

ESPAD 03 – HUNGARY

Country Report I.

by

Zsuzsanna Elekes, Borbála Paksi

I. Background and research design

A. Introduction

A1. Earlier national studies and comparability with these

In the 70s and 80s research into juvenile alcohol and drug consumption was scarcely done in Hungary, and the samples and methods used did not make comparisons possible.

The first survey on one of the age groups most at risk, secondary school students, was taken in the school year 1992/93 based on the methodological recommendations drawn up by the Pompidou Group of the Council of Europe, and using the questionnaire they had devised. The survey included Budapest and the counties Baranya, Tolna, Zala, and Szabolcs-Szatmár-Bereg. (Elekes 1993, Elekes, Paksi 1996)

In 1995, as part of the European School Survey Project on Alcohol and other Drugs (ESPAD) 1995, research was carried out on the nationally representative sample of 16-year-olds, with data collected in Grade 10 in Hungary. In 1999, again within ESPAD, Grades 9 and 10 in secondary schools were examined. In 2002, Grades 9 and 10 in secondary schools in Budapest were surveyed using the methodological recommendations and questionnaire of ESPAD. (Elekes, Paksi 1996, Elekes, Paksi 2000a, 2000b)

The results from ESPAD 2003 are comparable with the surveys carried out between 1992 and 2002, which provides us with a hitherto unprecedented opportunity to track the changes that took place in the period of more than a decade following the political transition in Hungary. (Elekes, Paksi 2002)

From previous research we can glean the following:

In the second half of the decade the joint lifetime prevalence value of illicit drugs and/or inhalants has nearly doubled in Hungary when we compare the 10th grades of in Hungary schools. The lifetime prevalence value of the use of medical drugs has also increased by more than a 25%. At the same time, the non-cumulative prevalence value of these drugs, i.e., the percentage of those who used medical drugs but did not concurrently use illicit drugs or inhalants, remained practically unchanged because the

percentage of the use of illicit drugs and/or inhalants by medical drug abusers has increased significantly.

In general, when comparing the appropriate populations, the percentage of those who tried an illicit or licit drug – if the rate characteristic of the middle of the decade is considered as 100% – has increased by more than 40% by the end of the decade. The consumption of most of the drugs increased by more over the last four years.

Similarly to the situation in the Western European and North American countries, marijuana is becoming the most popular drug with secondary school students. In 1995 and at present, of all illicit drugs, the lifetime prevalence value of marijuana is the highest. Previously, however, it did not differ significantly from the prevalence value of other drugs, and frequency data explicitly indicated consumption at a trial stage, by 1999 the data show the proliferation of marijuana consumption.

According to the dynamics of growth and prevalence, besides marijuana, the prevalence and the increase in the use of LSD and other hallucinogens, amphetamines and ecstasy is also significant. In the second half of the decade prevalence values multiplied, but at least tripled. Much fewer people tried these drugs than they did marijuana, on the average every 20th or 30th secondary school student. There is a two- or threefold growth in the case of heroin, crack and cocaine. The prevalence of these drugs, however, is still around 1 or 2%.

In the second half of the decade the abuse of sedatives, barbiturates, and the combination of drugs and alcohol shows relative stability, maybe a slight increase that matches, or even fall behind the total increase of the drug consumption rates. The lifetime prevalence value of inhalant abuse has somewhat decreased. This means that even though illicit drugs are ever more available and their consumption is growing, secondary school students use licit drugs as well.

During the decade the concurrent trial of more than one drug has become more and more common. This is because the percentage of first-time users by drug and drug type increased during the decade more than the number of users of any drug in general. That means that while the percentage of those secondary school students who used an illicit or licit drug in their life has increased by “only” 40%, the number of first-time users of illicit drugs has doubled, and the percentage of the use any given drug has tripled in the majority of cases.

Comparing the results from research carried out between 1992 and 1996, and the methodological survey done in 1998 in preparation for ESPAD'99 we can assume that the increase in the consumption of illicit

drugs took place around 1997 and 1998, and by 1999-2002 the growth dynamics of consumption has slowed down significantly.

On the basis of analyses along various background variables we can state that drug consumption in Hungary occurs in every social group, although not to an equal extent. Drug consumption, and, most importantly, the prevalence of illicit drugs and/or inhalants is in significant correlation with the demographic attributes, education and family background of the informants, both formal and qualitative properties thereof. We can observe differences in the way drug users and drug-naive youth spend their free time, how they think, and what their psycho-social characteristics are. The picture we get from various dimensions is often contradictory. Although most background variables reveal significant differences between the consumption categories, these are not equally important, and often cancel out each other when they are considered jointly.

In 1999, out of all the secondary school students in the first and second grades (Grades 9 and 10) asked nation-wide 73.7% had a smoke before in their life, 40.4% smoked in the previous month, while 29.3% smoked daily.

The prevalence of smoking varies greatly according to the type of school: in training schools and specialised secondary schools twice as many students smoke than in grammar schools.

The prevalence of smoking is lower in the secondary schools of the capital and county towns, while it is higher in small-town schools.

As the father's level of education increases, the frequency of smoking is getting markedly lower. The mother's education and the financial situation of the family has a less direct influence on smoking.

90.8% of secondary school students in the first and second grades has already consumed alcohol at least once. The prevalence value of the previous month is 52%, and 10.2% consumed on six or more occasions in the previous month. While the lifetime prevalence values are similar among boys and girls, the percentage of those who consumed on six or more occasions in the previous month is double among boys when compared to girls. Life and last year prevalence values are the highest in grammar schools and training schools, while the monthly prevalence value, and the more frequent monthly consumption is more higher in training schools and specialised secondary schools.

