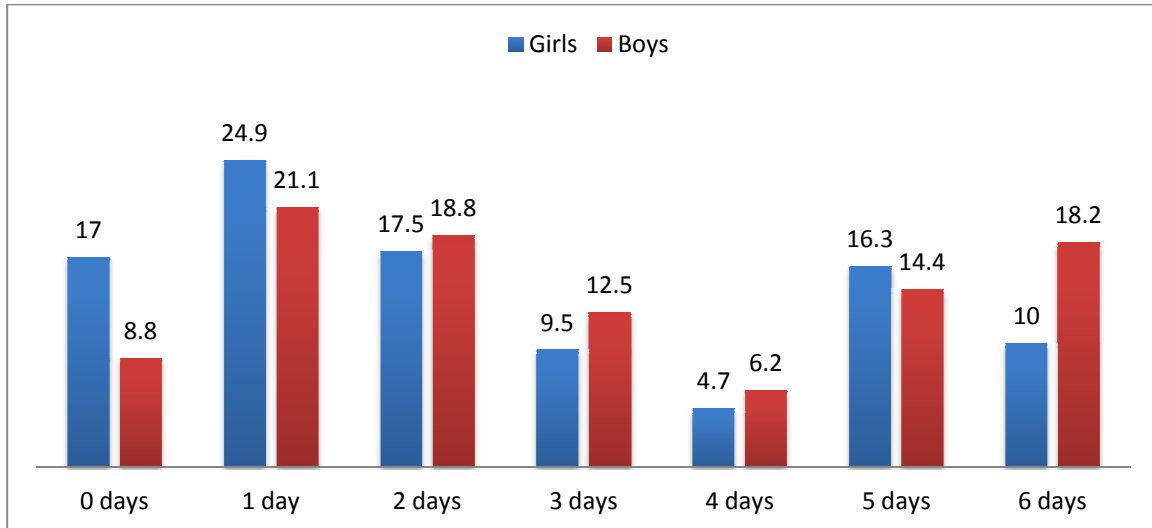


Fig. 62. Number of days that students spend with their friends, by gender

While there are significant differences between both genders, the same cannot be said about grades. In all levels, the percentage is almost the same, and it can be seen that the 6th grade students (15.1%) who never spend a day with friends is similar to students of eighth (10.2%) and tenth grade (14.5%).

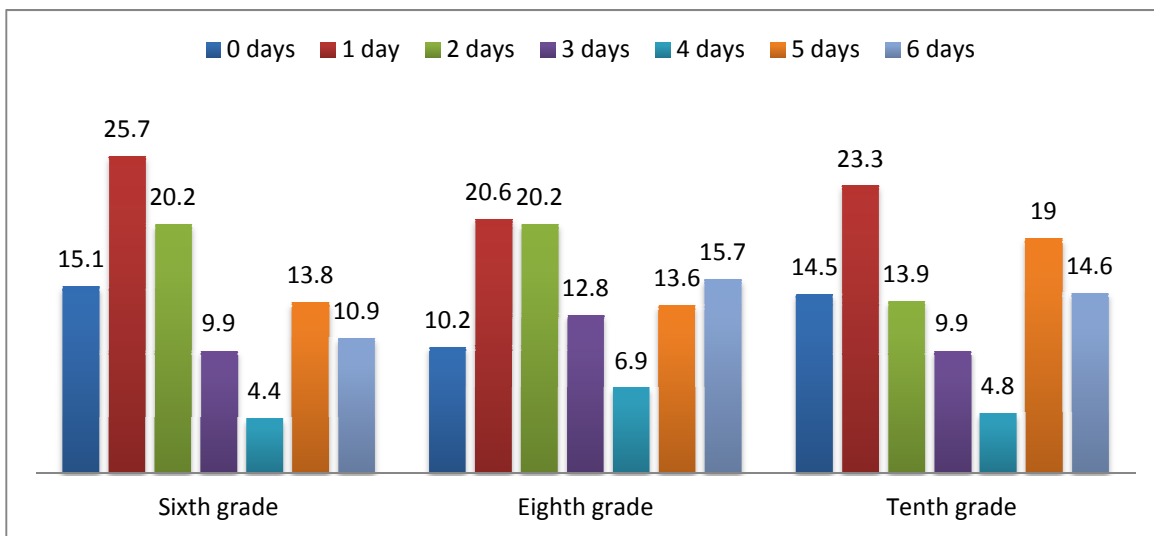


Fig. 63. Number of days that adolescents spend with friends, by age group

The findings in Kosovo show that the Kosovo sixth grade students are similar to those in Canada, while the adolescents of Kosovo are more sociable than those in Belgium, for instance, and less sociable than those in FYROM. As far as 8th grade is concerned, the Kosovo adolescents are again more sociable than those in Belgium and less than those in FYROM. The same situation is also in regard to 10th grade students, except that in this case, they are rather similar to their peers in Iceland.

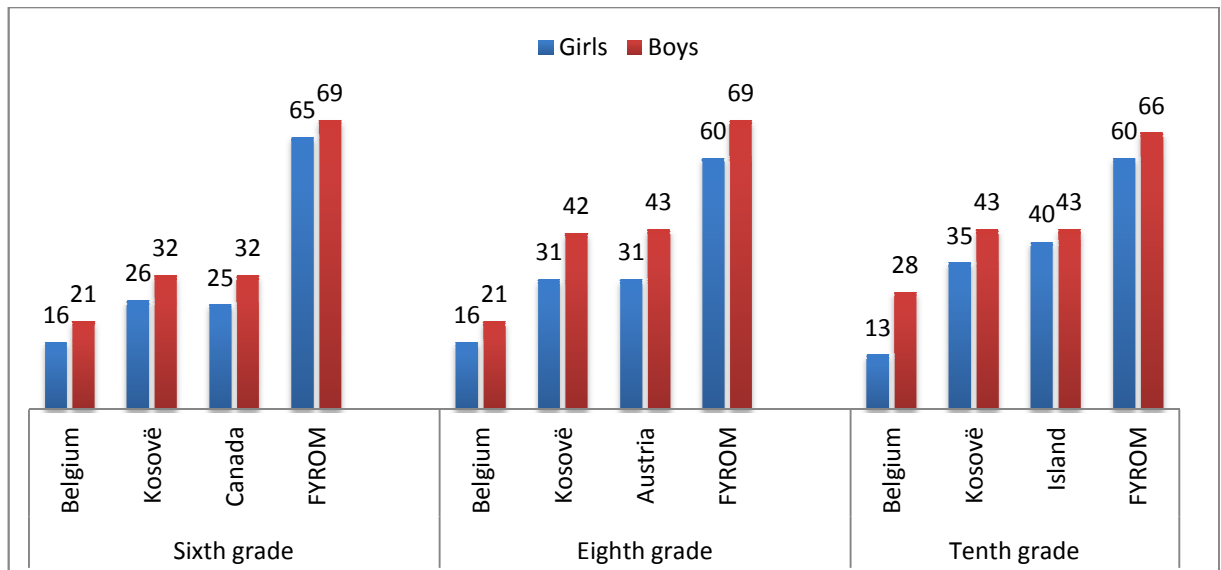


Fig. 64. Percentage of students who spend more than 5 days a week with friends

The following question was to find out how many evenings students spend to socialise with their friends. As the graphic shows, almost half of the children never meet with their friends in the evening. Around 21% of them meet once a week, while those who meet more than once a week are few in number (21.3%).

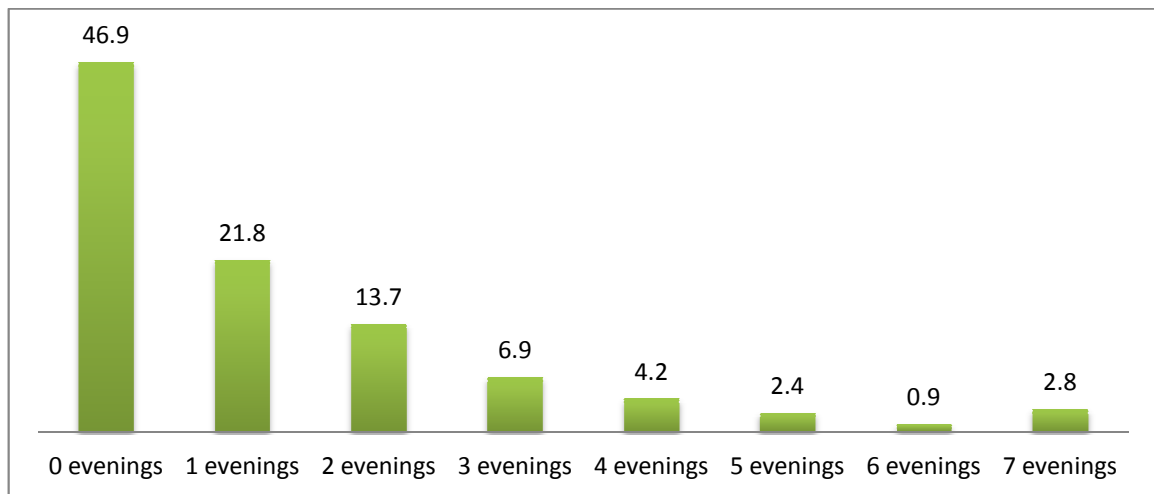


Fig. 65. How many evenings per week do you spend with friends?

It is revealed that for girls, it is less common to meet their friends during evening than for boys. Only 43.4% of girls meet their friends 1 or more evenings a week, while 64.7% of boys do so. These differences are significant.

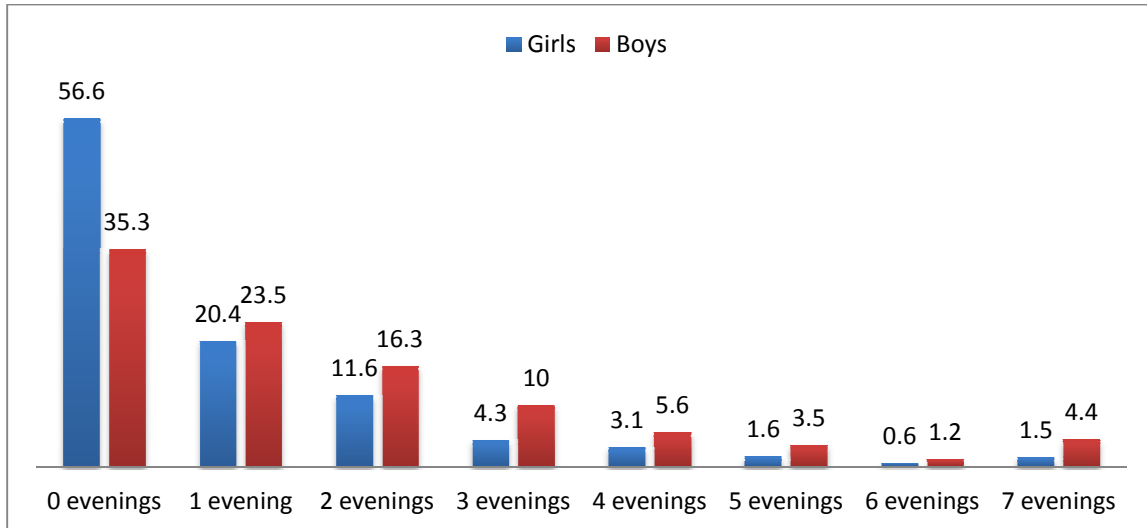


Fig. 66. Number of evenings that adolescents spend with friends, by gender

As expected, excluding the meetings once week, in other cases, too, the children of eighth and tenth grades meet with their friends in the evening more than the children of sixth grade. However, this difference is not that big, even if it is quite significant.

