

APPENDICES

APPENDIX 1a: Human Research Ethics Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
Division of the Deputy Registrar (Academic and Research)

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R 14/46 Morris

CLEARANCE CERTIFICATE

PROTOCOL NUMBER H050501

PROJECT TITLE Acculturative Stress and Eating Disturbances in Black Female
Adolescents in KwaZulu-Natal, South Africa

INVESTIGATORS Mrs P Morris

Stimulant No
04204925

SCHOOL/DEPARTMENT Health Sciences/Wits University

DATE CONSIDERED 05.05.03

DECISION OF COMMITTEE* Approved unconditionally

This ethical clearance is valid for 2 years and may be renewed upon application

DATE 05.05.15

CHAIRPERSON

[Signature]
(Professor MC Penn)

* Guidelines for written "Informed consent" attached where applicable

cc Supervisor: Prof C Szebo

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorised to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

I/we agree to submit a yearly progress report.

This ethical clearance will expire on

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

APPENDIX 1b: Letter to the Education Department

Ms Tandiwe Zungu
KwaZulu-Natal Education Department,
Private Bag X54323
Durban.

PO.Box 136,
Gillitts, 3603,
KwaZulu-Natal,
Fax (031) 7645512.

Fax: (033) 3418612

28/07/2005.

Dear Ms Zungu,

RE : Consent to undertake a research study in high schools in KwaZulu-Natal.

I am a Clinical Psychologist in private practice in KwaZulu-Natal. I am currently undertaking research towards a PhD in Clinical Psychology through the University of the Witwatersrand. My research intends to investigate the apparent increase in Eating Disorders (Anorexia and Bulimia Nervosa) in South Africa, particularly amongst our black, high school girls. This increase is concerning and I believe that it requires an exploration of risk factors in our local setting. Many factors may be involved in the development of eating disorders but a factor known as Acculturative Stress may be of particular relevance here in South Africa. Acculturative Stress has been found to be particularly high in communities undergoing rapid socio-political transformation and has been linked to the development of Eating Disorders in international studies. There are, however, no local studies that have investigated this link here in South Africa.

I request permission to conduct my study in five, urban, co-educational state schools in KwaZulu-Natal. The study will sample the high-risk group of black schoolgirls in these schools and consist of three stages:

1) Focus Group: A group of eight girls (2 from each of grades 9-12) from each of the 5 schools will be asked to join a discussion group about eating disorders and any stress that may accompany the transformation process. The girls will be asked open-ended questions so that each girl feels free to express whatever is important to them. Their responses will be used to generate questionnaire items for the research study. After questionnaires have been fully constructed, I will request a meeting with some of the teachers from each school. Teachers will be asked to assess whether the questionnaires are appropriate for the girls in their schools.

2) Pilot Study: A total sample of 240 girls will be randomly selected from four schools (60 from each school and 15 from each of grades 9-12). Girls will be given 4 questionnaires to complete. Completion should take less than one hour. Girls will be weighed and their heights measured. Results will be used to determine whether the questionnaires are valid instruments for assessment here in South Africa.

3) Research Study: This study will require an adequate number (to be determined from results of the Pilot Study) of girls from the two schools that were not represented in the Pilot Study. Girls will be asked to respond to 3 questionnaires. Completion should take less than one hour. Girls will be weighed and their heights measured. Results will be used for the purpose of this research and will be made available to the Education Department. Feedback will also be offered to teachers, learners and parents of the schools participating in the study.

Participants in these studies will be randomly selected from a pool of learners who have obtained prior written consent from parents/guardians. They will be asked whether they wish to participate and will be required to give their official written assent. Questionnaires will be anonymous and at no time will any participant be asked to give their name so that their identity will be fully protected and confidentiality will be assured. I will be accompanied at all times by a female Zulu-speaking graduate who will assist me with translation if necessary and the weighing of participants.

I would co-operate with your Department in finding schools that are suitable both for the study and the convenience of the Education Department and dates and times that are suitable to each school. Ethical considerations will be monitored by the Ethics Committee of the University of the Witwatersrand and academic procedures and analysis will be supervised by Prof C.P. Szabo who is an international expert on Eating Disorders and has conducted a number of studies in South African schoolgirls.

Results of this study may assist primary health programs to prevent further increases of eating disorders in South Africa and to promote healthy body image and eating attitudes amongst our youth. International studies have also linked Acculturative Stress with general health problems and a number of other psychological problems, including depression, anxiety, substance abuse, and deviance. This study aims to identify levels of Acculturative Stress amongst our black schoolgirls and may, thereby also assist preventive programs aimed at other psychological and medical problems.

Yours Faithfully,

Pam Morris (Clinical Psychologist)

APPENDIX 1c: Consent from the Department of Education

23 Aug. 2005 9:55



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

No. 0414 P. 1
Tel: 033 341 8810
Fax: 033 341 8812
Private Bag X9137
Pietermaritzburg
3200
228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHLOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: Sibusiso Alwar
Navrae:

Reference:
Inkomba: 0048/05
Verwysing:

Date:
Usuku: 2005/08/04
Datum:

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that Pam Morris has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoE project.
- Pam Morris has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

UHULUMENI YAKWAZULU NATAL
UMNYANGO WEMFUNDO
DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS
2005 -08- 0 4
ISIKHWAMA SEPOSI
PRIVATE BAG / PRIVAAT SAK 204
ULUNDI 3538
RESEARCH, STRATEGY AND POLICY DEVELOPMENT

APPENDIX 2: Letter to the Schools:

School Name
Road and Number
Area
Fax (031) number

P.O Box 136,
Gillitts, 3603,
Fax (031) 7645512.