The alcohol consumption of young people is dominated by spirits. This especially holds for girls.

54.9% of secondary school students in the first and second grades was at least once intoxicated, and 23.6% became intoxicated in the previous month. Intoxication is more frequent among boys, and less

frequent among girls. There are major differences according to school type: in training schools intoxication is twice as frequent as in grammar schools.

Smoking and alcohol consumption is a common behaviour and it is accepted by the overwhelming majority of the Hungarian society. In accordance with this, moderate forms of this behaviour exercised by young people do not show the marked characteristics generally observed with deviant behaviour. Only indicators of the more extreme forms of consumption show the “traditional” tendencies: the frequent and excessive smoking, bingeing, and intoxication occur more often among the more “depressed” groups of secondary school students. The “problematic behaviour” character of these extreme forms of consumption is indicated by the fact that these students manifest symptoms of depression and anomie above the average.

According to data from the period between 1992 and 2002, the lifetime prevalence of smoking was decreasing until 1995 among 2nd-grade secondary school students in Budapest, between 1995 and 1999 it rose sharply, and after 1999 slightly decreased or stagnated. Until 1999 boys had the highest percentage of those smoking with a monthly regularity, by 2002, however, this situation changed, and by then the monthly prevalence value of girls slightly surpassed that of boys. Considering the whole 10 years we can definitely observe that while in 1992 smoking was most common among boys, by 1999 the difference between the genders has become minimal, and in 2002 we see higher prevalence values among girls.

In 2002, 60 % of the young people asked in Budapest consumed alcoholic beverages in the previous month. 15.6 % drank six or more times, that is, more often than once a week. From 1995 the yearly and monthly prevalence value of alcohol consumption is growing: the increase was the greatest among girls between 1995 and 1999, and among boys between 1999 and 2002. This resulted in that in 1999 the monthly prevalence of girls was nearly identical to that of boys. In 2002, the prevalence values diverged again, the alcohol consumption of girls still shows a much bigger increase than that of boys during the decade. The nearly threefold increase in the number of girls consuming alcohol on six or more occasions a month is especially significant.

The available and comparable data lead us to believe that the prevalence of smoking and alcohol consumption among the youth is increasing. This increase occurred in a way that the proliferation of both smoking and alcohol consumption was faster among girls than boys. The comparable data available for Budapest from the period between 1992 and 2002 indicate that this increase occurred mainly in the second half of the decade.

In sum we can state that after the stagnation characteristic of the first half of the decade there was a marked increase in the consumption of the drugs in question among secondary school students between 1997 and 1998, and to a smaller extent between 1999 and 2002. The increase took place in a way that the consumption habits regarded as traditional have not changed. Among secondary school students marijuana becomes more dominant, and the consumption of other illegal drugs is also increasing, but one of the most popular abusable drugs are still sedatives, and the concurrent consumption of other medical drugs with alcohol did not decrease, nor did the prevalence of using inhalants. The phenomenon of the increasing drug consumption is coupled with smoking, already popular and still spreading, as well as alcohol consumption.

A2. Purpose of the survey

The epidemiological research conducted so far in Hungary refer to the fact that drug consumption – even if it means only trying or occasionally consuming – is widespread in the young population. This fact itself makes the permanent study of the extension of drug consumption, the endangered population, and the opinions regarding drugs very important. It has special importance in a country where the "exodus" problem solving has deep roots, and where drug policy and institutions dealing with the problem are just forming. Research is especially important when the estimating methods based on statistical data are widespread in the developed world in order to measure the changes of alcohol and drug consumption but the data and statistics of institutions in Hungary are only partially capable of measuring. They rather reflect the changes in the drug policy and the statistical system than the real situation. Although the data of alcohol consumption were more reliable on a long term but they have recently shown such contrary tendencies which make it difficult to interpret the changes.

The methodological results of the ESPAD surveys in 1995 and 1999 proved that by surveying secondary school students with questionnaires it is possible to gain trustworthy information on the characteristics of the national drug consumption, the attitudes towards drug, and the groups at risk. Surveys conducted in 1992, in 1995, in 1999 and in 2003 make it possible to present the changes in consumption habits of secondary school students after the political changes. The 1995 survey gives us the possibility to analyse the changes in the capital and in several counties between 1992 and 1995. With the help of ESPAD99 and ESPAD03 we can follow the tendencies, on one hand in Budapest (from 1992), and on the other hand in the whole country between 1995 and 2003.

The series of the surveys not only give us information about the changes in consumption habits of Hungarian secondary school students in the decade after the political changes, but as a part of ESPAD project, it helps us to interpret them in an international comparison, as well.

A3. Responsible researcher and institution

Responsible institution: Behaviour Research Institute at the Budapest University of Economic Sciences and Public Administration

Responsible researchers: Zsuzsanna Elekes

Borbála Paksi

A4.: appendix 1.

A5: appendix 2.

B. Population of students from which sample was drawn

B1. Geographical area where the survey was conducted

The survey was conducted including the whole of Hungary, on a nationally representative sample. A special role was given to the capital. The reason for over-representing Budapest is the purpose of creating reliable, individual unit of analysis in order to examine the changes in the whole decade. As far as the survey in 1995 was also conducted on a nationally representative sample, and Budapest was also over-represented in 1999 we can compare the results of 1995, 1999, and 2003 in the capital separately. And the survey in 1992-93 also gathered data in the capital. So it becomes possible to follow the tendencies from the beginning of the 90s until now.

B3. Grade/levels surveyed

The measured educational levels have been determined according to the ESPAD standards. The sample included the young people born in 1987, currently studying in elementary or secondary school.