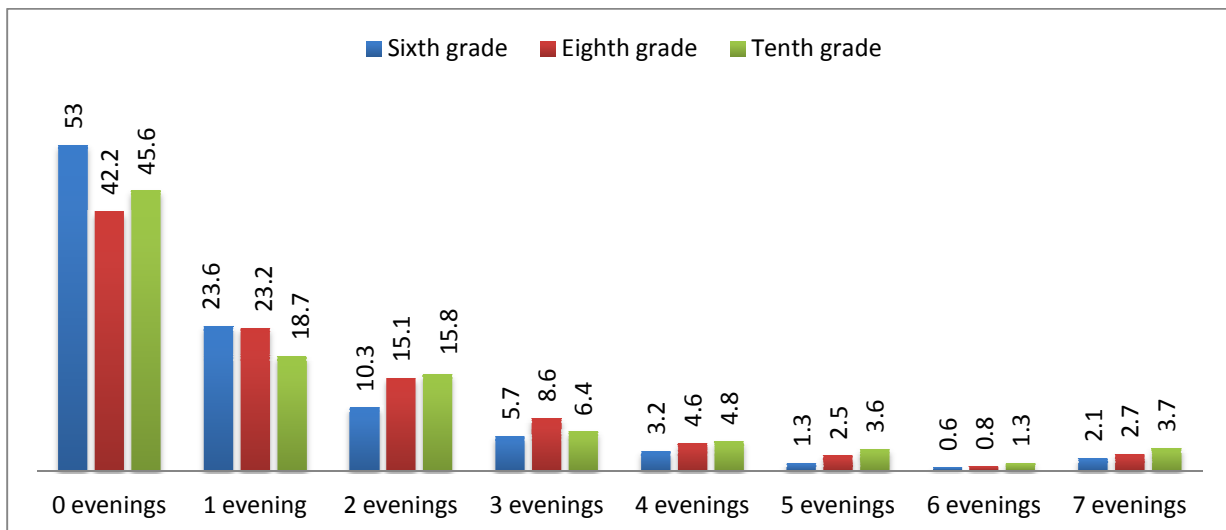


Fig. 67. Number of evenings that adolescents spend with friends, by grade

Nevertheless, as far as inferential analysis is concerned, the adolescents who spend more time with their friends in the evenings are more likely to be smoking, drinking alcohol, use drugs as well as engage into early sexual intercourse.

Respondents in this study have been also asked how often they speak to their friends on the telephone, as well as how often they keep contact via internet and send text messages. The findings showed that one third of our respondents keep contact with friends via telephone every day. The other half of respondents either never keep contact with friends, or they do so once, twice or more per week.

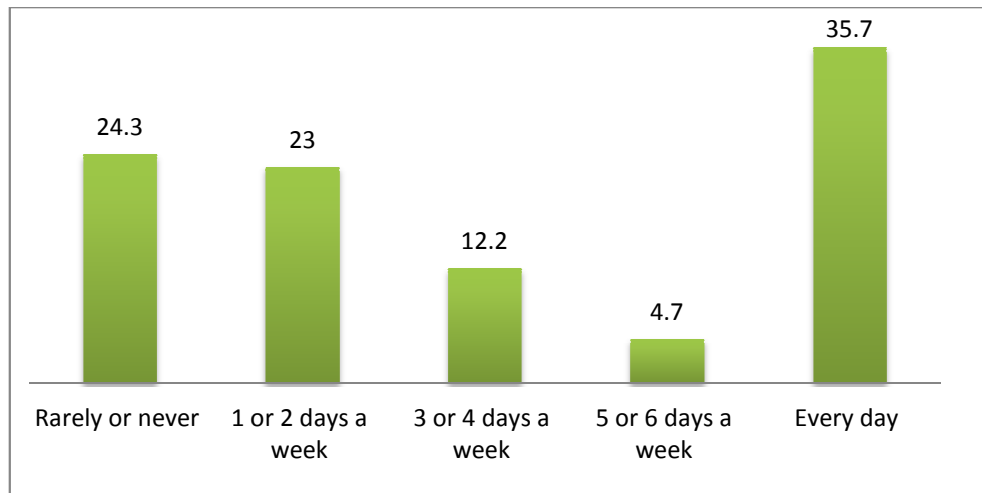


Fig. 68. How many times do you speak to your friends on the phone, send text messages or contact them via internet?

In general, there are no differences between genders in relation to contact via telephone or texting, apart from the differences shown between grades. As the graphic shows, the tenth grade students in particular keep contact via telephone or messaging most, compared to those of sixth and eighth grades. There are 47.2% of tenth grade students, 35.5% of eighth grade students and 24.3% of sixth grade students who communicate every day with their friends.

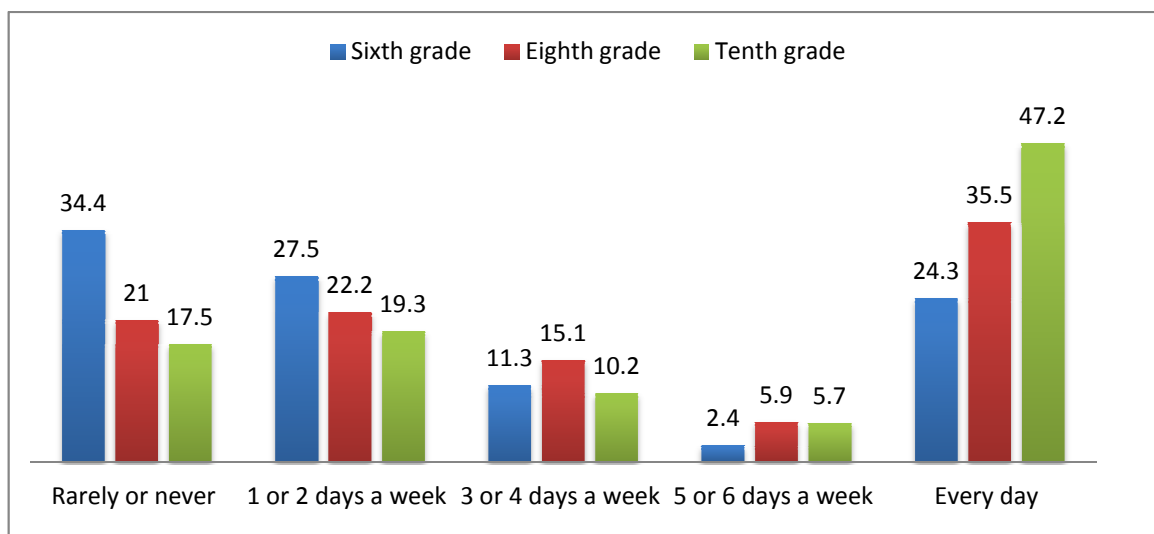


Fig. 69. Communication with friends, by grade

FACTS AND FIGURES

- 12.4% of female respondents do not have any close friend;
- 7.5% of male respondents do not have any close friend;
- 13.3% of students never spend a day with their peers;
- 46.9% of adolescents never spend an evening with friends;
- 35.7% of students communicate every day with their friends via telephone, messaging or internet.

Positive Health

The results show that smoking tobacco, drinking alcohol, cannabis abuse, are all detrimental to the health conditions of adolescents. There is also a significant link between healthy behaviours, such as regular nutrition, fruit and vegetable intake and physical activity that are closely linked to positive health. It can thus be said that the health of adolescents is a reflection of their behaviours and the number of 63.3% of those adolescents who never or very rarely have headache is a reflection of the lifestyle that adolescents practise in Kosovo.

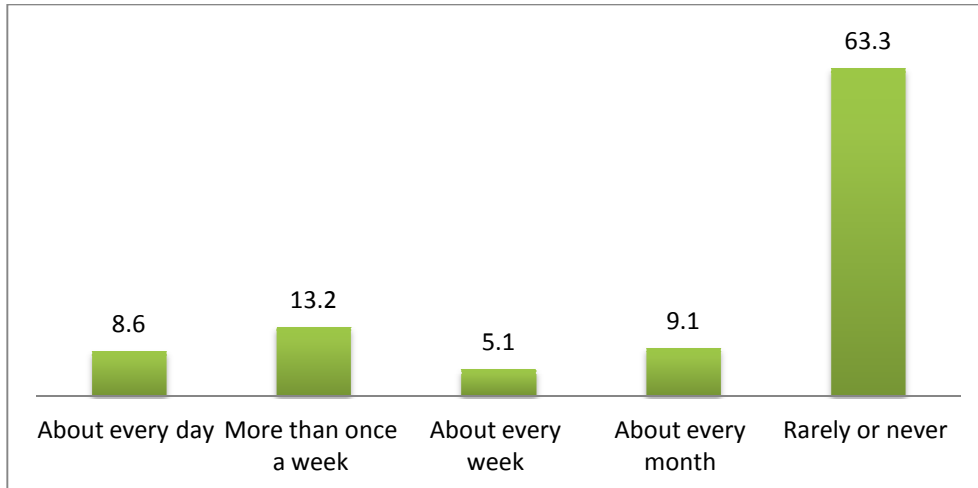


Fig.70. In the last 6 months: how often have you had the following...?

Differences are significant with a trend that grows by age and so it can be concluded that more adult pupils have a tendency to report higher levels of headaches compared to those of younger ages.

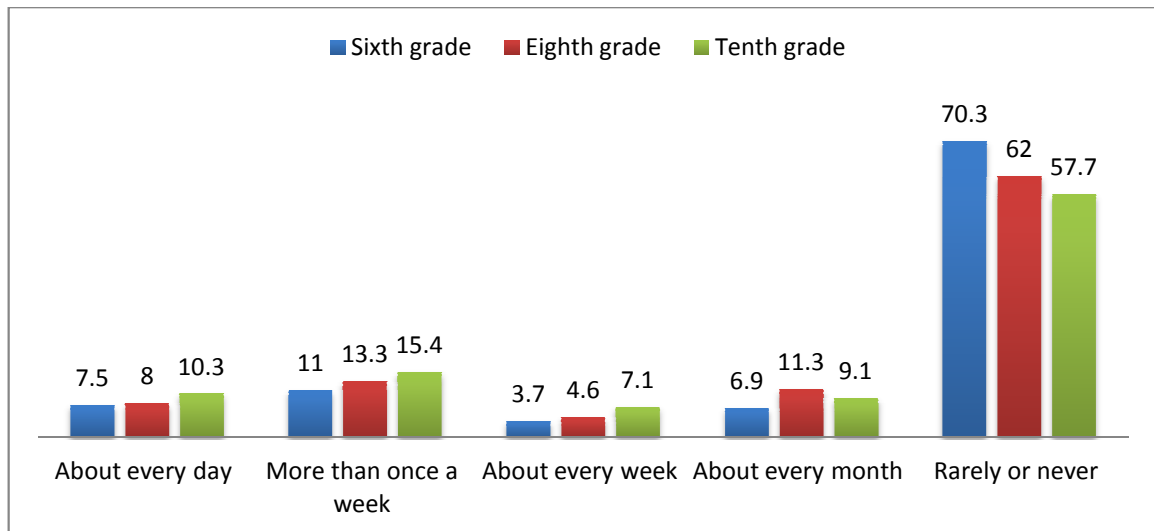


Fig. 71. Frequency of headache amongst students, by grade

However, the gender-based differences begin only with the tenth grade, where girls report headaches (30.7%) more than their masculine peers (19%). Such differences are also as a result of major physical and physiological upheavals that girls have at this age (the onset of menstrual cycle).

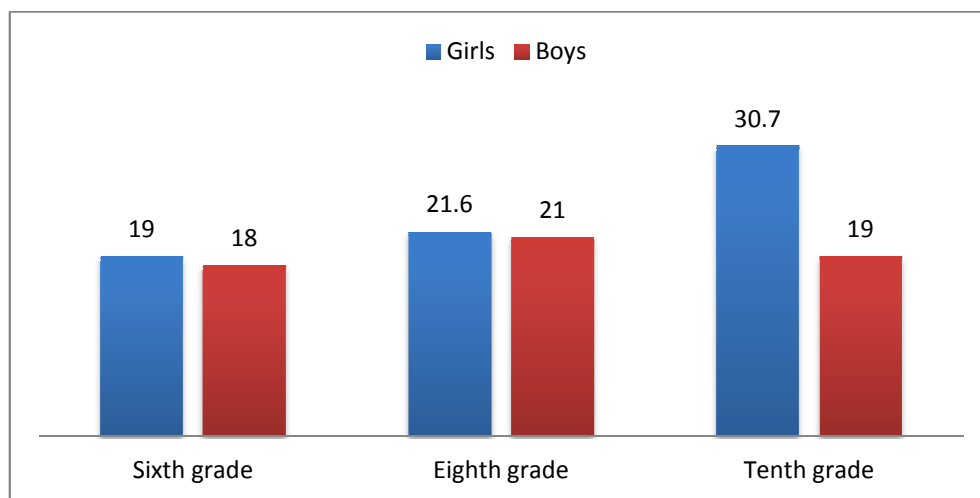


Fig. 72. Percentage of students with headaches in the last 6 months, by gender

As far as headache reporting by Kosovo adolescents is concerned in comparison to their European peers, Kosovo stands in the middle of such classification. In regard to 11-year old students, Kosovo is similar to Slovakia, but stands far from Slovenia which is the last as well as from Turkey whose reports show that it leads with the high level of headaches. As for the 8th and 10th grade students, Kosovo is closer to Greenland. In regard to both these groups, it is Slovenia again that reports the lowest level of headaches, while for the age of 13, the highest level is seen in Turkey, whereas for the age of 15, in Italy.