25/08/2005.

Dear Mr/Mrs,

RE : Conducting a Research Study at your school.

Thank you for your interest in my research study. As I mentioned in our telephone discussion last year, I am concerned about the apparent increase in Eating Disorders (Anorexia and Bulimia Nervosa) amongst South African school-girls and I am conducting a research study to investigate factors that may be involved in causing this increased prevalence. Many factors may be involved in causing an Eating Disorder but I am particularly interested in a form of stress known as Acculturative Stress that may be experienced in communities undergoing rapid transformation.

I have obtained provisional approval from the KwaZulu-Natal Education Department (attached) to undertake a part of this study in your school, pending, of course, upon your approval. I request your consent to undertake part of this study in your school. The study will sample the high-risk group of black schoolgirls in your school and consist of three stages. I request your approval to undertake the first two stages in your school, namely:

1) Focus Group: A group of 8 girls (2 from each of grades 9-12) will be asked to join a discussion group about eating disorders and any stress that may accompany the transformation process. The girls will be asked open-ended questions so that each girl feels free to express whatever is important to them. Their responses will be used to generate questionnaire items for the main study. These discussion groups will not take more than 90 minutes. I hope to conduct the discussion group on the morning of the 23rd of February 2006, if this is convenient for you and your staff. Otherwise any other convenient date will be gratefully accepted.

2) Pilot Study: A sample of 60 girls (15 from each of grades 9-12) will be given 4 questionnaires to complete. The girls should be able to complete the questionnaires in less than one hour. Girls will be weighed and their heights measured. Results will be used to determine whether the questionnaires are valid instruments for assessment here in South Africa. I hope to conduct the Pilot Study later this year, at a time that is convenient to you and your staff. Prior to the assessment, I will request a meeting with some of your teachers to assess whether the questionnaires are appropriate for the girls in your school.

Parents/guardians and girls will be informed about the nature of the study and asked for their consent. Consent forms will be distributed as soon as possible and I will select the samples from those with completed, affirmative, consents.

Yours sincerely,

Pam Morris

APPENDIX 3a: Consents for Focus Groups (English):

P.O. Box 136,
Gillitts, 3603,
Tel (031) 7647466.

Dear Parent/Guardian,

RE : Permission for your daughter/ward to take part in a research study.

I am a Clinical Psychologist in private practice in KwaZulu-Natal. I am concerned about the apparent increase in Eating Disorders (Anorexia and Bulimia Nervosa) amongst South African schoolgirls and I am conducting a study to investigate one of the possible causes of these disorders. Eating Disorders make girls want to be slim and result in excessive dieting and other attempts to lose weight. Excessive dieting may also lead to periods of overeating. Many factors may be involved in causing an Eating Disorder but I am particularly interested in a form of stress that may be experienced in communities undergoing rapid transformation, such as South Africa. I formally request your permission to include your daughter/ward in my study which requires an open Discussion Group with the girls themselves.

Discussion Group: 8 girls from the school (2 from each Grade 9-12) will be asked to participate in a discussion on Eating Disorders and Stress. This will be a general discussion about these problems where the girls will be free to express whatever is important to them. They will not be pressured to give their view and will not be required to talk about their own personal experiences. The discussion group will be conducted at the school in September 2005 at a date and time that is convenient for teachers and learners. It should take less than 90 minutes and will be audio-taped to make it easier for me to remember what was discussed.

I will be present at all times and will be accompanied by a female Zulu-speaking assistant who will help with translation if necessary. Girls will not be required to give me their name at any time so that their identity may be protected. Information given by the girls will also be kept strictly confidential and will only be used for the purposes of research. General results of the research study will be made available to parents, girls and teachers of the school.

If you consent for your daughter/ward to take part in this study, please complete the form attached, marked **Parent Consent** and return it to the school. If your daughter/ward is interested in participating, please would you invite her to read this letter. If she wishes to take part in the study, please will she complete the form marked **Learner's Assent** below and return it to the school with the Parent Consent form. Participation is entirely voluntary and girls will not be prejudiced in any way if you do not give consent or if they refuse to participate. If you have any queries please feel free to contact me at the above telephone number.

Thank you for your co-operation,

Pam Morris

Parent Consent:

I _____ parent /guardian
of _____ hereby give my permission for my
daughter/ward to take part in the Discussion Group to be conducted by Mrs Morris at the school.

Signed : _____.

Learner's Assent:

I _____ hereby give my official assent to participate in
the
Discussion Group to be conducted by Mrs Morris at the school.

Signed _____.

School _____

Grade _____

APPENDIX 3b: Consents for Focus Groups (Zulu)

P.O. Box 136,
Gillitts, 3603,
KwaZulu-Natal,
Tel: (031) 764 7466.