On the basis of the actually available 2001/2002 data, the highest proportion of 16-year-old students is in Grades 9 and 10 (first and second grades of secondary school). It means that in 2003 the proportion of students born in 1987 is 48 % in Grade 9 and 40.5 % in grade 10. In Grade 8 of elementary schools the proportion of the target population is 8.3 %. So the sample was taken from the 8th grade in the elementary schools and 9th, 10th grades in secondary schools.

B4. Approximate percent of children born in 1987 who were in school in Hungary in March 2003.

16-year-olds in the education system of Hungary (no. of students) in school year 2001/2002

GRADE	DAYTIME COURSES	EVENING+DISTANCE LEARNING +SPECIAL COURSES	TOTAL IN EDUCATION
GRADE 1	38	0	38
GRADE 2	35	1	36
GRADE 3	66	3	69
GRADE 4	167	3	170
GRADE 5	578	5	583
GRADE 6	1,534	48	1,582
GRADE 7	3,755	71	3,826
GRADE 8	9,825	36	9,861
GRADE 9	61,807	25	61,832
GRADE 10	46,140	54	46,194
GRADE 11	893	1	894
GRADE 12	23	0	23
GRADE 13	62	0	62
GRADE 14	32	0	32
TOTAL ENROLLED	124,955**	247	125,202
IN GRADE 9 AND 10	107,947		
16-YEAR-OLDS IN GRADES 8, 9, 10*	117,772		
POPULATION BORN IN 1986 ***		129,438	

*source: OM Public Education Statistical Database, 2001

**source: KSH Demographic Yearbook, 2002; Population on January 1, 2002.

On the basis of the 2001/2002 yearly statistics number of 16-year-old students (16-year-olds in 2002) attending Grades 8, 9, and 10 of a day-shift school is 117,772. It is 91% of the target population.

C. Sample

C1. Number and types of schools in the country

In Hungary at Grade 8 education is given through two types of school. The majority of students attend classes at an elementary school, a smaller number takes part in secondary education. At Grade 9 and 10 there are three types of school: grammar school, training school and specialised secondary school.

When students attending Grade 8 of an elementary school graduate, they become eligible to enter secondary education which traditionally starts at Grade 9, and lasts 4 years. Students in the same grade at a grammar school receive 6 or 8 years of secondary education after finishing Grade 4 or 6 of the elementary school. At Grades 9 and 10 a smaller number of secondary school students attend courses in the above-mentioned 6- or 8-grade schools, while the majority of them receive education in the traditional 4-grade secondary school (from Grade 9 to Grade 12). Students of specialised secondary schools started their studies in this school type after graduating from the 8th grade of an elementary

school. They are split into two groups in Grade 11, some of them receive a trade diploma at the end of Grade 11, while some of them stay at the secondary schools and, similarly to grammar school students, they sit for a final exam at the end of Grade 12 which enable them to enter higher education .

The training schools have mostly two years of education and they give a lower type of certification. A good example is the qualified nurse certificate. Those other schools, not giving a profession or secondary school final exam certification to young people who just finished the eighth grade of elementary school, and last for about two years are in the same category with training schools, some examples are the housewife and housekeeping training, etc.

Schools often cannot be categorised like this as grammar schools and specialised secondary schools, or elementary schools and grammar schools or specialised secondary schools can be under the same management, resulting in that the school belongs to a mixed type. Even in these institutions we can differentiate between classes. Thus instead of categorising according to school type, in Hungary it is more useful to do it on the class level, or by the individual student.

Total number of classes by grades and school types in the country

TYPES OF SCHOOL	GRADE 8	GRADE 9	GRADE 10	TOTAL
ELEMENTARY SCHOOL	5,507	0	0	5,507
TRAINING SCHOOL	0	1,316	1,171	2,487
GRAMMAR SCHOOL	353	1,391	1,364	3,108
SPECIALISED SECONDARY SCHOOL	0	1,583	1,553	3,136
TOTAL	5,860	4,290	4,088	14,238

Source: OM Public Education Statistical Database, 2001

Number and proportion of students by grades and school types in the country

TYPES OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL	
	NUMBER OF STUDENTS	%	NUMBER OF STUDENTS	%	NUMBER OF STUDENTS	%	NUMBER OF STUDENTS	%
ELEMENTARY SCHOOL	108,214	30.0%	0	0.0%	0	0.0%	108,214	30.0%
TRAINING SCHOOL	0	0.0%	36,588	10.1%	27,836	7.7%	64,424	17.8%
GRAMMAR SCHOOL	10,135	2.8%	41,930	11.6%	39,817	11.0%	91,882	25.4%
SPECIALISED SECONDARY SCHOOL	0	0.0%	50,343	13.9%	46,387	12.8%	96,730	26.8%
TOTAL	118,349	32.8%	128,861	35.7%	114,040	31.6%	361,250	100.0%

Source: OM Public Education Statistical Database, 2001

C2. Number and types of schools chosen

Number of classes chosen in Budapest and countryside by school types and grades

TYPE OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL		
	COUNT RYSIDE	BP	COUNT RYSIDE	BP	COUNT RYSIDE	BP	COUNTR YSIDE	BP	TOTAL
ELEMENTARY SCHOOL	130	20		0		0	130	20	150
TRAINING SCHOOL		0	31	9	28	7	59	16	75
GRAMMAR SCHOOL	6	3	28	19	27	19	61	41	102
SPECIALISED SECONDARY SCHOOL		0	34	19	33	19	67	38	105
TOTAL	136	23	93	47	88	45	317	115	432

C3. Number and types of students chosen

We estimated the expectable number of the students in the chosen classes according to average number of students in a class based on the disposable macro statistics of the 2001/2002 school year.