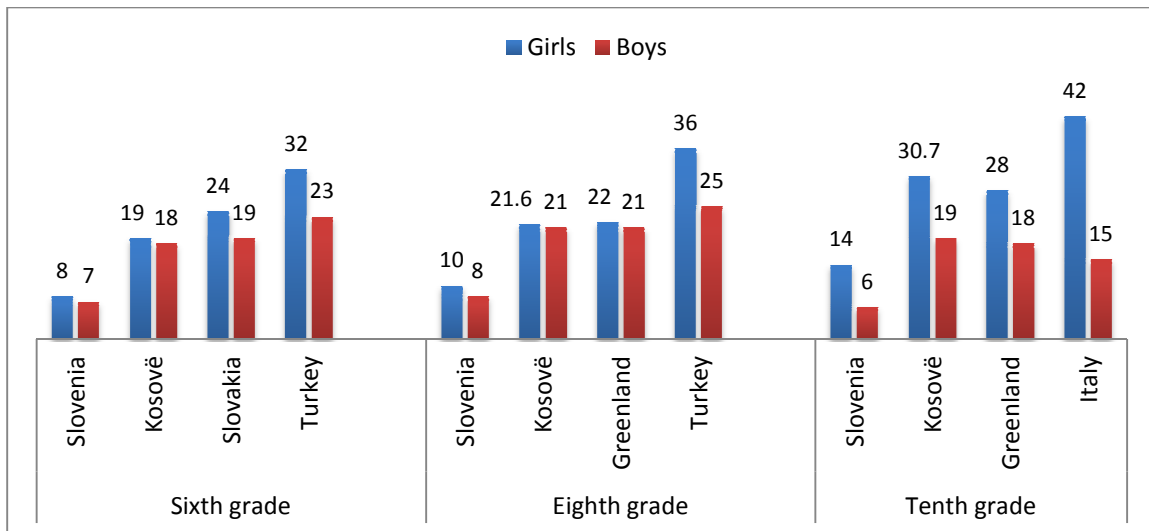


Fig. 73. Percentage of students who reported headache more than "once a week" and "every day"

Another aspect of health reporting by adolescents was the frequency of feeling weak during the last six months. The absolute majority of respondents (71%) said that they either never or rarely feel weak, while only 5% of them indicated this as a chronic symptom.

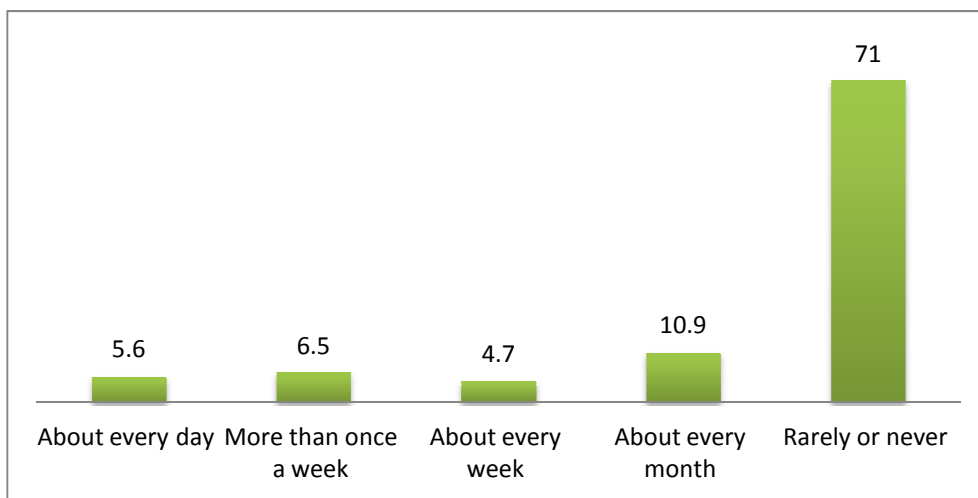


Fig. 74. In the last 6 months: how often have you had the following...?

Also in regard to feeling weak, Kosovo is in the last part of the list compared to other European peers. Kosovo leads way before Turkey, which in this case, too, has the highest number of such reports. According to percentages found in this level, Kosovo can be compared with Croatia, Ireland and Scotland.

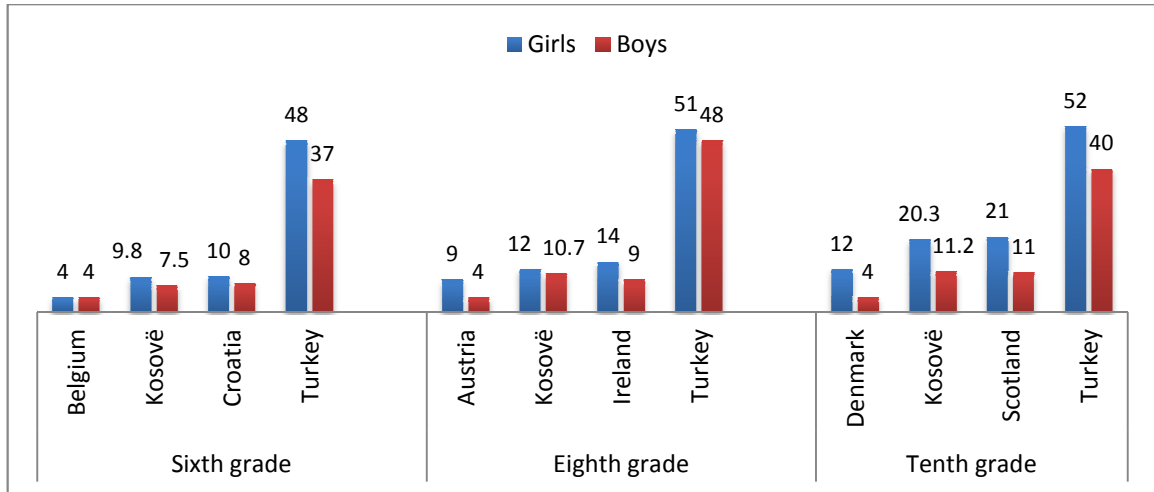


Fig. 75a. Percentage of students who have felt weak in the last 6 months

In the cases of other symptoms, the graphics look alike, too. This shows the predominance of positive health against a low percentage of poor health. As the graphic 75 shows, apart from feeling anxious, which has been highly reported (51.2%), in the last 6 months, most of the students have never felt or have felt very little symptoms such as stomach ache (62.1%), back pain (76.8%), agitation (66.4%), sleeping disorders (75.8%) or even vertigo (80.9%).

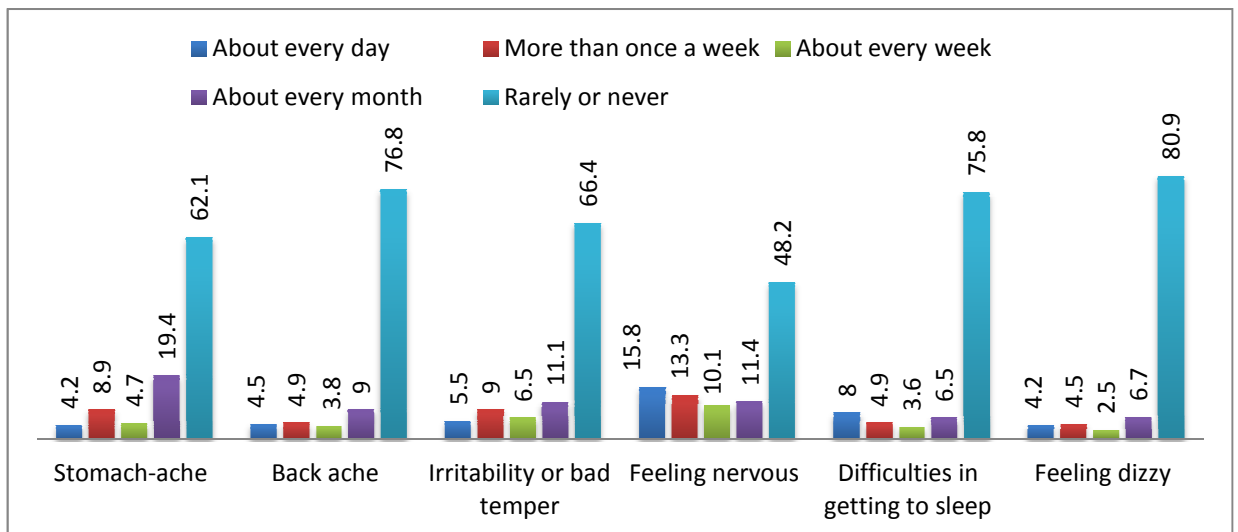


Fig. 75b. Percentage of students with health problems in the last 6 months

In general, more than 94% of students said that their health is excellent or good. However, there are only 3.7% of them who opted to say “not bad” and 1.9% who chose “weak” when asked "You can say that your health is..."

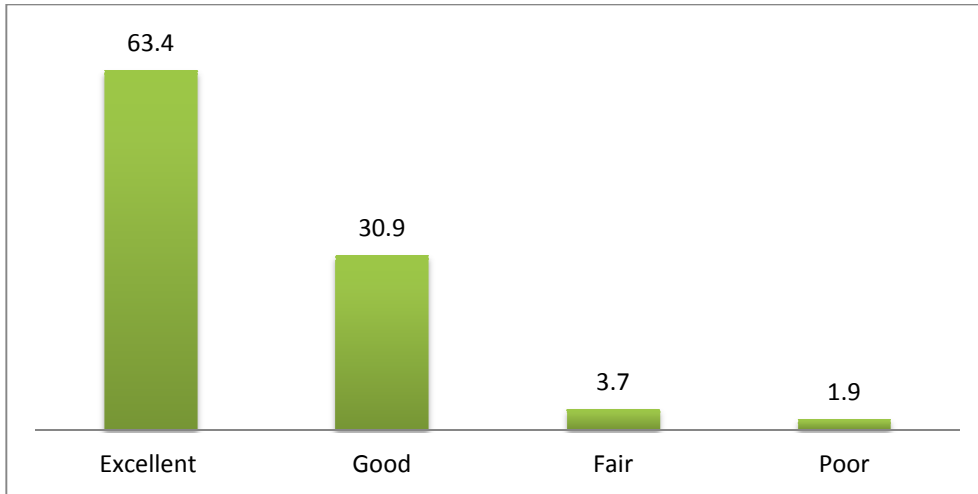


Fig. 76. You can say that your health is...

The results reveal differences in how respondents from different gender perceive their health condition. While male respondents declared their health as excellent, the female respondents said it is good.

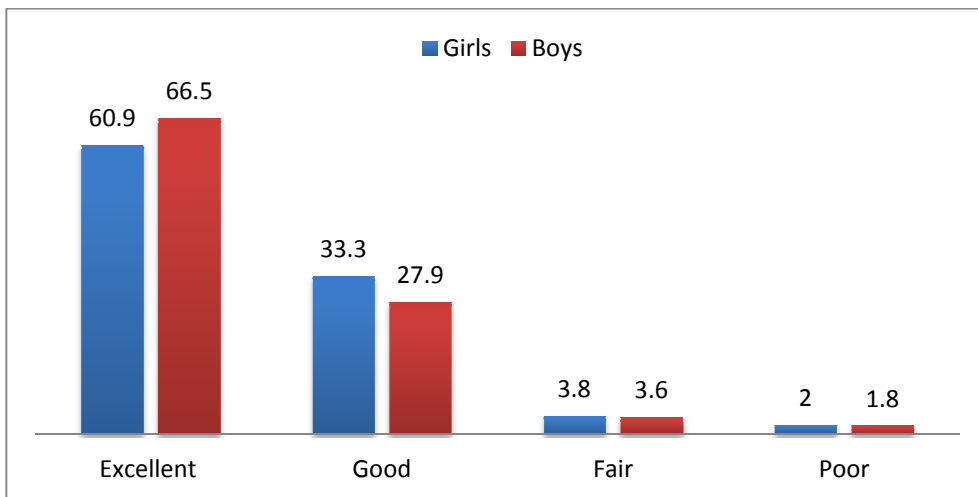


Fig. 77. Health perception, by gender

Such a reversible form of results has been noticed also in comparisons between age groups. While more 11-year old respondents saw their health as excellent as compared to the 13-year old and 15-year old respondents, on the other hand, the respondents of the age of 15 saw their health as good, in comparison to them of the age of 13 and 11.