Mzali

ISICELO KUMZALI SOKUBA AVUMELE UMNTWANA WAKHE UKUBA ABAMBE IQHAZA KUCWANINGO KABANZI NGEZIFO EZIPHATHELENE NENDLELA YOKUDLA KUBANTWANA.

Ngiyi clinical psychologist yaKwaZulu-Natal, ngizimisele ngokwazi kabanzi mayelana nokukhula kwezinga lezifo eziphathelele nendlela yokudla kubantwana abasahamba isikole kulo leli lase Mzansi Afrika. Ngizobe ngifunda ngalabantwana ezikoleni ezahlukene ukuze ngizothola kabanzi okungenzeka ukuthi yizizathu ezandisa lezifo, ukuze sizokwazi ukuthola izindlela zokuzivikela lezifo zaloluhlobo kubantwana bethu abasafunda. Lezifo eziphathelele nokudla zenza abantwana besifazane bafune ukubukeka bebancane ngemizimba, lokhu kwenza ukuthi bagcine bengasadli, sebenza nezinye izinto ezingalungile ngenhloso yokuba bancedise emzimbeni yabo. Lokufuna ukuncipha ngokweqile kugcina kwesinye isikhathi sekufike ekutheni umntwana avele adle ngokweqile. Kuningi okungaba izizathu zomsuka walezifo, kodwa-ke mina ngizimisele ikakhulukazi ngokwazi ngendlela yokukhathazeka ngokomqondo okungenzeka ukuthi kubangwa wushintsho olukhulu olwenzeka ezindaweni zabo zokuhlala, njengakhona lapha Emzansi Afrika. Unyango Wezemfundo unginikile ilungelo lokuba ngingalwenza lolucwaningo kuzo lezizikole, lokhu kuzodinga ubambiswano olukhulu nabazali. Yikho ngizocela ngokusemthethweni ninabazali ukuba nivumele abantwana benu babambe iqhaza, lolucwaningo luzohamba kanje:

IQEMBU ELIZOBE LIXOXA NJE KUPHELA: Amantombazane ayisishagalombili asesikoleni (amabili kuwona wonke amakilasi 9-12) azocelwa ukuba abambe iqhaza kulabo abazobe bekhuluma ngalezifo eziphathelele nendlela yokudla nangokugqilazeka okukhathazeka komqondo. Lapha kuzobe kuxoxwa nje, kuboniswa, amantombazane azobe evumelekile ukuveza imibono yawo. Akekho ozobe ephoqwa ngenkani ukhuphawula futhi angangakhuluma ngalokho okuthintaboa ngqo. Lenkulumo ngxhoxiswano iyokwenzeka esikoleni ngomhlaka 23 February 2006 esikhathini esizolungela othisha kanye nabafundi. Izothatha isikhathi esingaphansi kuka 90 minutes futhi izobe ishuthwa, lokhu kuzokwenza kubelula ukukhumbula ukuthi bekukhulunywa ngani.

Ngizobe ngikho ngaso sonke isikhathi, ngiphelezela intombazane ezobe ingisiza, izobe ikhuluma lona ulimi lwesizulu. Lebibuzo abazobe beyiphendula izobe iyimfihlo, ngeke kushiwo ukuthi ababhale amagama abo phansi, lokhu kuzosiza ekutheni kungaziwa ukuthi ubani ophendule wathini kwimibuzo eqoshwe phansi. Lokho okuzobe kutholakele kulabafundi kuyogcinwa kuyimfihlo futhi kuzosetshenziselwa lolucwaningo kuphela. Abazali, amantombazane azobe ethathe iqhaza kulolucwaningo nothisha bazokwaziswa ngalokho okuzothakala kulolucwaningo.

Uma uvuma ukuthi umntwana athathe iqhaza kulolucwaningo, ngicela ugcwalise esikhaleni esibhalwe ukuthi **Imvume Yomzali**, ebese ulibuyisa esikoleni ngokushesha. Uma indodakazi yakho ifisa ukubamba iqhaza ngicela igcwalise esikhaleni esibhalwe ukuthi **Imvume Yomfundi**, womabili lamaforamu abuyiselwa esikoleni ngokushesha. Lamantombazane angeke avunyelwe ukubamba iqhaza uma ifomu eliqhamuka kumzali evuma nomntwana lingabuyisiwe. Amantombazane ayacelwa ukuba akhombise kwifomu ukuthi angathanda ukubamba iqhaza kuliphi iqembu kulawa amabili angaphezulu. Ukubamba iqhaza kulolucwaningo kuzokwenziwa ngokuzivolontiyela, akukho ukucwasana ukuyokwezeka kumantombazane uma benganiwa imvume noma benqaba ukubamba iqhaza. Uma kukhona imibuzo mayelana nalokhu ningasabi ukungithinta kulenombolo engaphezulu.

Ngiyabonga kakhulu ngokubambisana nami.

Pam Morris

Imvume Yomzali:

Mina _____ Mzali/Obhasobha ka/u
_____ngiyayinika
indodakazi yami imvume yokuba ibambe iqhaza kucwaningo oluzobe lwenziwa u Mrs Morris
esikoleni.