Average number of student in classes by school types, grades, in Budapest and countryside

TYPE OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL	
	COUNTRYS.	BP	COUNTRYS.	BP	COUNTRYS.	BP	COUNTRYS.	BP
ELEMENTARY SCHOOL	19.6	20.2	-	-	-	-	19.6	20.2
TRAINING SCHOOL	-	-	28.3	24.0	24.2	20.8	26.4	22.6
GRAMMAR SCHOOL	28.7	28.8	30.5	29.2	29.5	28.3	29.9	28.7
SPECIALISED SECONDARY SCHOOL	-	-	32.0	31.0	30.3	28.4	31.2	29.7
ELEMENTARY SCHOOL	20.0	21.4	30.3	28.9	28.1	27.1	25.3	25.9

Estimated number of students chosen in the national sample by grades and school types

TYPE OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL		
	COUNT RYSIDE	BP	COUNT RYSIDE	BP	COUNT RYSIDE	BP	COUNTR YSIDE	BP	TOTAL
ELEMENTARY SCHOOL	2,546	390	0	0	0	0	2,546	390	2,936
TRAINING SCHOOL	0	0	887	210	678	154	1,565	364	1,929
GRAMMAR SCHOOL	183	92	854	566	807	546	1,844	1,204	3,048
SPECIALISED SECONDARY SCHOOL	0	0	1073	586	996	526	2,069	1,112	3,181

TOTAL	2,729	482	2,814	1364	2,481	1,226	8,024	3,072	11,096
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C4. Method of sampling. Step-by-step description of the sampling procedure

Defining the sample size: We took the "ESPAD 2003" requirements into consideration when we defined the sample size. It sets the minimum number of 16-year-old informants necessary in a country at 2,800.

According to educational statistics from the previous year, the percentage of 16-year-old students in the sample frame of Grades 8, 9, 10 is expected to be 32.6%.

Proportion of 16-year-old students in different grades and school types

TYPE OF SCHOOL	GRADE 8	GRADE 9	GRADE 10	TOTAL
ELEMENTARY SCHOOL	8.47%	-	-	8.47%
TRAINING SCHOOL	-	56.84%	65.86%	60.74%
GRAMMAR SCHOOL	6.45%	39.20%	20.27%	27.39%
SPECIALISED SECONDARY SCHOOL	-	48.81%	42.55%	45.80%
TOTAL	8.30%	47.96%	40.46%	32.60%

Source: OM Public Education Statistical Database, 2001

Taking into consideration the expected percentage of 16-year-old student in the multitude frame, the net sample size that corresponds to the ESPAD requirement on sample size is $2,800/0.326=8,589$ persons in the country. We added the expected rate of sample loss to this. In the previous ESPAD survey done in 1999 the national sample loss was 3.5% for schools (with substitutions), and for students it was 10.2%. Thus we calculated a total sample loss of 13-14%. Adding this to the net element number the nationally necessary gross sample size became $8,589*1.14 \approx 9,800$ persons. The nationally necessary sample of 9,800 was proportioned according to the stratification of the base multitude: Budapest and countryside, then the type of school and grade. Next we defined the number of classes by strata to be included in the sample, based on the calculated number of necessary students, and the average stratified class size (from educational statistics for 2001). Based on the above, 386 classes were included in the national sample. Finally, in order that the data from Grades 9 and 10 of schools in Budapest could be analysed separately, we over-represented the sample of Grades 9 and 10 of schools in Budapest by 100%, that is, 46 classes. Thus the total sample comprised of 432 classes, 317 in the country, and 115 in the capital, and an expected number of $8,024+3,072=11,096$ students.

The method of selection to include classes in the sample: In selecting the sample we employed a random sampling procedure stratified according to representational criteria in which the sampling unit was the class, so that the unequal chances of inclusion due to different school sizes were equalised.

Classes in the sample frame were first divided into two groups according to their location (Budapest and countryside), then both groups were subdivided into 12 layers according to school type (4) and grade (3). Because this way 8 of the 24 groups resulted in an empty set (there is no training school and specialised secondary school in Grade 8, and in Grade 9 and 10 there is no elementary school), the classes belonging to one of the total of 16 layers were selected into a random sample without replacement according to the above-mentioned sample sizes by strata.

Basic list of sampling, and source of educational statistics: Ministry of Education, Central Information 2001/2002 October. (KIR-STAT 2001)

Source of population statistics: Hungarian Central Statistical Office, Demographic Yearbook 2002.

C5 Representativeness of the sample

As we described earlier, due to the over-representation of Grades 9 and 10 in Budapest, the distribution of the national sample purposely deviates from the distribution of the sample frame along the location of the school, and, in the case of the Budapest sub-sample, grade (8, or 9 and 10) and school type. So in these dimensions weighting is necessary to restore the proportion of the sample (see the section about weighting). Within the Budapest sample of Grades 9 and 10, and the countryside sample, the proportions do correspond to the distribution of classes in the frame sample along the two representational criteria we employed (school type and grade).

The following tables show the distribution of the sample frame and the selected sample according to the representational criteria.