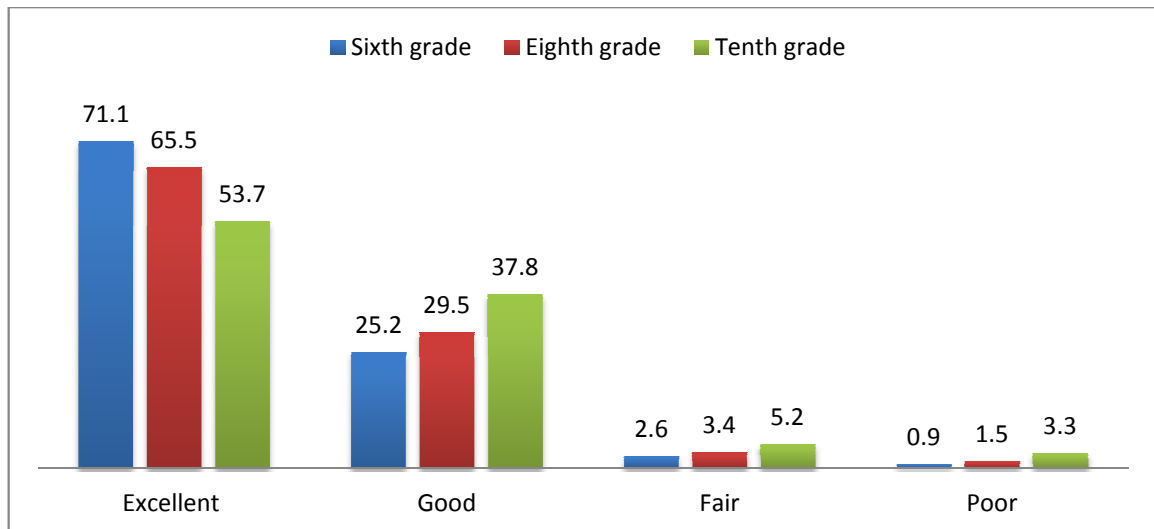


Fig.78. Health perception, by grade

It is important to mention that the differences between age groups and genders, albeit narrow and reversible, are quite significant.

Living Quality

The living quality of respondents has been measured through self-assessment on a scale from 0 to 10, where the highest numbers indicate the best living conditions. Over 90% of respondents have chosen numbers between 7 and 10, which shows that they perceive their life as very good.

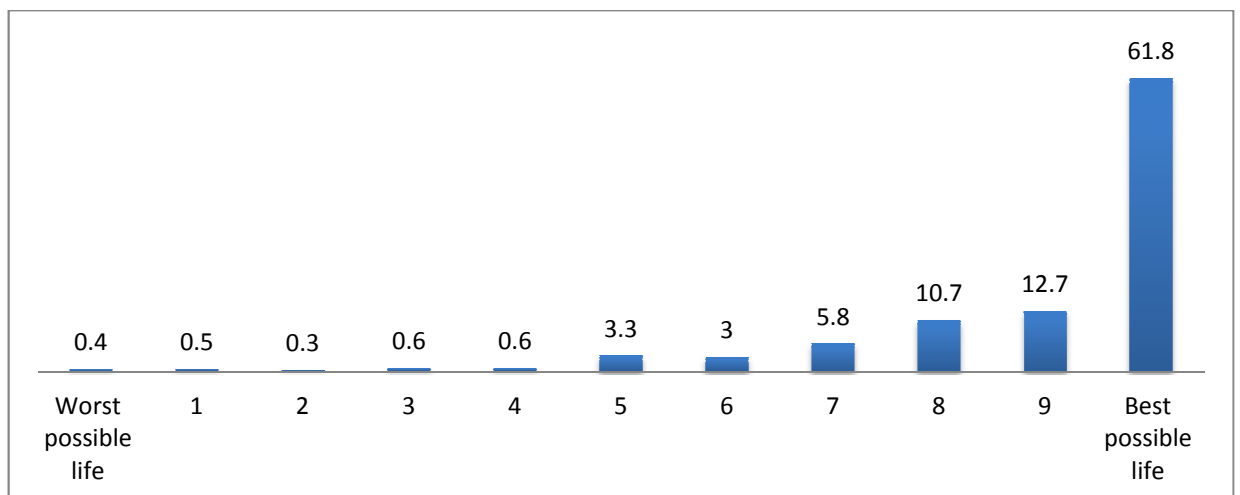


Fig. 79. In general, at what level of this scale do you feel you currently are?

According to inferential analyses, the differences between genders, in life quality perception are narrow, yet significant. Female respondents perceive their life slightly better than the male respondents.

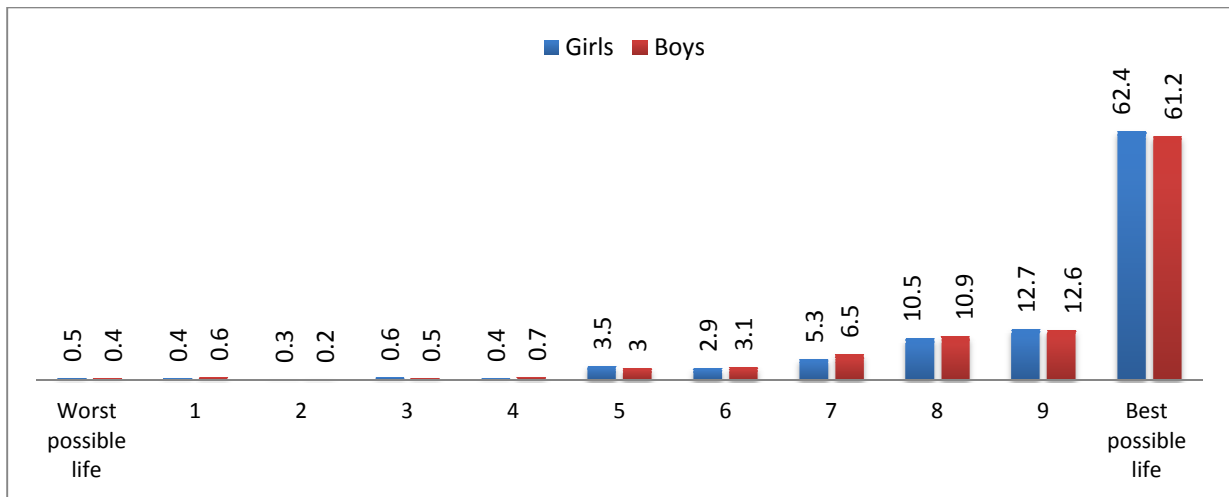


Fig. 80. Perception about quality of life, by gender

Moreover, the sixth grade students are seemingly more satisfied with their life quality and this reflects in the fact that 74.5% of them who qualify their life as the best possible, against the 59.9% of eighth grade respondents and 51.1% of tenth grade students who also have the same opinion about their lives.

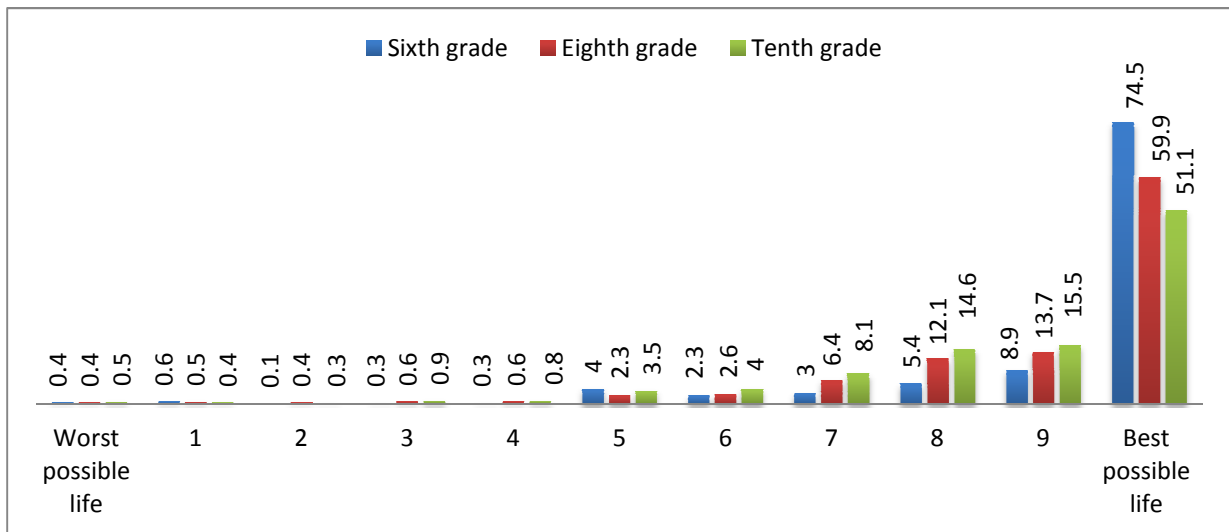


Fig. 81a. Perception about quality of life, by grade

According to the results, one may conclude that Kosovar adolescents are amongst European adolescents who are the most satisfied with their life quality. By collecting only the answers from 6 to 10, one can see that the satisfaction level of adolescents in Kosovo with their life quality is constantly above 90%, similar to those in Armenia, the Netherlands and Belgium.

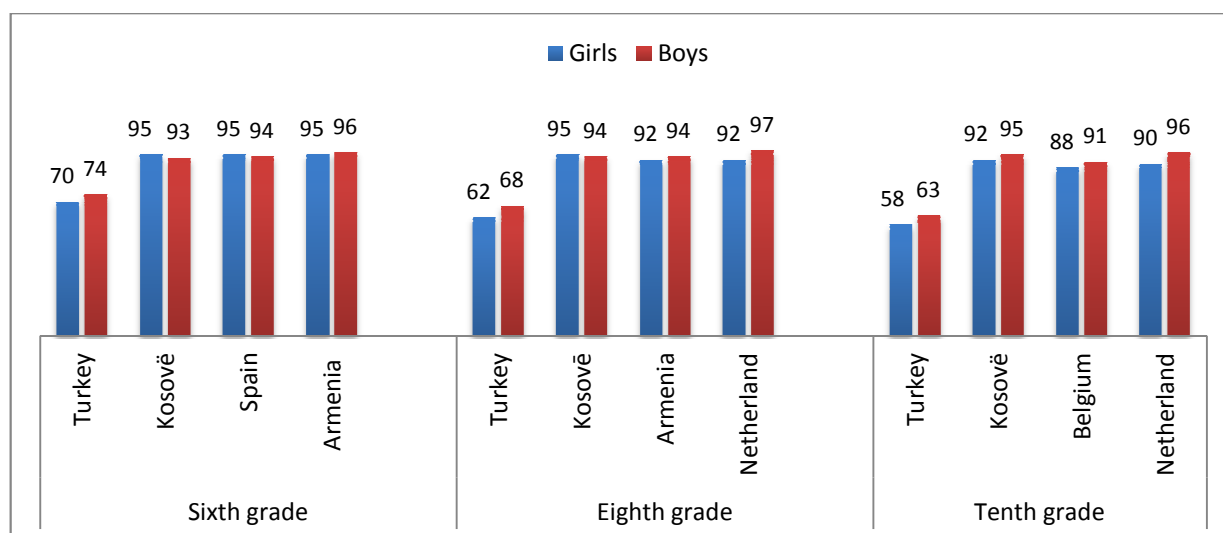


Fig. 81b. Perception of life quality

FACTS AND FIGURES

- 63.3% had no headache in the last 6 months;
- 71% have never felt weak in the last 6 months;
- 62.1% never had stomach ache in the last 6 months;
- 76.8% never had back pain in the last 6 months;
- 75.8% never had sleeping problems in the last 6 months;
- 80.9% never suffered vertigo in the last 6 months;
- 48.2% never felt anxious in the last 6 months;
- 63.4% of respondents consider their health to be excellent;
- 61.8% of students consider their lives as the best possible.

School

Adolescents spend most of their time at school, and that is why the last questions in the HBSC questionnaire are dedicated to it.

Asked "...what do your teachers think about your performance in school in comparison to your classmates?", half of them have anticipated a positive opinion by their teachers, reporting thus that they are excellent. Yet, there is 1/3 of respondents who think that their teachers would assess them as good compared to their colleagues and only 15% of respondents who think that their teachers see them as average or below average.