Sayina: _____

Imvume Yomfundi:

Mina mfundi u_____ngiyavuma ngokusemthethweni
ukubamba iqhaza kucwaningo oluzobe lwenziwa uMrs Morris esikoleni.

Sayina:_____.

Isikole:_____.

Ibanga Lekilasi:_____.

APPENDIX 4a: Consents for Research Study (English)

P.O. Box 136,
Gillitts, 3603,
Tel: (031) 7647466.

Dear Parent/Guardian

RE : Permission for your daughter/ward to take part in a research study.

I am a psychologist in KwaZulu-Natal and I am concerned about an increase in Eating Disorders amongst South African schoolgirls. I am conducting a study to investigate the possible causes of these disorders so that we can find ways of preventing the development of these disorders amongst our schoolgirls. Eating Disorders make girls want to be slim and result in excessive dieting and other attempts to lose weight. Excessive dieting may also lead to periods of overeating. Many factors may be involved in causing an Eating Disorder but I am particularly interested in a form of stress that may be experienced in communities undergoing rapid transformation, such as South Africa. The Education Department has granted me permission to conduct this study at your daughter/ ward's school, depending upon your consent. I thus formally request your permission to include your daughter/ward in the following study:

Research Study: My study requires 60 girls from the school (15 from each Grade 9-12) to complete four questionnaires about how stressed they feel; how they feel about their weight; and their eating behaviors, such as dieting. They will also need to be weighed and their heights measured. The study will be conducted at school, later in the year, at a date and time that is convenient for teachers and learners. The questionnaires should take no longer than 60 minutes to complete.

I will be present at all times and will be accompanied by a female Zulu-speaking assistant who will help with translation if necessary. Questionnaires will be anonymous and girls will not be required to give their name at any time so that their identity may be protected. Information given by the girls will also be kept strictly confidential and will only be used for the purposes of research. Results of the research study will be made available to parents, girls and teachers of the school.

If you consent for your daughter/ward to take part in this study, please complete the form below marked **Parent Consent** and return it to the school as soon as possible. If your daughter/ward wishes to take part in the study, please will she complete the form marked **Learner's Assent** below and return it to the school with the Parent Consent form as soon as possible. Girls will not be able to participate without parental consent and will only be able to participate in one of the above studies. Girls are, therefore, invited to record their preference. Participation is entirely voluntary and girls will not be prejudiced in any way if you do not give consent or if they refuse to participate. If you have any queries please feel free to contact me at the above telephone number.

Thank you for your co-operation,

Pam Morris

Parent Consent:

I _____ parent/guardian

of _____ hereby give my

permission for my daughter/ward to take part in the research study to be conducted by Mrs Morris at

the school.

Signed : _____.

Learner's Assent:

I _____ hereby give my official assent to
participate in the research study to be conducted by Mrs Morris at the school.

Signed _____.

School _____

Grade _____

APPENDIX 4b: Consents for Research Study (Zulu)

P.O. Box 136,
Gillitts, 3603,
Tel: (031) 7647466.

Mzali,

ISICELO KUMZALI SOKUBA AVUMELE UMNTWANA WAKHE UKUBA ABAMBE IQHAZA KUCWANINGO KABANZI NGEZIFO EZIPHATHELENE NENDLELA YOKUDLA KUBANTWANA.

Ngiyi clinical psychologist yaKwaZulu-Natal, ngizimisele ngokwazi kabanzi mayelana nokukhula kwezinga lezifo eziphathelele nendlela yokudla kubantwana abasahamba isikole kulo leli lase Mzansi Afrika. Ngizobe ngifunda ngalabantwana ezikoleni ezahlukeni ukuze ngizothola kabanzi okungenzeka ukuthi yizizathu ezandisa lezizifo, ukuze sizokwazi ukuthola izindlela zokuzivikela lezizifo zaloluhlobo kubantwana bethu abasafunda. Lezizifo eziphathelele nokudla zenza abantwana besifazane bafune ukubukeka bebancane ngemizimba, lokhu kwenza ukuthi bagcine bengasadli, sebenza nezinye izinto ezingalungile ngenhloso yokuba bancedise emzimbeni yabo. Lokufuna ukuncipha ngokweqile kugcina kwesinye isikhathi sekufike ekutheni umntwana avele adle ngokweqile. Kuningi okungaba izizathu zomsuka walezizifo, kodwa ke mina ngizimisele ikakhulukazi ngokwazi ngendlela yokukhathazeka ngokomqondo ekungenzeka ukuthi kubangwa wushintsho olukhulu olwenzeka ezindaweni zabo zokuhlala, njengakhona lapha Emzansi Afrika. Unyango Wezemfundo unginkile ilungelo lokuba ngingalwenza lolucwaningo kuzo lezizikole, lokhuke kuzodinga ubambiswano olukhulu nabazali. Yikho ngizocela ngokusemthethweni ninabazali ukuba nivumele abantwana benu babambe iqhaza, lolucwaningo luzohamba kanje:

IQEMBU EKUZOBE KUBHEKWA NGALO UKUTHI UCWANINGO LUZOHAMBA KANJANI - LUZOPHEDULA IMIBUZO ELOTSHWE PHANSI: Ucwano lami ludinga amantombazane angamashumi ayisithupha kulesisikole (ayishumi nanhlanu kuwo wonke amakilasi 9-12) ukuba baphendule imibuzo ebhalwe phansi mayelana nokuthi bahlukumezeka kanjani ngokomqondo, bazizwa benjani ngokubukeka kwemizimba yabo, nanangezindlela zabo zokudla. Bazokalwa isisindo sabo kanye nobude babo. Lolucwaningo luzophinde lwenzewe futhi ezikoleni uma usuzophela unyaka ngelanga nesikhathi esilungele othisha kanyenabafundi. Lemibuzo ebhalwe phansi abazobe beyiphendula angeke ithathe isikhathi esingaphezulu kuka 60 minites (ihora elilodwa) ukuba baqede.

Ngizobe ngikho ngaso sonke isikhathi, ngiphelezela intombazane ezobe ingisiza, izobe ikhuluma lona ulimi lwesizulu. Lebibuzo abazobe beyiphendula izobe iyimfihlo, ngeke kushiwo ukuthi ababhale amagama abo phansi, lokhu kuzosiza ekutheni kungaziwa ukuthi ubani ophendule wathini kwimibuzo eqoshwe phansi. Lokho okuzobe kutholakele kulabafundi kuyogcinwa kuyimfihlo futhi kuzosetshenziselwa lolucwaningo kuphela. Abazali, amantombazane azobe ethathe iqhaza kulolucwaningo nothisha bazokwaziswa ngalokho okuzotholakala kulolucwaningo.

Uma uvuma ukuthi umntwana athathe iqhaza kulolucwaningo, ngicela ugcalise esikhaleni esibhalwe ukuthi **Imvume Yomzali**, ebese ulibuyisa esikoleni ngokushesha. Uma indodakazi yakho ifisa ukubamba iqhaza ngicela igcalise esikhaleni esibhalwe ukuthi **Imvume Yomfundi**, womabili lamaforamu abuyiselwa esikoleni ngokushesha. Lamantombazane angeke avunyelwe ukubamba iqhaza uma ifomu eliqhamuka kumzali evuma nomntwana lingabuyisiwe. Amantombazane ayacelwa ukuba akhombise kwifomu ukuthi angathanda ukubamba iqhaza kuliphi iqembu kulawa amabili angaphezulu. Ukubamba iqhaza kulolucwaningo kuzokwenziwa ngokuzivolontiyela, akukho ukucwasana ukuyokwezeka kumantombazane uma benganikwa imvume noma benqaba ukubamba iqhaza. Uma kukhona imibuzo mayelana nalokhu ningasabi ukungithinta kulenombolo engaphezulu.

Ngiyabonga kakhulu ngokubambisana nami.

Pam Morris

Imvume Yomzali:

Mina _____Mzali/Obhasobha

ka/u _____

_____ngiyayinika indodakazi yami imvume
yokuba ibambe iqhaza kucwaningo oluzobe lwenziwa u Mrs Morris esikoleni.

Sayina: _____

Imvume Yomfundi:

Mina mfundi u_____ngiyavuma ngokusemthethweni ukubamba
iqhaza kucwaningo oluzobe lwenziwa uMrs Morris esikoleni.

Sayina:_____.

Isikole:_____.

Ibanga Lekilasi:_____.

APPENDIX 5: Administration of Focus Group

Preamble:

Good morning to you all. Thank you for agreeing to take part in this discussion group. I am Pam Morris and this is _____ who will help us with any language differences. I am not going to ask your names so that you will feel free to say whatever you want to say without myself and _____ knowing who you are. Obviously the other girls in the group may know who you are, but maybe we can all promise each other that 'what we say in this room, will stay in this room and that everyone's views will be respected no matter how different they might be'. Can we all make these promises to one another?

We are interested in your views about eating disorders and stress. This is not a test of how much you know about these subjects but will be a general discussion where you are free to express whatever is important to you. You need not feel pressured to answer any questions and need only answer if want to and feel comfortable expressing your particular view. You do not need to talk about your own personal experiences or problems. If, however, you feel that you need to speak to someone about your own personal problems, we have arranged that you may receive counseling through the School Psychological Services. You simply need to ask your school counselor _____. Your specific views will be treated in the strictest confidence and will not be told to your teachers or your parents. They will only be used for the purposes of research. They will help me greatly in finding out some important causes of eating disorders and the overall results of my research. These overall findings will be made available to you and your parents and teachers.

Semi-structured Interview:

EATING DISORDERS: DO YOU KNOW ANYONE IN YOUR SCHOOL WHO IS TOO THIN? WHY DO YOU THINK THEY ARE TOO THIN?

If these general open-ended questions do not spontaneously furnish sufficient information, they will be supplemented with increasingly specific questions (eg):

- 1) Do you think there are any girls in your school who eat too little even when there is sufficient food available? Why do you think they do this?
- 2) Do you think that any girls in your school make themselves vomit up their food? Why do you think they do this?
- 3) Do you think there are any girls in your school who take laxatives? Why do you think they do this?
- 4) Do you think there are any girls in your school who avoid eating or skip meals even when they are hungry? Why do you think they do this?
- 5) Do you think there are any girls who think a lot about food. Why do you think they do this?
- 6) Do you think that there are any girls in your school who are afraid of getting fat? Why do think this is?