The representativeness of the selected classes by school type in the Budapest sample of Grades 9 and 10

TYPE OF SCHOOL	SAMPLE FRAME		SAMPLE	
	NUMBER OF CLASSES	DISTRIBUTION (%)	NUMBER OF CLASSES	DISTRIBUTION (%)
TRAINING SCHOOL	297	17.4	16	17.4
GRAMMAR SCHOOL	714	42.0	38	41.3
SPECIALISED SECONDARY SCHOOL	690	40.6	38	41.3
TOTAL	1,701	100.0	92	100.0

The representativeness of the selected classes by school type in the countryside sample

TYPE OF SCHOOL	COUNTRYSIDE SAMPLE		
	PROPORTION OF THE BASE MULTITUDE	NUMBER OF SELECTED CLASSES	PROPORTION OF SELECTED CLASSES
ELEMENTARY SCHOOL	41	130	41.0
TRAINING SCHOOL	18.7	59	18.6
GRAMMAR SCHOOL	19.4	61	19.2
SPECIALISED SECONDARY SCHOOL	20.9	67	21.1
TOTAL	100.0	317	99.9

The representativeness of the selected classes by grade in the Budapest sample of Grades 9 and 10

TYPE OF SCHOOL	SAMPLE FRAME		SAMPLE	
	NUMBER OF CLASSES	DISTRIBUTION (%)	NUMBER OF CLASSES	DISTRIBUTION (%)
GRADE 9	868	51.0	47	51.1
GRADE 10	833	49.0	45	48.9
TOTAL	1,701	100.0	92	100.0

The representativeness of the selected classes by grade in the countryside sample

TYPE OF SCHOOL	COUNTRYSIDE SAMPLE		
	PROPORTION OF THE BASE MULTITUDE	NUMBER OF SELECTED CLASSES	PROPORTION OF SELECTED CLASSES
GRADE 8	43.0	136	42.9
GRADE 9	29.2	93	29.3
GRADE 10	27.8	88	27.8
TOTAL	100.0	317	100.0

C6 Self-weighting

Because of the class-based sampling and the nature of educational statistics in Hungary, our sample was not proportioned according to individual features like age and gender, but the random sampling theoretically ensures that the sample be representative in these respects as well.

D Field procedures

The questionnaire was translated and re-translated in December, 2002. In January, 2003 we conducted a pilot questioning of approximately 100 students from various types of secondary and elementary schools. The pilot questioning revealed that, especially in elementary schools, students were unable to fill in the questionnaire within one class (45 minutes), so when finalising the questionnaire we only kept the compulsory questions of ESPAD, and a few questions from each modules. To boost participation, in February we informed the director of every school in our sample, and we asked for their permission to have the questionnaire filled in.

Data was collected in March by young (under 35) interviewers and university students. Interviewers were briefed by the survey leaders in word and in writing about how to collect the data. Interviewers were continuously monitored through our regional representatives. The interviewers received the following instructions:

THE QUESTIONING

/a. During the questioning **only the questioner is present**

- Ask the teacher to leave you alone with the class, as the presence of a person known by the

students might alter the fill-in. And our duty is to guarantee the standard circumstances of surveying.

/b. The duty of the questioner in the class

- It is to tell them they were participating in a sociology study conducted all over Europe which is set to learn more about the habits of the younger generation. We are questioning more than 10.000 students all over Hungary.
- **Ask them to help** our research.
- Underline that the questionnaire is **anonymous**, there is no identification number, so the students or classes cannot be identified. Nobody from the school can access the questionnaires. Only summarised results will be published at the completion of the survey.
- The questionnaire is not a test, there are no right and wrong answer.
- If somebody does not or cannot answer a question, the question should be left blank. **Filling in the questionnaires is voluntary, but it is important to us that they give answers to as many questions as they can.**
- Hand out the questionnaires and ask them not to talk to each other while filling in, because **we are interested in their own opinion**. Let them read the note on the first page.

Tell them:

- There might be some words or phrases they don't know. That is why we attached a defining dictionary (on the last page). **For those questions explained in the dictionary we cannot give further explanation.**
- If there are other questions, problems they should put their hand up and we will help them. (Let's not disturb each other with loudly asked questions.)
- If they marked the wrong answer ask them to cross it out (hatch it).
- Ask the students to fill in the questionnaire in ink.
- **The questioner should not walk in the class** but help the questioning with his behaviour.
- **The questioner should not behave like a teacher.** Do not instruct the students but ask them to co-operate.

COLLECTING THE QUESTIONNAIRES

- **Put an envelope on the front table.** When the students are finished they should put the questionnaires into the envelope. When everybody finished staple the envelope in front of them to demonstrate nobody can look into it. **Do not read the questionnaires in front of the students.**
- **Do not show the questionnaires to anyone.**
- **If you go out of the class write the identification numbers, the grade and the number of the class on the envelope.** Do not write the name of the school on the envelope!

FILLING IN THE CLASSROOM REPORT

- **Fill in the classroom report with the help of the class teacher**, and ask them to sign it. This report must be signed by the questioner as well.
- Put the same **identification numbers** on the classroom report as on the envelop.
- The interviewer must answer the questions in the classroom report about the interview by themselves!

After the interviewing is done, the questionnaires are checked and coded by a group of 8 people who continuously consulted the survey leaders and the research assistant.

D2. Number and type of people collecting the data

Data was collected by qualified interviewers and university students from the departments of sociology and social policy, 80 in total. During the time the questionnaires were filled in, nobody working for the school was allowed to stay in the classroom.

D3. Instruction given to the students

Refer to the instructions given to the interviewers (D1) and the first page of the questionnaire.

D4.

Data was collected between March 5 and March 20, 2003.

D5. Possible comments from the survey leaders about the data collection procedure in the classrooms

In the majority of the classes only a few students, in three-fourths of the classes nobody, and only in 9 classrooms (2.2%) did at least half of the students disturb the course of data collection with their behaviour. The disturbances mainly meant giggling, laughing (72.6%), and occasionally whispering (19.8%). In the majority of the classes students filled in the questionnaires with interest, and in nearly 90% of the data collection situations interviewers believed that students took their task seriously.

We must note, however, that the time of data collection coincided with a flu epidemic that primarily affected young people, and resulted in a high absence rate in schools, and in a few cases, the cancellation of classes. This, in spite of the good reception of the questionnaires we mentioned above, caused a sample loss higher than usual.