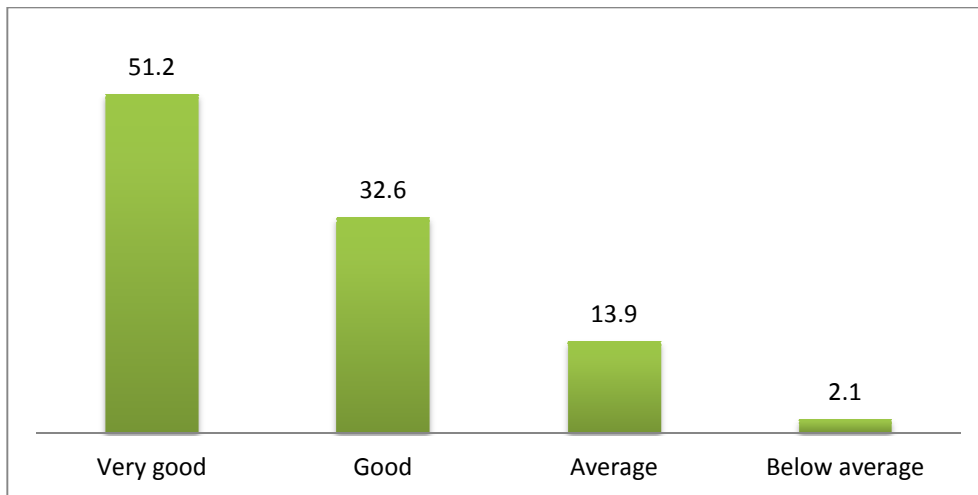


Fig. 82. *What do your teachers think about your performance in school in comparison to your classmates?*

According to comparative analyses, the sixth grade students have a more optimistic opinion about their performance in school and the possible evaluation that they may receive from teachers. As a result, 66.7% of sixth grade students believe that their teachers would evaluate them as excellent, while only 50.5% of eighth grade students and 36.3% of tenth grade students have the same opinion.

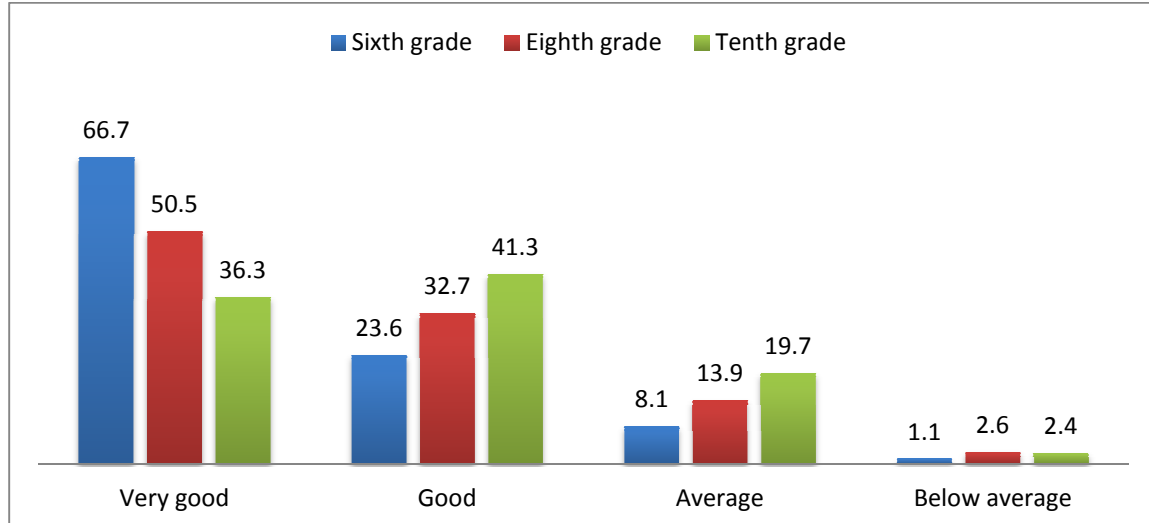


Fig. 83. *"In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?" - Comparison between grades*

The students, who have a more positive opinion by the teachers in school, do also report less involvement in violent acts or bullying by others, and also they bully the others less.

The students were also asked about how they currently felt in their schools. Overall, 77.6% of respondents say that they like the school very much, 14.9% very little, 5.4% not so much, while 2% say they are not fond of school at all.

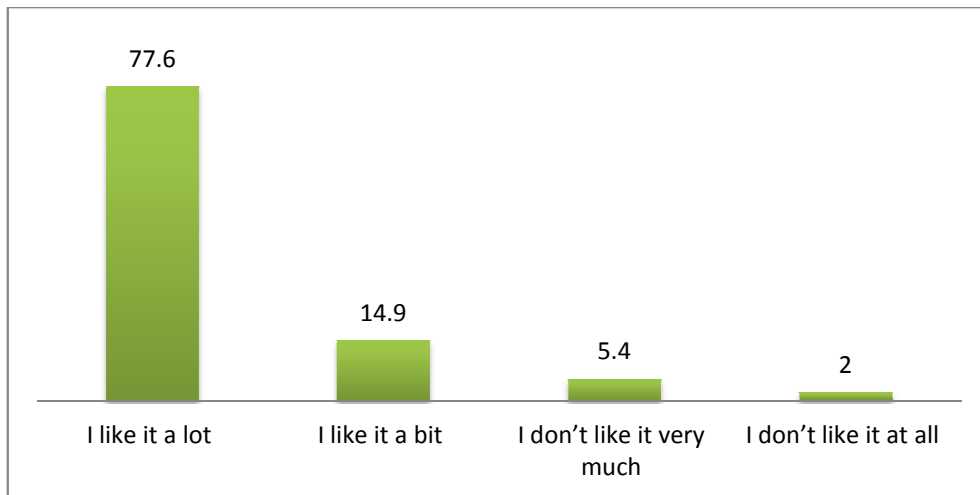


Fig. 84. How do you feel about school at present?

Percentage of male respondents who opted for the "I like it very much" answer, is lower than the percentage of female respondents by 7.6%. This is an indicator that demonstrates the fact that girls prefer school more than boys. The same conclusion may be drawn by the inferential analysis also, which reveals the significant differences.

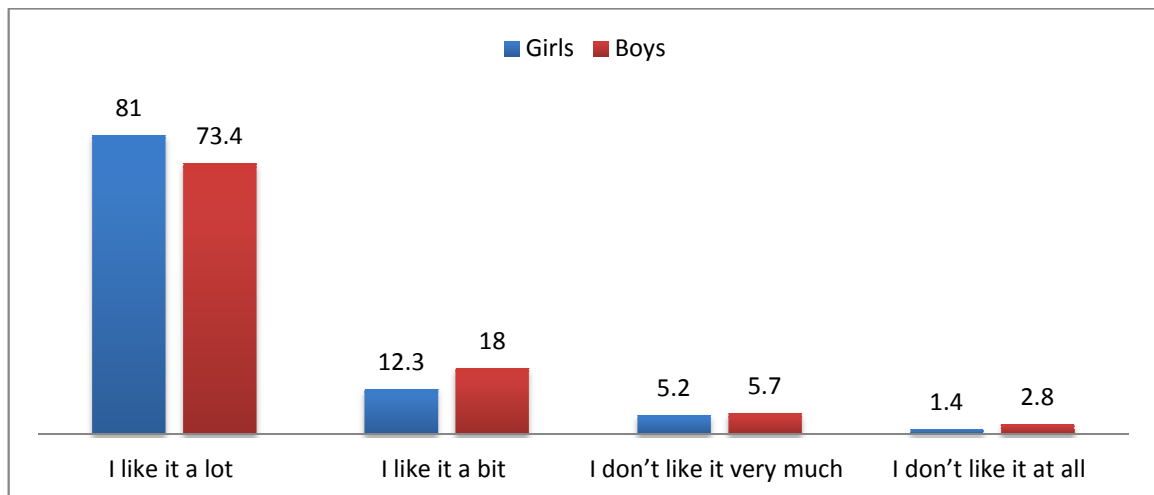


Fig. 85. How do students feel about school, by gender

Another difference has been revealed also when students of different age groups have been compared, where one can conclude that the more grown-ups prefer school less. Only 69% of tenth grade students said that they like school very much, against 76.7% of 8th grade students and 86.9% of 6th grade students.

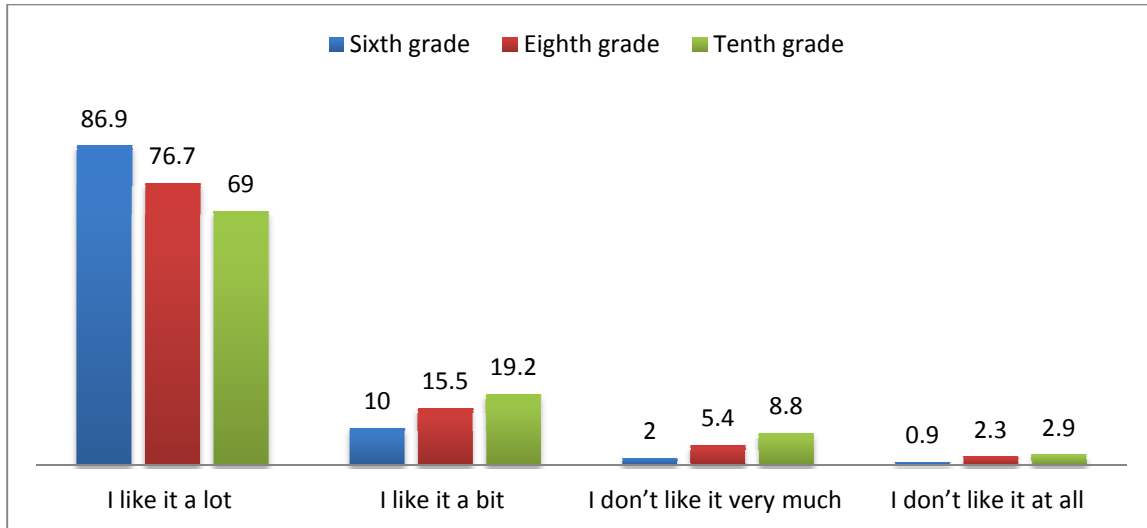


Fig. 86. How do students feel about school, by grade

How do students perceive the atmosphere in their class? Asked if they agree with the statement "My classmates get along very well together", 45.6% of respondents strongly agreed, 47.1% agreed and 4.3% declared as indecisive. However, only a small percentage - 2.7% disagrees or strongly disagrees, thus implying that the relations established between the classmates are not that good. There were no significant differences between age groups and genders, concerning this question.

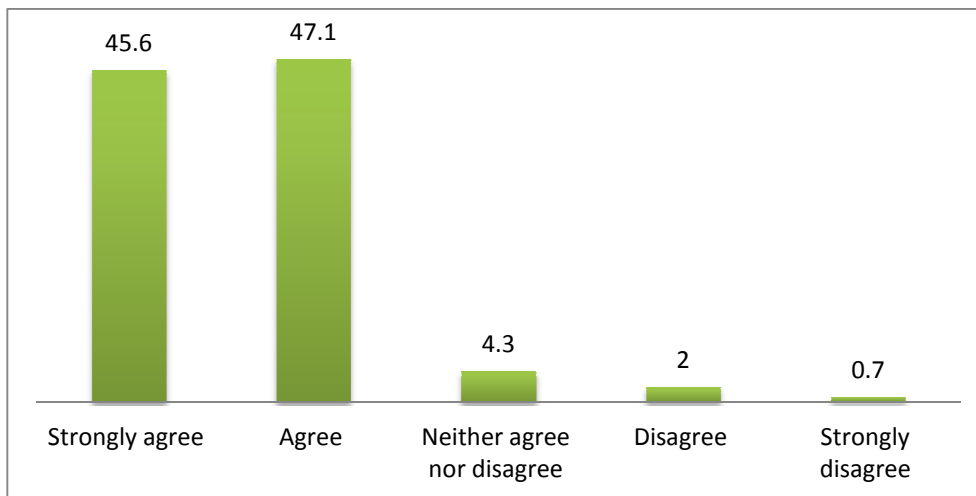


Fig. 87. My classmates get along very well together

The graphic below shows also the gender-based and grade level differences. As indicated, girls see the atmosphere in the class less positive than how the boys see it. Even if differences are small, the eighth grade students are more inclined to report good relations between classmates, compared to those of the sixth grade.