- 7) Do you think that there are any girls in your school who are unhappy with their body weight and wish they were thinner? Why do think they want to be thinner?
- 8) Do you think there are any girls in your school who skip meals, avoid eating, diet or eat diet foods to control their weight?
- 9) Do you think that there are girls in your school who vomit or take laxatives or exercise to control their weight?
- 10) Do you think there are any girls who lose control around food and eat too much at one go? Why do you think they do this?
- 11) Have you heard of eating disorders like anorexia and bulimia? Do you think anyone in your school has an eating disorder?
- 12) Do you think that these disorders are a problem amongst the girls in your school?

ACCULTURATIVE STRESS: DO YOU THINK THAT THERE IS ANYONE IN YOUR SCHOOL WHO IS STRESSED? WHAT DO THINK HAS MADE THEM STRESSED?

If these general open-ended questions fail to spontaneously furnish sufficient information they will be supplemented with increasingly specific questions (eg):

- 1) South Africa has changed a lot since democracy in 1994. Do you think that any girls feel stressed by these changes? What do you think these stressors are?
- 2) Some of these changes are about different cultures coming together. Do you think any girls feel stressed by mixing with other cultures? What do you think these stressors are?
- 3) Do you think there are any girls who feel pressured to do things like 'whites'? Where do you think these pressures come from? Other girls, teachers, parents?
- 4) When we do things in a new or different way, it can feel difficult, stressful, uncomfortable or embarrassing. Do you think any girls feel this?
- 5) Do you think that any girls feel embarrassed or uncomfortable when they do things in their own cultural way? Or, if their parents or family do things in their own cultural way?
- 6) Do you think that any girls feel uncomfortable when they have to choose between different cultural ways of doing things?
- 7) Do you think that any girls feel stressed when different cultures expect different things from them?

APPENDIX 6: Procedures for Research Study

Instructions for Procedure:

Good morning to you all. I am Pam Morris and this is _____ who speaks Zulu and will help us with translations if you have any difficulties with the English wording of these questions. Thank you all for agreeing to take part in this study. We need your help to identify whether our South African schoolgirls are suffering from eating problems such as concern about weight, excessive dieting, or bingeing and vomiting and whether they are experiencing any pressure due to changes that are taking place in our country and schools.

We would like you to fill in your responses to the following questions in order to discover whether you feel any of this kind of pressure and whether you suffer from any problems with your weight and eating. Your responses will assist us to determine whether any of these difficulties are experienced in your school and how we can prevent them from occurring in the future. You are not required to put your names on this sheet or identify yourself in any way. All details will be regarded as strictly confidential and only used to identify any general difficulties that are experienced by the group. This is not an exam.

We are only interested in your true feelings, whatever they are. Please use this opportunity to answer the questions as seriously and honestly as you can. If you need any assistance, please raise your hand and one of us will try to help you. When you have finished answering the questions, please hand in your paper to one of us and we will weigh you and measure your height. We have faced the scale away from the room in case anyone feels embarrassed about others seeing their weight. Please slip off your shoes before getting on the scale.

1) General Questionnaire:

Questions (1-6): You will see that there are spaces to fill in your answer for your age, school and grade. We will fill in your height and weight when you are weighed.

Questions (7-11) Place of Birth asks you to identify the area in which you were living when you were born; such as Chesterville or Kloof. **Home Address** asks where your family home is at this time; meaning where your parents live. **Current Residence** asks where you are living or boarding at present; it may be with your parents in your family home or it may be boarding with someone closer to school. **Years at a multiracial school** asks how many years you have attended a racially mixed (black and white) school. If you have never been to such a school, just record a 0; otherwise record the number of years you have attended a multiracial school.

Questions (12-15) ask you to decide what cultural and language groups you and your parents belong to. Primary language refers to the language that you feel most comfortable in using and is usually the language that you think in. If you are equally comfortable in any two or more languages, write them both down. I do not want to help you with the questions on culture as I am really interested in your answers, whatever they are. If you really do not know the answer to any of these questions just write 'I don't know' or leave it blank.

Questions (16-21) Questions 16 and 17 ask for your parents' occupations, such as doctor, teacher, shop assistant, factory worker, taxi driver. If your parent is self-employed please say so, and state what they work they do. If a parent is not working, answer 'unemployed'. If a parent is 'deceased' or 'absent' please indicate this and fill in the occupation of your guardian. A parent is considered absent if they have no contact with you.

2) EAT-26:

This questionnaire is designed to identify your feelings and actions around body weight and eating. You will see that there are 26 statements, some of which may apply to you and some which may not. Please read each statement carefully and decide whether it applies to you and put a cross in the box with the statement that best applies to you. Never =1 (etc).

Please note that this test is about problems with body weight and eating that presumes that you have enough available food. Girls in the Focus Groups told me that most girls in the school have plenty of food at home but that there are a few girls in the school who might come from poor families and have insufficient food at home.