E. Data collection instrument

E1 Possible comments about ESPAD items

In the ESPAD survey in Hungary we included all the compulsory questions except Q11. Cider is still not known by young people in Hungary, so we believe that it made no sense to include it. We have not included any of the modules in entirety. The questionnaire contains questions B3, B4, C1, C2, and C3 of the modules.

E2. Brief description of possible other questions

The length of the compulsory questionnaire, and the inclusion of a younger generation in the data collection did not allow us to ask our own questions.

E3. Translation process

The questionnaire for year 2003 was not entirely dissimilar to previous ESPAD questionnaires already translated into Hungarian so the translation was carried out by the survey leader. As in other years, re-translation into English was performed by an independent contracted translator.

E4. Pre-testing of the questionnaire

After translating the questionnaire, we conducted a pilot interview in January in all of the grades and school types in our sample, with the participation of approximately 100 students. As previously the questionnaire was not presented to Grade 8, we paid special attention to making sure that younger students in this grade understand the questions, and that they can fill in the questionnaire during the available time of one class. The pilot study showed that the questions were comprehensible to all, but we had to abridge the questionnaire by omitting our own questions.

E5. Possible cultural adjustments

Only the first half of the questionnaire contains questions about free time and school performance, and we did not include the whole Module B, so it seemed more comprehensible for the students that we place Questions B2 and B3 at the beginning of the questionnaire, grouped with other similar questions.

E6. Questionnaire

(appendix 3., appendix 4.)

F. Data processing

F1. Quality check of the data entry

For data processing we used SPSS/PC Entry programme. We controlled the data file with logical controlling programme and corrected the errors with check up of the questionnaires

F2. Weighting of the data

In order to compensate for the over-representation of Grades 9 and 10 in Budapest (Budapest-Countryside in Grades 9, 10), and the loss of sample (due to the above-mentioned flu epidemics, in our survey we managed to obtain 82.1% of the targeted sample, thus our database contains the answers of 9,109 students instead of the planned 11,096), the database was proportioned according to the representational criteria (school type and grade) to match the distribution of the base multitude. See the applied weights, and the structure of the sample after weighting in the following tables.

Weights applied in each category of representation

TYPE OF SCHOOL	GRADE 8		GRADE 9		GRADE 10	
	COUNTRY	BP	COUNTRY	BP	COUNTRY	BP
ELEMENTARY SCHOOL	1.030	0.930	-	-	-	-
TRAINING SCHOOL	-	-	1.015	0.525	0.942	0.559
GRAMMAR SCHOOL	0.960	2.452	0.963	0.510	0.963	0.555
SPECIALISED SECONDARY SCHOOL	-	-	1.007	0.513	1.019	0.482

The absolute number of the weighted sample in each dimension of stratification

TYPES OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL	
	COUNTRY	BP	COUNTRY	BP	COUNTRY	BP	COUNTRY	BP
ELEMENTARY SCHOOL	2111	323	-	-	-	-	2111	323
TRAINING SCHOOL	-	-	736	87	562	64	1298	151
GRAMMAR SCHOOL	152	76	709	235	669	226	1530	537
SPECIALISED SECONDARY SCHOOL	-	-	890	243	826	218	1716	461
TOTAL	2279	399	2335	565	2057	508	6655	1472

The distribution of the national weighted sample according to school type and grade

TYPES OF SCHOOL	GRADE 8	GRADE 9	GRADE 10	TOTAL
ELEMENTARY SCHOOL	30.0%	-	-	30.0%
TRAINING SCHOOL	-	10.1%	7.7%	17.8%
GRAMMAR SCHOOL	2.8%	11.6%	11.0%	25.4%
SPECIALISED SECONDARY SCHOOL	-	13.9%	12.8%	26.8%
TOTAL	32.8%	35.7%	31.6%	100.0%

The distribution of the national weighted sample and the base multitude according to the representational criteria

TYPES OF SCHOOL	GRADE 8		GRADE 9		GRADE 10		TOTAL	
	MULTITUDE	SAMPLE	MULTITUDE	SAMPLE	MULTITUDE	SAMPLE	MULTITUDE	SAMPLE
ELEMENTARY SCHOOL	30.0%	30.0%	-	-	-	-	-	30.0%
TRAINING SCHOOL	-	-	10.1%	10.1%	7.7%	7.7%	17.8%	17.8%
GRAMMAR SCHOOL	2.8%	2.8%	11.6%	11.6%	11.0%	11.0%	25.4%	25.4%
SPECIALISED SECONDARY SCHOOL	-	-	13.9%	13.9%	12.8%	12.8%	26.8%	26.8%
TOTAL	32.8%	32.8%	35.7%	35.7%	31.6%	31.6%	100.0%	100.0%

Source: OM Public Education Statistical Database, 2001

F3 Data programme used

During processing we used SPSS 11 for Windows programme package.

II. Methodological results

A. School co-operation

A1. Schools and classes willingness to participate in the study

4.9% of the selected sample, that is, 21 classes refused to co-operate.

The willingness of schools to participate was remarkable in the countryside, even in the light of previous experience. Of the 317 classes selected, only 3 declined to participate in the survey. In Budapest, however, 18 out of 115 classes turned down co-operation.

A2. Refusals or other reasons for not participating. Proportion of schools and classes not participating

Beside the 21 classes that refused to participate there were 3 more cases (2 in the country, 1 in Budapest) where for other reasons (no contacts could be made, the school, type of school or grade does not exist, the students were not available due to practical training or other reasons) there was a loss of sample. Thus in total, there was a 5.5% loss in the selected sample due to refusal or other reasons.