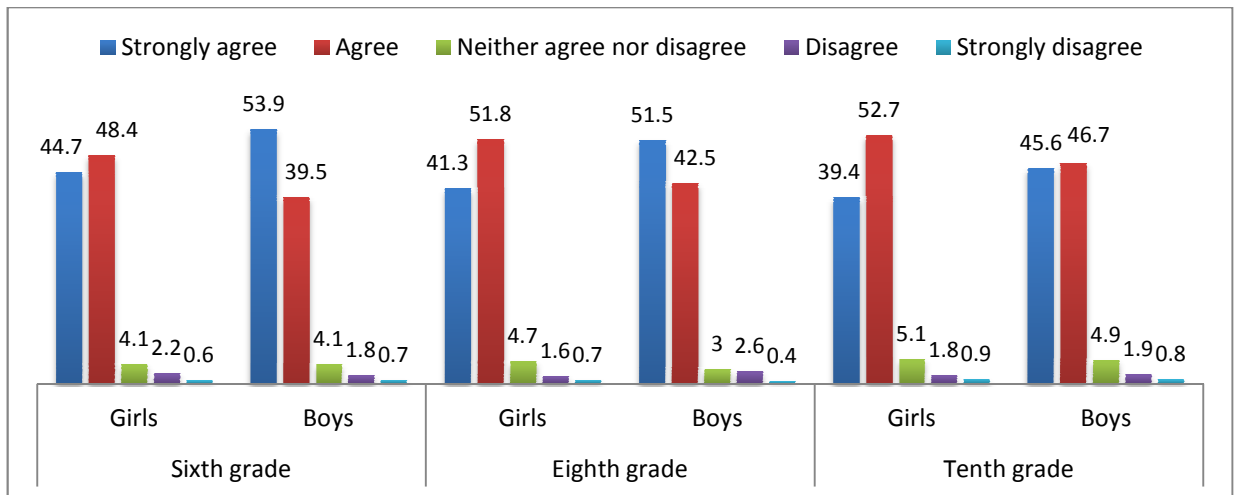


Fig. 88. Perception of relations between classmates, by gender and age group

We also looked at how satisfied the students are in relation to their classmates, through two different statements *a) "most of classmates are nice" and (b) "most of classmates accept me as I am". In both cases, there was a very positive perception of friendly atmosphere in the classroom, where about 87% of students stated that they believe that their classmates are nice, and over 90% of students believe that they are accepted by others as they are. There is no significant difference between age groups or genders in this question, either.

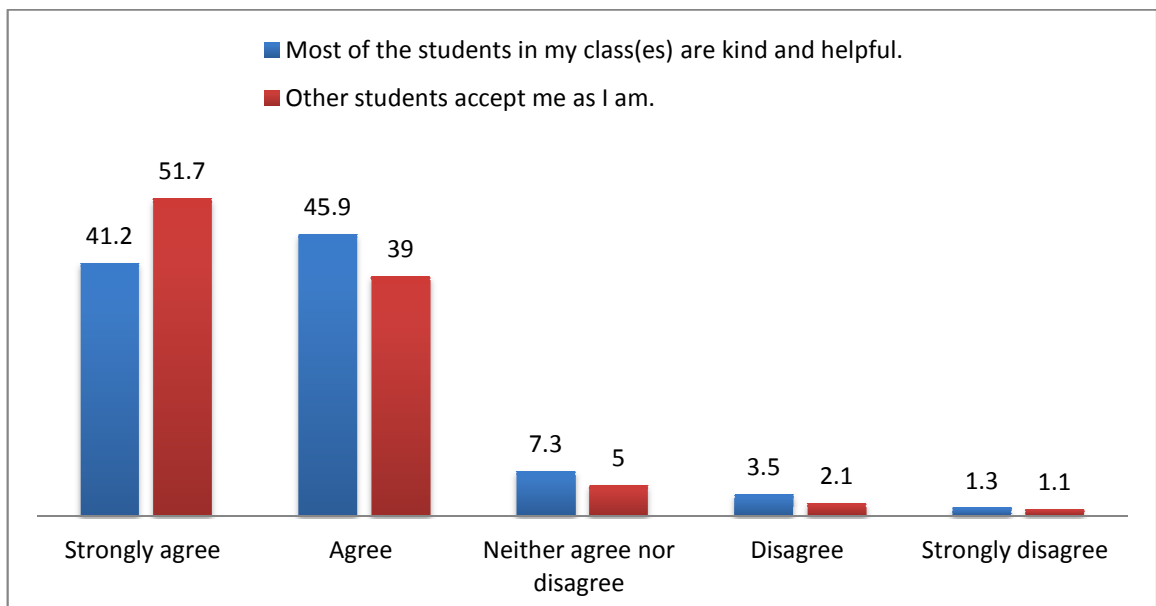


Fig. 89. Relations with peers

In the part of questions over school and friends, the students were also asked about the pressure that they feel as a result of homework assignments. Only 38.7% of students do not feel any pressure from the volume or nature of home assignments, whereas 2/3 of students feel very little pressure (20.5%), little (24.8%) and very much (15.8%).

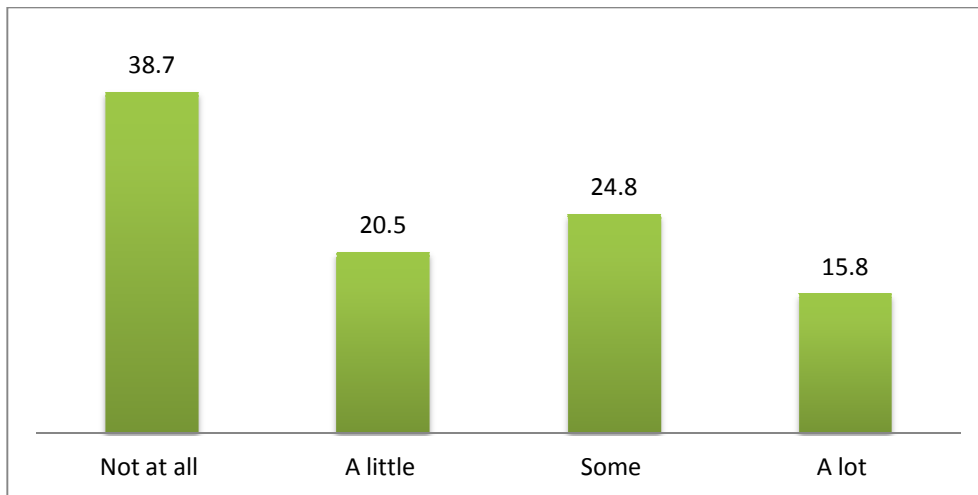


Fig. 90. How much pressure do you feel from homework that you have to do?

Looking at differences in terms of gender, it can be noticed that male students feel pressure more than female students. About 43% of female respondents say they never feel under pressure from home assignments, while 34% of male respondents who say so.

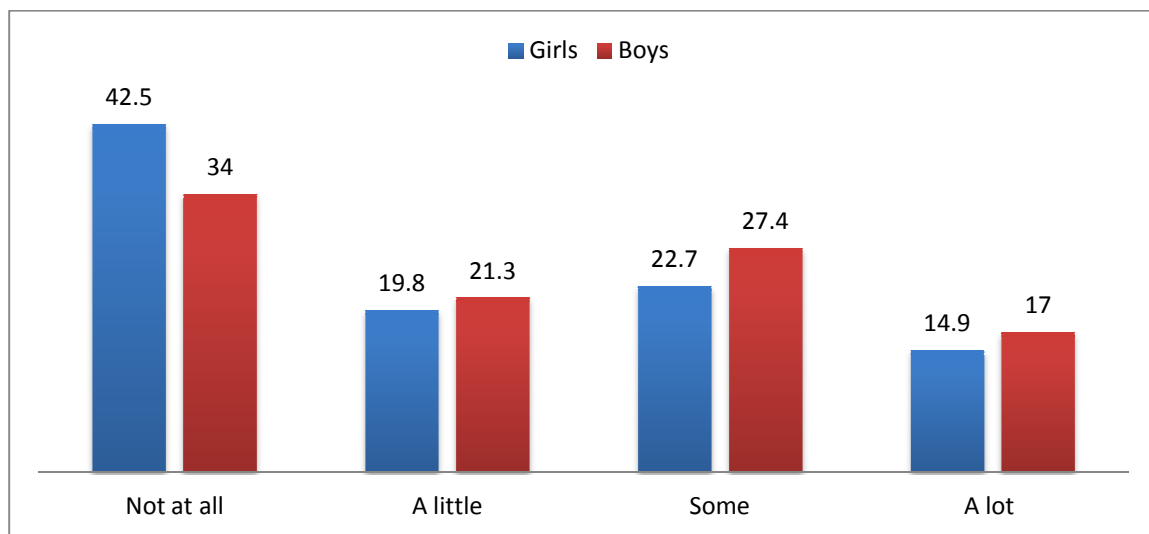


Fig. 91. Percentage of students feeling pressure from homework assignments, by gender

Additionally, the pressure from homework is felt more amongst students of 8th and 10th grades, compared to those of 6th grade. The following graphic shows that 49.2% of 6th grade students do not feel any pressure from homework, compared to 37.3% of 8th grade students and 29.5% of 10th grade students.

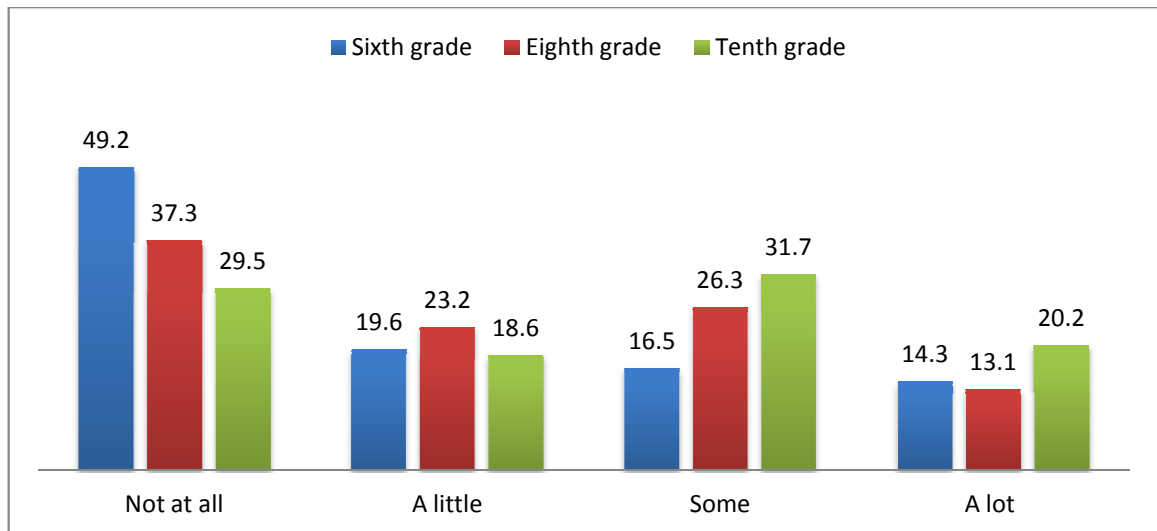


Fig. 92. Percentage of students feeling pressure from homework assignments, by grades

Students from Turkey are the ones who feel homework pressure the most, from the three age groups. Kosovo is listed in the middle, with significant difference from Turkey or from the last country in the list – Sweden, where the percentage of students feeling pressure as a result of homework assignments is way lower than in Kosovo.

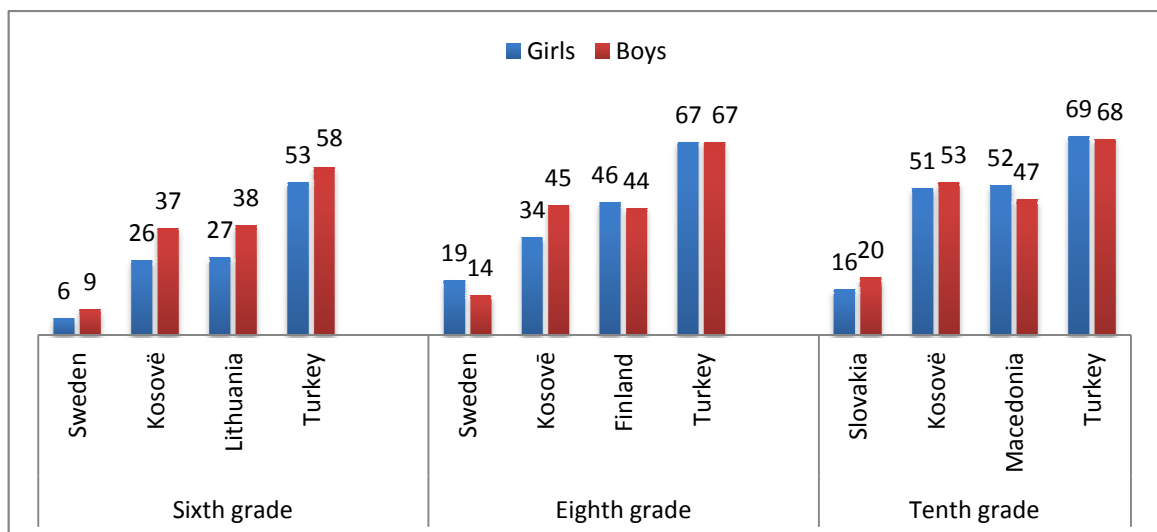


Fig. 93. Percentage of students feeling "little" or "a lot of" pressure from homework

FACTS AND FIGURES

- 77.6% of students like school very much;
- 2% of students do not like school at all;
- 45.6% strongly agree with the statement "my classmates get along very well";
- 51.7% strongly agree with the statement "classmates accept me as I am";
- 41.2% strongly agree with the statement "classmates are nice";

Conclusions

Adolescence is often portrayed as a very critical and dynamic period of personal development. The results clearly show that the adolescence is the period that sets a foundation about the behaviours an individual will follow throughout the entire life. This is the reason why often delinquent behaviours, aggressive behaviours, inappropriate and disrespectful attitude towards parents, smoking, alcohol and drugs abuse are linked to adolescence. It is, however, certain that the consequences of such behaviours are huge and there is unalienable evidence, which has been proved by this study, too.

The Kosovo study confirms previous findings and sheds more light to the fact that dangerous behaviours such as smoking, alcohol and cannabis abuse have negative consequences on the health of adolescents. Additionally, the results show that such behaviours are closely linked to other negative aspects, such as bullying the others, physical fights, inappropriate relations with peers, which altogether lead to a lower satisfaction about the life in general.

Nevertheless, what is very encouraging and positive is the fact in regard to these dangerous behaviours, the adolescents in Kosovo are very far from their European peers and that all these three negative behaviours have a low prevalence in school-aged children in our country.

Such a low prevalence may be one of the possible explanations about the very high positive health reported by students. In general, there are more than 65% of adolescents who rarely or never experienced vertigo, stomach or back pain, headache, or felt weakness in the last 12 months. This conclusion is becomes even more convincing, when one takes into account the result of the inferential analysis that shows the fact that the lower the prevalence of dangerous behaviours is, the more positive is the health of adolescents.

Nonetheless, there are significant differences between genders in these reported aspects. The male students are naturally more likely to be more highly involved in such dangerous behaviours. Such a difference is noticeable also on the question about sexual intercourse, which has been asked only to respondents of the age of 15. While only 4.5% of female students said they had their first sexual intercourse, 25.5% of male respondents gave positive answer to this question, given the fact that such differences are present also in other cultures, it may be concluded that the male children are more likely to be exposed to the risk of deviating from a healthy development at this stage, compared to female children. The same can be said about the older age groups, since such behaviours are more present amongst tenth grade students than amongst those of

the eighth or sixth grade. An important trigger is the curiosity that is highly present at this stage of development.

An important determinant of health is also the physical activity and healthy nutrition. In both cases, Kosovar students have shown good results, while most of them are physically active and eat regularly and orderly, including consumption of fruits and vegetables, accordingly.

What is worth mentioning is the fact that children are more likely to skip breakfasts as they grow, while gender-based differences are not significant.

Healthy and regular nutrition is undoubtedly one of the key factors contributing to a good body of the students. Such a link has not only been found through our study, but also reflects on the fact that 65% of adolescents believe that they are in the proper shape and that 68.5% of adolescents who believe that their body weight is all right.

Other health-related behaviours are also watching television, use of computer and computer games. Even if television has indirect impact on health, such behaviours could have serious consequences through models of various aggressive behaviours, as shown also in the reports of American Academy of Paediatrics (2001). Even if the level in Kosovo is not the lowest in Europe when it comes to time spending in front of television, computer or playing computer games, the adolescents do not spend a lot of time to engage into such activities. In this regard, the age is an important indicator, while students who are more grown up watch television and use computer more.

What is more concerning is the fact that there are injuries, which the students suffered in the last 12 months. As much as 55.3% of students have been injured in the last 12 months. This rate is the highest amongst all countries that conducted the HBSC. This is closely linked to the fact that 24% of students have been involved in physical fights in the last 12 months. Gender-based differences in this regard are clear, where the male students report more injuries and involvement in physical fights.

The prevalence of bullying in schools is very concerning, too, given the fact that 2/3 of the students have bullied others or have been bullied. Due to the link between bullying and physical violence, a conclusion may be drawn that bullying is a source of violence which needs more attention and necessity to be carefully tackled.

But, with whom do peers talk about problems like bullying or other school issues? As also reported, the students find it easier to communicate with mother. What is also worth mentioning is that, alike in other studies, the findings here show that the students find it also easier to talk to their friends rather than to the father. The close friends are even better address than siblings.

Students confirm their close relation with peers also in the part of the questionnaire which aims to look at the time they spend with friends and their perception in this regard. There are over 50% of students who have three or more close friends and around 40% of them who communicate with them through telephone, messaging or regular meetings during the daytime or evenings. Around 78% of students feel happy about the school and they say that they get along well with their schoolmates.

All these elements have certainly an impact on the overall satisfaction of students with their lives. Very high positive health, low level of reported dangerous behaviours, good relations with their peers, easiness in communicating with parents, are all factors that make students feel happy with their lives, where even 61.8% of them consider their life to be the best possible.

To conclude, it is noteworthy to say that this study has brought the first findings related to health behaviours in school-aged children and based on the comparison with the findings from other countries (from year 2010), Kosovo adolescents can be considered to be amongst the healthiest adolescents and with the best models of behaviours that contribute to physical and psychological well-being, as well as to satisfaction with life, in general. There is certainly a lot that remains for our society to do and work on boosting the health of our young people and also reduce the harmful effects in the living and education settings, as much as possible.

Recommendations

The unquestionable conclusion of this study that Kosovo has healthy adolescents, if not the healthiest in Europe, is an additional motivation to engage the Kosovar society to ensure that adolescents grow up to be healthy adults, and ensure that they have proper education. Moreover, after a thorough analysis of the report, the research team and the supervisory body have drawn the following recommendations, which in fact, aim at preserving and promoting health amongst adolescents in Kosovo:

- Initiate, stimulate and support programmes that aim at increasing awareness of adolescents towards negative effects of smoking, alcohol and drugs.
- Develop new programmes for prevention of bullying and violence in schools and continue supporting the current respective programmes.
- Provide training, additional curricular and extracurricular material on peer-to-peer pressure management skills, conflict resolution and negotiation skills, as a response to the growing violence in schools;
- Initiate, stimulate and support programmes that promote healthy behaviours, adolescent awareness on sexual and reproductive health, reproductive rights and the possible consequences of unprotected sex.
- Initiate, stimulate and support programmes that promote healthy nutrition.
- Prepare a special study on the level of violence and age, family and economic structure of the violence authors in schools;
- Support educational programmes on electronic media for adolescents which would promote the positive results of this study and analyse various dimensions of the life of adolescents;
- Launch a media campaign on awareness against violence and bullying in schools;
- Initiate, stimulate and support programmes that aim at capacity building of the teaching staff in schools so that the latter can effectively and appropriately address the negative elements of smoking, drug use and violence amongst adolescents in schools.

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ANNEX 1. Questionnaire

HBSC 1

Health Behaviour in School-Aged Children Questionnaire

Dear students!

By completing this questionnaire, you will be part of an important study for Health-Related Behaviors. This research is ongoing on more than 100 schools in Kosovo as well as in 44 different countries all around the world. Your responses will be kept completely confidential. Therefore, we would like to ask you for your sincere answers.

Thank you very much for your collaboration!

DEMOGRAPHICS

P1. Are you a boy or a girl?

Boy	Girl
<input type="checkbox"/>	<input type="checkbox"/>

P2. What class are you in?

Sixth grade	Eighth grade	Tenth grade
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P3. What month were you born?

January	February	March	April	May	June	July	August	September	October	November	Dhjetor
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

P4. What year were you born?

1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
<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"/>

ZAKONI I TË NGRËNIT

P5. 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*.

Weekdays	Weekend
<input type="checkbox"/> I never have breakfast during the week	<input type="checkbox"/> I never have breakfast during the weekend
<input type="checkbox"/> One day	<input type="checkbox"/> I usually have breakfast on only one day of the weekend (Saturday OR Sunday)
<input type="checkbox"/> Two days	
<input type="checkbox"/> Four days	<input type="checkbox"/> I usually have breakfast on both weekend days (Saturday AND Sunday)
<input type="checkbox"/> Five days	

HBSC 2

P6. How many times a week do you usually eat or drink?

	Never	Less than once a week	Once a week	2-4 days a week	5-6 days a week	Once a day, every day	Every day, more than once
Fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
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"/>

Weight Control & Body Image

P7. At present are you on a diet or doing something else to lose weight?

No, my weight is fine	No, but I should lose some weight	No, because I need to put on weight	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P8. A Do you think your body is...?

Much too thin	A bit too thin	About the right size	A bit too fat	Much too fat
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P9. How much do you weigh without clothes?? _____

P10. How tall are you without shoes? _____

P11. How often do you brush your teeth?

More than once a day	Once a day	At least once a week but not daily	Less than once a week	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical activity

HBSC 3

P12. 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, & surfing.*

For this next question, add up all the time you spent 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 day	2 days	3 days	4 days	5 days	6 days	7 days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P13. OUTSIDE SCHOOL HOURS: How often do you usually exercise in your free time so much that you get out of breath or sweat?

Every day	4 to 6 times a week	2 to 3 times a week	Once a week	Once a month	Less than once a month	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P14. 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?

None	About half an hour	About 1 hour	About 2 to 3 hours	About 4 to 6 hours	About 7 hours or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leisure time activity

P15. About how many hours a day do you usually watch television (including DVDs and videos) in your free time?

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

Weekdays	Weekend
<input type="checkbox"/> None at all	<input type="checkbox"/> None at all
<input type="checkbox"/> About half an hour a day	<input type="checkbox"/> About half an hour a day
<input type="checkbox"/> About 1 hour a day	<input type="checkbox"/> About 1 hour a day
<input type="checkbox"/> About 2 hours a day	<input type="checkbox"/> About 2 hours a day
<input type="checkbox"/> About 3 hours a day	<input type="checkbox"/> About 3 hours a day
<input type="checkbox"/> About 4 hours a day	<input type="checkbox"/> About 4 hours a day
<input type="checkbox"/> About 5 hours a day	<input type="checkbox"/> About 5 hours a day
<input type="checkbox"/> About 6 hours a day	<input type="checkbox"/> About 6 hours a day
<input type="checkbox"/> About 7 or more hours a day	<input type="checkbox"/> About 7 or more hours a day

HBSC 4

P16. About how many hours a day do you usually play games on a computer or games console (PlayStation, Xbox, GameCube etc.) in your free time? Please tick one box for *weekdays* and one box for *weekend*.

Weekdays	Weekends
<input type="checkbox"/> Not at all.	<input type="checkbox"/> None at all
<input type="checkbox"/> About half an hour a day	<input type="checkbox"/> About half an hour a day
<input type="checkbox"/> About 1 hour a day	<input type="checkbox"/> About 1 hour a day
<input type="checkbox"/> About 2 hours a day	<input type="checkbox"/> About 2 hours a day
<input type="checkbox"/> About 3 hours a day	<input type="checkbox"/> About 3 hours a day
<input type="checkbox"/> About 4 hours a day	<input type="checkbox"/> About 4 hours a day
<input type="checkbox"/> About 5 hours a day	<input type="checkbox"/> About 5 hours a day
<input type="checkbox"/> About 6 hours a day	<input type="checkbox"/> About 6 hours a day
<input type="checkbox"/> About 7 or more hours a day	<input type="checkbox"/> About 7 or more hours a day

About how many hours a day do you usually use a computer for chatting on-line, internet, emailing, homework etc. in your free time? Please tick one box for *weekdays* and one box for *weekend*.

Weekdays	Weekends
<input type="checkbox"/> None at all	<input type="checkbox"/> None at all
<input type="checkbox"/> About half an hour a day	<input type="checkbox"/> About half an hour a day
<input type="checkbox"/> About 1 hour a day	<input type="checkbox"/> About 1 hour a day
<input type="checkbox"/> About 2 hours a day	<input type="checkbox"/> About 2 hours a day
<input type="checkbox"/> About 3 hours a day	<input type="checkbox"/> About 3 hours a day
<input type="checkbox"/> About 4 hours a day	<input type="checkbox"/> About 4 hours a day
<input type="checkbox"/> About 5 hours a day	<input type="checkbox"/> About 5 hours a day
<input type="checkbox"/> About 6 hours a day	<input type="checkbox"/> About 6 hours a day
<input type="checkbox"/> About 7 or more hours a day	<input type="checkbox"/> About 7 or more hours a day

Risk Behaviour

P18. Have you ever smoked tobacco? (At least one cigarette, cigar or pipe)

Yes No

P19. How often do you smoke tobacco at present?