A3. Possible number of classes replaced because of non-participation

Schools or classes lost were replaced from the supplementary sample matched according to the stratification criteria. Full replacement of the losses was made impossible by the short time available for data collection. During the time of data collection we were able to replace 16 of the 24 classes lost. Thus the final loss of sample was 1.5% for the selected schools (6 schools), and 1.85% for classes (8 classes), which means that 424 classes in 401 schools were interviewed.

B. Student co-operation

B1 Refusals (Proportion of students refusing) (See Classroom reports)

In the classroom reports there were 2 instances of comments indicating a student's open refusal, which is 0.017% of the student number of the classes interviewed.

B2 Unusable data (Number and proportion of questionnaires excluded because of obviously bad data, guidelines used in the scrutinising process)

The validity of the questionnaire was checked by the coding assistants according to the following guidelines:

1. Check whether gender and date of birth has been filled in.

If no gender is given, try to fill it in using the classroom report! If the informant's gender or date of birth is unknown the questionnaire is not valid.

2. Check if there are systematic answers, e.g., consistently marked first or last columns. This is one indicator of invalidity.

3. Similarly, it indicates invalidity if there are many obviously inconsistent answers, primarily around the questions concerning drugs. Possible ways of checking inconsistency:

- consumed something in the previous month, but nothing in the previous year or in life

- consumed relevin

- knows relevin

- different dates of consumption given, and the date of first consumption is inconsistent. For example, indicates consumption of a drug in Questions 25-29, yet it does not appear in Question 30 concerning the age at first use, or answers for Questions 31-33 that never used any drugs, or vice versa, never consumed, e.g., marijuana but the first drug ever tried was marijuana.

At the same time, do not forget that even if students want to give an honest answer, it can happen that they do not answer logically, or they do not pay enough attention. So in spite of one or two such contradictions the questionnaire can be still regarded as completely valid.

ATTENTION: INCONSISTENCIES SHOULD NEVER BE CORRECTED!!!!!!

4. The questionnaire can contain improbable answers that show that the student did not take the questions seriously (e.g., for Questions 25-26 indicates 40 or more instances of consumption in the previous 30 days.) This is also a factor in judging invalidity.

5. It is also considered a problem if the questionnaire is not fully completed.

If more than half of the questions are unanswered the questionnaire is considered invalid. If less than half of the questions are unanswered (and there are no other answers that indicate invalidity), the questionnaire is considered valid.

When judging invalidity, it also is necessary to always examine the structure of unanswered questions. It can happen, for example, that the informant has no time to complete the whole questionnaire, or becomes tired in the process. In this case the first half of the questionnaire is completed properly, and the last few questions remain unanswered. If the answers are otherwise consistent, the questionnaire is considered valid.

When evaluating the unanswered questions take into consideration that students were advised to leave a blank when they do not feel comfortable with answering a question. So an occasional missing answer can even indicate honesty.

6. When evaluating the validity of the questionnaire also pay attention to any comments, additions, and scribbles in the questionnaire. These can also indicate that answers are not serious and the questionnaire is invalid.

Evaluate the above factors to form an opinion of the validity of the questionnaire, and indicate it on the 3-grade scale as described in the instructions. Thus in case of multiple instances of inconsistencies and/or omissions, and/or signs of not serious answers mark it as 3. If these do not, or only at a few question and obviously accidentally occur, consider the questionnaire valid, and mark it as 1. In intermediate cases when problems do not occur in great numbers, but there are still a few, give it a 2. Also take into consideration that the weight of omissions,

inconsistencies, etc. is not identical, so evaluate the errors qualitatively as well as quantitatively.

If you deem a questionnaire completely useless, or if a questionnaire seems acceptable according to the above criteria but you still have doubts concerning its validity, take it to the survey leader.

Only survey leaders had the right to exclude a questionnaire from processing. If coding assistants believed that a questionnaire was completely useless, they had to show it to the survey leaders, and they determined its degree of usefulness. Questionnaires were marked as useless and excluded for the process in a total of 38 cases (0.4% of the received questionnaires), primarily due to missing indication of gender.

According to the above criteria our colleagues evaluated 88% of the 9163 questionnaires left in the database as definitely valid, while they found that in 1.7 % of the cases (155 questionnaires) the validity of the questionnaire was very doubtful. For those born in 1987 the percentage of questionnaires marked as highly invalid was 1.6% (50 questionnaires) (not weighted data).

B3 Response rates

Instead of the class size of 25.68 students, estimated using educational statistics from school year 2001/2002, the classes interviewed had the average of 26.41. We managed to reach 9,147 people in the interviewing (on the average 21.57 students per class), and after omitting the questionnaires considered as useless our database contains the data of 9,109 students (on the average 21.48 students per class). Of this number 3,167 were born in 1987. In our research thus we reached 81.2% on the individual level.

	STUDENT NUMBER IN INTERVIEWED CLASSES	NUMBER OF INFORMANTS*	RESPONSE RATE	NUMBER OF THOSE BORN IN 1987 (NOT WEIGHTED DATA)
BOYS	5,980	4,795	80.2%	1,628
GIRLS	5,216	4,314	82.7%	1,515
TOTAL	11,196	9,109	81.4%	3,143

* Number of cases in the database (after exclusions due to missing gender data)

The majority of the sample loss (83.7%) was due to absence because of an illness. There was an additional 10% of students who were absent with permission for various other reasons, and on the average 6% were absent without a permission, or for other and unknown reasons at the time of data collection.

B4 Overall assessment of student co-operation

- During the interviews there were 2 persons who directly refused to answer.