Every day	At least once a week, but not every day	Less than once a week	I do not smoke
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HBSC 6

P24. Have you ever taken cannabis*Please tick one box for each line.*

	Never	1 - 2 times	3 - 5 times	6 - 9 times	10 - 19 times	20 - 39 times	40 or more
In your life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last 12 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last 30 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sexual health**P25. Have you ever had sexual intercourse** *(sometimes this is called "making love," "having sex," or "going all the way" or other appropriate colloquial terms)?*

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

P26. How old were you when you had sexual intercourse for the first time?

I have never had sexual intercourse	11 years old or younger	12 years old	13 years old	14 years old	15 years old	16 years old
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P27. The last time you had sexual intercourse, what method(s) did you or your partner use to prevent pregnancy: Mark all that apply.

I have never had sexual intercourse	<input type="checkbox"/> <i>Go to the next question</i>
No method was used to prevent pregnancy.	<input type="checkbox"/> <i>Go to the next question</i>

	Yes	No
Birth control pills	<input type="checkbox"/>	<input type="checkbox"/>
Condoms	<input type="checkbox"/>	<input type="checkbox"/>
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>
Some other method	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>

HBSC 7

P28. The last time you had sexual intercourse, did you or your partner use a condom?

I have never had sexual intercourse	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Injuries, Fighting and Bullying

P29. Many young people get hurt or injured from activities such as playing sports or fighting with others at different places such as the street or home. Injuries can include being poisoned or burned. Injuries do not include illnesses such as Measles or the Flu. The following questions are about injuries you may have had during the past 12 months.

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

I was not injured in the past 12 months	1 time	2 times	3 times	4 or more times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P30. During the past 12 months, how many times were you in a physical fight?

I have not been in a physical fight in the past 12 months	1 time	2 times	3 times	4 times or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P31. 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 unpleasant 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 he or she is 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 a student is teased in a friendly and playful way.

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

I have not been bullied at school in the past couple of months	It has only happened once or twice	2 or 3 times a month	About once a week	Several times a week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P32. Sa shpesh keni marrë pjesë në ngacmimin e një/disa nxënësi/ve të tjerë në shkollë gjatë dy muajve të fundit?

I have not been bullied at school in the past couple of months	It has only happened once or twice	2 or 3 times a month	About once a week	Several times a week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HBSC 8

P33. All families are different (for example, not everyone lives with both their parents, sometimes people live with just one parent, or they have two homes or live with two families) and we would like to know about yours. Please answer this first question for the home where you live all or most of the time and tick the people who live there.

ADULTS	Children
<input type="checkbox"/> Mother	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. Please do not count yourself How many brothers? _____ How many sisters? _____
<input type="checkbox"/> Father	
<input type="checkbox"/> Stepmother (or father's girlfriend)	
<input type="checkbox"/> Stepfather (or mother's boyfriend)	
<input type="checkbox"/> Grandmother	
<input type="checkbox"/> Grandfather	
<input type="checkbox"/> I live in a foster home or children's home	
<input type="checkbox"/> Someone or somewhere else: please write it down _____	

P34. Do you have another home or another family, such as the case when your parents are separated or divorced?

<input type="checkbox"/> No – Go to the next question	<input type="checkbox"/> Yes How often do you stay there? <input type="checkbox"/> Half the time <input type="checkbox"/> Regularly but less than half the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Hardly ever
Please tick the people who live there:	
Adults	Children
<input type="checkbox"/> Mother	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. Please do not count yourself How many brothers? _____ How many sisters? _____
<input type="checkbox"/> Father	
<input type="checkbox"/> Stepmother (or father's girlfriend)	
<input type="checkbox"/> Stepfather (or mother's boyfriend)	
<input type="checkbox"/> Grandmother	
<input type="checkbox"/> Grandfather	
<input type="checkbox"/> I live in a foster home or children's home	
Someone or somewhere else: please write it down _____	

HBSC 9

P35. 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.

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

PEERS

P36. At present, how many close male and female friends do you have?
Please tick one box for each column.

Males	Females
<input type="checkbox"/> None	<input type="checkbox"/> None
<input type="checkbox"/> One	<input type="checkbox"/> One
<input type="checkbox"/> Two	<input type="checkbox"/> Two
<input type="checkbox"/> Three or more	<input type="checkbox"/> Three or more

P37. How many days a week do you usually spend time with friends right after school??

0 days	1 day	2 days	3 days	4 days	5 days	6 days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P38. How many evenings per week do you usually spend out with your friends?

0 evenings	1 evening	2 evenings	3 evenings	4 evenings	5 evenings	6 evenings	7 evenings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P39. How often do you talk to your friend(s) on the phone or send them text messages or have contact through the internet?

Rarely or never	1 or 2 days a week	3 or 4 days a week	5 or 6 days a week	Every day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Positive health

P40. In the last 6 months: how often have you had the following...?

	About every day	More than once a week	About every week	About every month	Rarely or never
Headache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stomach-ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Back ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irritability or bad temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties in getting to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feelin dizzy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you say your health is...?

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P42. Here is a picture of a ladder. The top of the ladder “10” is the best possible life for you and the bottom “0” is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?
Tick the box next to the number that best describes where you stand.

<input type="checkbox"/>	10	Best possible life.
<input type="checkbox"/>	9	
<input type="checkbox"/>	8	
<input type="checkbox"/>	7	
<input type="checkbox"/>	6	
<input type="checkbox"/>	5	
<input type="checkbox"/>	4	
<input type="checkbox"/>	3	
<input type="checkbox"/>	2	
<input type="checkbox"/>	1	
<input type="checkbox"/>	0	Worst possible life.

HBSC 11

School

P43. In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?

Very good	Good	Average	Below average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P44. How do you feel about school at present?

I like it a lot	I like it a bit	I don't like it very much	I don't like it at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P45. Here are some statements about the students in your class(es). Please show how much you agree or disagree with each one. Please tick one box for each line.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The students in my class(es) enjoy being together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Other students accept me as I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P46. How pressured do you feel by the schoolwork you have to do?

Not at all	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Inequality

P47.

Father	Mother
<p>Does your father have a job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know</p> <p><input type="checkbox"/> Don't know or don't see father</p>	<p>Does your mother have a job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know</p> <p><input type="checkbox"/> Don't know or don't see mother</p>
<p>If YES, please say in what place he works (for example: hospital, bank, restaurant)</p> <p>_____</p> <p>Please write down exactly what job he does there (for example: teacher, bus driver)</p> <p>_____</p>	<p>If YES, please say in what place she works (for example: hospital, bank, restaurant)</p> <p>_____</p> <p>Please write down exactly what job he does there (for example: teacher, bus driver)</p> <p>_____</p>
<p>If NO, why does your father not have a job? (Please tick the box that best describes the situation)</p> <p><input type="checkbox"/> He is sick, or retired, or a student</p> <p><input type="checkbox"/> He is looking for a job</p> <p><input type="checkbox"/> He takes care of others, or is full-time at home</p> <p><input type="checkbox"/> I don't know</p>	<p>If NO, why does your mother not have a job? (Please tick the box that best describes the situation)</p> <p><input type="checkbox"/> She is sick, or retired, or a student</p> <p><input type="checkbox"/> She is looking for a job</p> <p><input type="checkbox"/> She takes care of others, or is full-time at home</p> <p><input type="checkbox"/> I don't know</p>

P48. Does your family own a car, van or truck?

No	Yes, one	Yes, two or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P49. Do you have your own bedroom for yourself?

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

HBSC 13

P50. During the past 12 months, how many times did you travel away on holiday [vacation] with your family?

Not at all	One time	Two times	More than two times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P51. How many computers does your family own?

Noone	One	Two	More than two
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P52. How well off do you think your family is?

Very well off	Quite well off	Average	Not so well off	Not at well off
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P53. 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?

Always	Often	Sometimes	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Girls only

P54. Have you begun to menstruate (have periods)?

No, I have not yet begun to menstruate	Yes, I began at the age of ____ years and ____ months
<input type="checkbox"/>	<input type="checkbox"/>

ANNEX 2. Letter of Consent



Letter of Consent for participation in the research study „Health Habits in School-Aged Children“

Dear parent!

The Psycho-Social and Medical Research Centre, Southeast Europe Institute and the Higher Private Education Body „Qeap Heimerer“, supported by the World Health Organisation – Prishtina Office and the UNFPA – Prishtina Office, are conducting a study on the health behaviours in school-aged children.

This research takes place in 43 different countries around the world and it looks at the attitudes, behaviours and experiences of the children aged 12, 13 and 15 in regard to health. In order to accomplish this research study, the teams from the three implementing bodies have made a random selection of a sample consisting of 5000 respondents throughout Kosovo and they aim to render visits in over 100 schools throughout Kosovo. To participate in this study, the research group has selected the school, where your child attends courses, and thus your child, too.

Through this letter, we seek to obtain your consent to allow your child to participate in this research, whereby we guarantee that the answers and the information given by your child shall be kept entirely confident and no further use shall be allowed.

This research has been endorsed by the Ministry of Education and it will take place during a usual class at school.

Therefore, we kindly ask you to answer below regarding the participation of your child in our research.

Please tick one of the following options as your answer:

- I accept and I agree to allow my child to participate in this research**
- I refuse and I do not agree to allow my child participating in this research**

Name and surname of the parent

Signature of the parent

Date of signature

Place

ANNEX 3. List of schools participating in the research

- Primary School „Faik Konica“ – Prishtina
- Primary School „Zenel Hajdini“ – Prishtina
- Primary School „Dardania“ – Prishtina
- Primary School „Ali Kelmendi“ – Barilevë, Prishtina
- Gymnasium High School „Sami Frashëri“ – Prishtina
- Economic High School „Hoxhë Kadri Prishtina“ – Prishtina
- Primary School „Mihal Grameno“ – Fushë Kosovë
- Economic High School – Fushë Kosovë
- Primary School „Naim Frashëri“, - Podujeva
- Primary School „Shaban Shala“, - Podujeva
- Gymnasium High School „Aleksandër Xhuvani“, – Podujeva
- Gymnasium High School „Gjergj Kastrioti – Skenderbeu“, - Drenas
- Primary School „Rasim Kiqina“, - Drenas
- Primary School „Shaban Jashari“, - Skënderaj
- Technical High School „Anton Çetta“, - Skënderaj
- Primary School ‘Thimi Mitko’ – Gjilan
- Technical High School „Mehmet Isai“, - Gjilan
- Primary School „Ismet Rraci“, - Klina
- High School „Luigj Gurakuqi“, - Klina
- Primary School „Anton Çetta“, - Gjakova
- Primary School „Mustafa Bakija“, - Gjakova
- Medical High School „Hysni Zajmi“, Gjakova
- Primary School „Emin Duraku“, - Kaçanik
- High School „Skënderbeu“, - Kaçanik.
- Economic High School „Boston“, - Novo Berdo
- Primary School, - Novo Berdo
- Primary School „Abdyl Frashëri“, Prizren.
- Gymnasium High School „Gjon Buzuku“, Prizren.
- Technical High School "Jonuz Zejnullahu", Viti
- Primary School "Bafti Haxhiu", Viti
- Primary School "Skender Emërllahu", - Viti
- Primary School „Ibrahim Rugova“, - Obiliq
- High School „Hoxhe Tahsini“, - Obiliq
- Primary School „7 martirët“ (the name is under proposal), Vushtrri
- High School „Eqrem Çabej“, Vushtrri

- Primary School "Ibrahim Banushi", Lipjan
- Primary School „Vezir Kolshi“, Lipjan
- Gymnasium High School „Ulpiana“, Lipjan.
- Primary School „Bajram Curri“, Istog
- High School „Haxhi Zeka“, Istog
- Gymnasium High School „Vëllezërit Frashëri“, - Deçan
- Primary School „Lidhja e Prizrenit“, Deçan
- Primary School „8 Marsi“, Pejë
- Medical High School „Ramiz Sadiku“, Pejë.
- Primary School "Edit Durham", Suharekë
- Primary School "7 Marsi", Suharekë
- Gymnasium High School "Jeta e Re", Suharekë
- Primary School „Eqrem Çabej“, Mitrovica
- Primary School „Arkitekt Sinani“, Mitrovica
- Gymnasium High School „Frang Bardhi“, Mitrovica
- High School „Dr. Shaban Hashani“, Ferizaj.
- Primary School "Gjon Serreçi", Ferizaj.
- Medical High School „Elena Gjika“, Ferizaj
- School „Pjetër Bogdani“, Ferizaj
- Primary School „Tefik Çanga“, Ferizaj
- High School „Xhelal Hajda- Toni“, Rahovec
- Primary School „Heronjtë e Kosovës“, Rahovec.
- High School „Abdyl Frashëri“, Malisheva
- Primary School „Ibrahim Mazreku“, Malisheva
- Primary School „Naim Frashëri“, Banjë