- We received a questionnaire deemed valid from 99.6% of the students present at the time of the data collection.
- In the interviewed classes the rate of individual losses was 18.6%, the majority of which was due to absence because of an illness.

C Student comprehension

C1 Incomplete questionnaires (Number and proportion of finished and unfinished questionnaires)

We considered those questionnaires to be incomplete in which the last one-fourth, or more of the questions were left unanswered. The rate of these questionnaires, that were unanswered only after Question ESP44d, was 0.2% (19 persons) in the national sample, and 0.1% among those born in 1987. Examining the completeness of the last quarter of the questionnaire we found significant differences between school types. The lowest degree of completion in this area was observed among training school students (73%), the best rate (84%) was achieved by grammar school students. In elementary schools and specialised secondary schools the percentages were practically identical, 78-79%.

C2 Average time and average time span for completing the questionnaire

The time needed for completion varied between 30 and 105 minutes, on the average it was 47.55 minutes. Schools of the various types showed a significant ($p=0.007$) difference in this respect. The longest average completion time was measured in training schools and elementary schools, as in these school types it was longer than the duration of the class by 4 minutes on the average, while in grammar schools and specialised secondary schools the time was around it within a one-minute range. The differences between the average completion time and grade indicate a less significant ($p=0.084$), more tendency-like connection. The average time needed by eighth-graders was longer by 2 minutes than in higher classes, but there was no observable difference between Grades 9 and 10.

C3 Survey leaders comments about possible disturbances during completion

Interviewers did not observe any disruptions in nearly 75% of the classes, and in another 20% only a few children made difficulties. There was not one class where the majority of the students engaged in some activity to disrupt data collection. The incidences were mainly giggling and laughing (73.1%), occasionally whispering (19.2%).

In Grade 8 and above there was a significant ($p=0.019$) difference in discipline during the completion of the questionnaires. In 85% of the Grade 8 classes there were no disruptions whatsoever, while in Grades 9 and 10 this rate was about 2/3. We must note, however, that in any given grade our colleagues reported disruption only from about every 50th classroom.

Rate of disruption during the completion of the questionnaires, in various grades (%)

	GRADE 8	GRADE 9	GRADE 10
NO	84.7%	69.1%	69.8%
YES, FROM A FEW STUDENTS	12.7%	25.7%	22.5%
YES, FROM LESS THAN HALF OF THE STUDENTS	0.7%	3.7%	5.4%
YES, FROM ABOUT HALF OF THE STUDENTS	2.0%	1.5%	2,3%
YES, FROM MORE THAN HALF OF THE STUDENTS	-	-	-
	100.0%	100.0%	100.0%

Only smaller differences, similar to grades, were observed (p=0,048).

Rate of disruption during the completion of the questionnaires, in various school types (%)

	ELEMENTARY SCHOOL	TRAINING SCHOOL	GRAMMAR SCHOOL	SPECIALISED SECONDARY SCHOOL
NO	85.2%	70.6%	70.0%	68.0%
YES, FROM A FEW STUDENTS	11.9%	20.6%	23.0%	28.2%
YES, FROM LESS THAN HALF OF THE STUDENTS	0.7%	5.9%	5.0%	3.0%
YES, FROM ABOUT HALF OF THE STUDENTS	2.2%	2.9%	2.0%	1.0%
YES, FROM MORE THAN HALF OF THE STUDENTS	-	-	-	-
	100.0%	100.0%	100.0%	100.0%

C4 Survey leaders' comments about the interest and seriousness of the students

In the majority of the classes students were interested in completing the questionnaires, and in 90% of the data collection situations interviewers believed that students took their task seriously. In this respect there were no significant differences between school types, or grades, the only significant positive connections were with the number of students in the class, and the number of boys in the class, that is, classes where the students were less interested and serious had more boys, and a bigger class size in general.

C5 Comments on any specific problems

In 14.8% of the classroom reports interviewers indicated opinions that concerned issues beyond the fixed questions, or ones that agreed with them. These were mostly remarks on a topic. We found altogether 65 opinions or comments from 63 classes, which were grouped into various categories.

One-fourth of the comments concerned the students' negative behaviour, and 37% was positive. 8% was connected to the topic of the research, showing a balanced positive and negative attitude on the part of the students. One-eighth of the comments was connected to the questionnaire, the majority of these indicated some concrete problem of understanding, or a question, and similar amount of feedback concerned the technical aspects of interviewing (e.g., the shortage of time).

THE CONTENT OF THE COMMENT	NUMBER
NEGATIVE FEEDBACK ON STUDENTS' BEHAVIOUR, SERIOUSNESS	16
POSITIVE FEEDBACK ON STUDENTS' BEHAVIOUR	24
NEGATIVE COMMENTS OF STUDENTS ON THE TOPIC	2
POSITIVE COMMENTS OF STUDENTS ON THE TOPIC	3
POSITIVE OPINION OF STUDENTS ON THE QUESTIONNAIRE	2
PROBLEMS WITH OR CRITICISM OF THE QUESTIONNAIRE	6
TECHNICAL (TIME)	10
OTHER	2
TOTAL	65

C6 Overall assessment of student comprehension

In the majority of the classes the students found the questionnaire interesting, and they took it seriously to fill it in. Only in a few classes (1.4%) did they criticise the questions, or had they problems with understanding them. In 63% of the participating classes the collection of data was successful within the time of one class (45 minutes), but in 10% of the classes the duration of questioning was longer than one class by 10 minutes (one break). In total, 99.8% of the informants managed to answer more than three-fourths of the questions when filling in the questionnaires.

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Appendix 1.

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Appendix 2.

Research assistants of 2003 EPAD survey in Hungary:

Bálint Ferenczhalmy

Adrienn Nyirády