If you find yourself answering 'yes' to any of these statements because you do not have enough available food, please think more carefully about your answer. For example, if you think a lot about food (Question 3) because you are on a diet or have skipped eating to lose weight, answer affirmatively; but if you are thinking about food because you do not have enough food at home, please do not answer affirmatively. None of these questions are meant to be answered in terms of hunger or behaviors that are due to insufficient availability of food. If you answer 'yes' because of insufficient availability of food, then rather answer 1 = never.

Likewise, only answer affirmatively to the questions on vomiting and exercising if you do this to try to lose weight or control your weight. Do not answer affirmatively if you practice these behaviors purely for cultural reasons. If you avoid foods with sugar in them because you are diabetic, please do not answer this question affirmatively. Again, only answer affirmatively if you do this to control your weight. A good way to answer these questions correctly is just to insert 'In order to control my weight' after each statement. That should avoid any confusion.

3) MASI-R:

Please read the following statements and decide whether you have experienced this situation in the last three months. If you have **NOT** experienced it, mark 0; if you **HAVE** experienced it, then decide whether it was stressful. If it was **NOT AT ALL** stressful, mark 1; if it was a little stressful, mark 2; if it was moderately stressful, mark 3; if it was very stressful, mark 4; and if it was extremely stressful, mark 5.

4) EDDS:

This questionnaire is fairly self-explanatory. Please follow the instructions carefully as they change from question to question. Some questions ask if you have had the experience in the last 6 months and others ask if you have experienced it in the last 3 months.

5) GHQ-12

Please be careful with these questions as some of them are what we call a 'double negative' where it asks 'have you felt you could **NOT** overcome your difficulties' – not at all – no more than usual- more than usual- much more than usual. Please be careful to note that an answer of '**much more than usual**' means that you have **NOT** been able to overcome your difficulties lately and that this difficulty is much worse than usual.

APPENDIX 7a: Questionnaires (English)

Please answer the following questions. If you are unsure of your answer, just say “I don’t know”. Your height and weight will be measured by us as you hand in your paper.

1) Demographic Questionnaire::

School:	Grade:
Age:	Place of birth:
Height:	Weight:
Home address:	Duration of home address
Current Residence	Duration of current residence:
Years at a multiracial school:	
Primary language:	Parent's language:
Cultural group:	Parent's cultural group:
Father's occupation:	Mother's occupation:

2) The Eating Attitudes Test-26:

Please read each statement and decide whether it applies to you:
Please put a cross in the box with the statement that best applies to you.

Never =1; Rarely =2; Sometimes =3; Often =4; Very Often =5; Always = 6.

1) I am terrified about being overweight.	1	2	3	4	5	6
2) I avoid eating when I am hungry.	1	2	3	4	5	6
3) I find myself thinking about food.	1	2	3	4	5	6
4) I eat a lot more than usual, where I feel that I may not be able to stop.	1	2	3	4	5	6
5) I cut my food into small pieces.	1	2	3	4	5	6
6) I am aware of the calorie content of foods that I eat.	1	2	3	4	5	6
7) I particularly avoid foods with high carbohydrate content.(eg bread, potatoes, rice).	1	2	3	4	5	6
8) I feel that others would prefer it if I ate more.	1	2	3	4	5	6
9) I vomit after I have eaten .	1	2	3	4	5	6
10) I feel extremely guilty after eating .	1	2	3	4	5	6
11) I wish I was thinner .	1	2	3	4	5	6
12) Other people think I am too thin.	1	2	3	4	5	6
13) I think about having fat on my body.	1	2	3	4	5	6
14) I take longer than others to eat my meals.	1	2	3	4	5	6
15) I avoid foods with sugar in them.	1	2	3	4	5	6
16) I eat diet foods .	1	2	3	4	5	6
17) I feel that food controls my life.	1	2	3	4	5	6
18) I have self control around food .	1	2	3	4	5	6
19) I feel that others pressure me to eat.	1	2	3	4	5	6
20) I give too much time and thought to food.	1	2	3	4	5	6
21) I feel uncomfortable after eating sweets.	1	2	3	4	5	6
22) I engage in dieting behavior (ie: go on a diet).	1	2	3	4	5	6
23) I like my stomach to be empty.	1	2	3	4	5	6
24) I enjoy trying new rich foods.	1	2	3	4	5	6
25) I have the urge (need) to vomit after meals.	1	2	3	4	5	6
26) I think about burning up calories when I exercise	1	2	3	4	5	6

3) The Eating Disorders Diagnostic Scale:

Please read the following statements and put a cross in the box next to the statement that best describes your feelings or experiences:

1) Over the past 3 months have you experienced the following where: 0 = Not at all ; 2 = Slightly ; 4 = Moderately; 6 = Extremely								
a) Have you felt 'fat'?	0	1	2	3	4	5	6	
b) Have you had a fear that you might gain weight or become fat?	0	1	2	3	4	5	6	
c) Has your weight influenced how you think of (judge) yourself as a person?	0	1	2	3	4	5	6	
d) Has your shape influenced how you think of (judge) yourself as a person?	0	1	2	3	4	5	6	
2) During the past 6 months:								
a) have there been times when you have eaten an unusually large amount of food at one go ? (eg a tub of ice-cream)					YES		NO	
b) During the times when you ate an unusually large amount of food, did you experience a loss of control? (feel like you couldn't stop eating or control what or how much you were eating)?					YES		NO	
3) How many days per week on average have you eaten an unusually large amount of food and felt a loss of control ?	0	1	2	3	4	5	6	7
4) How many times per week on average over the past three months have you eaten an unusually large amount of food and experienced loss of control?	0	1	2	3	4	5	6	7
	8	9	10	11	12	13	14	
5) During these episodes of eating and loss of control did you:								
a) did you eat much more rapidly than usual?					YES		NO	
b) did you eat until you felt uncomfortably full ?					YES		NO	
c) did you eat large amounts of food when you did not feel physically hungry ?					YES		NO	
d) did you eat alone because you were embarrassed about how much you were eating?					YES		NO	
e) did you feel disgusted with yourself, depressed or very guilty after overeating?					YES		NO	
f) did you feel very upset about your uncontrollable overeating or resulting weight gain ?					YES		NO	
6) Over the past 3 months:	0	1	2	3	4	5	6	7
a) how many times per week on average have you made yourself vomit to prevent weight gain or to counteract the effects of eating ?	8	9	10	11	12	13	14	
b) how many times per week on average have you used laxatives or diuretics to prevent weight gain or counteract the effects of eating ?	0	1	2	3	4	5	6	7
	8	9	10	11	12	13	14	
c) how many times per week on average have you fasted (skipped at least two meals in a row) to prevent weight gain or to counteract the effects of eating ?	0	1	2	3	4	5	6	7
	8	9	10	11	12	13	14	
d) how many times per week on average have you engaged in excessive exercising specifically to counteract the effects of overeating ?	0	1	2	3	4	5	6	7
	8	9	10	11	12	13	14	
7) How many menstrual periods have you missed ?	0	1	2					
8) Have you been taking birth control pills?					YES		NO	

4) The Multidimensional Acculturative Stress Scale – Revised (MASI-R):

Please read the following statements: **(0) = You have NOT** experienced this situation in the past **3 months**. If it **has** happened to you, then decide if it was stressful: **1 = Not at all Stressful**; **2 = A little Stressful**; **3= Moderately Stressful**; **4 = Very Stressful** **5 = Extremely Stressful**.

1)	It bothers me when people pressure me to do things the way 'whites' do them.	0	1	2	3	4	5
2)	It bothers me when whites don't respect my cultural values.	0	1	2	3	4	5
3)	I have a hard time fitting in with whites, because of my cultural background.	0	1	2	3	4	5
4)	I feel uncomfortable when people expect me to know 'white' ways of doing things.	0	1	2	3	4	5
5)	I don't feel accepted by whites.	0	1	2	3	4	5
6)	I feel pressure to be 'white' enough' to be accepted by whites.	0	1	2	3	4	5
7)	I feel uncomfortable when I have to choose between 'white' and my own cultural ways of doing things.	0	1	2	3	4	5
8)	Whites look down on me if I practice my own cultural ways of doing things.	0	1	2	3	4	5
9)	I feel embarrassed about our own cultural customs and traditions around whites.	0	1	2	3	4	5
10)	I have experienced negative reactions from whites for practicing my own cultural ways around them.	0	1	2	3	4	5
11)	It bothers me when I am expected to do things the way 'whites' do them.	0	1	2	3	4	5
12)	I have offended whites for speaking Zulu around them.	0	1	2	3	4	5
13)	I feel uncomfortable when I practice my own cultural ways around whites.	0	1	2	3	4	5
14)	I have had conflicts with my family/community because I prefer 'white' ways of doing things over my own cultural customs.	0	1	2	3	4	5
15)	It bothers me when people pressure me to practice our own cultural customs and traditions.	0	1	2	3	4	5
16)	It bothers me when people do not respect 'white' ways of doing things.	0	1	2	3	4	5
17)	I have a hard time trying to 'fit in' with the black community.	0	1	2	3	4	5
18)	I don't feel fully accepted by the black community, because I am 'too white'.	0	1	2	3	4	5
19)	Other blacks look down on me if I practice 'white' ways of doing things.	0	1	2	3	4	5
20)	I have been accused of abandoning my culture.	0	1	2	3	4	5
21)	I have experienced negative reactions from other blacks for practicing 'white' ways around them.	0	1	2	3	4	5
22)	I have offended other blacks for speaking English around them.	0	1	2	3	4	5
23)	I am afraid of being called a 'coconut'/an 'Oreo' by other blacks.	0	1	2	3	4	5
24)	I feel pressure to be 'black enough' to be accepted by other blacks.	0	1	2	3	4	5
25)	It is confusing when things that whites expect of me are different from things that the black community expect from me.	0	1	2	3	4	5
26)	I don't feel that I really 'fit in' with either the black or white community .	0	1	2	3	4	5
27)	I have to keep switching from white culture to black culture like I am playing two different roles.	0	1	2	3	4	5
28)	I can't seem to please anyone: I am not 'white enough' to be accepted by the white community and not 'black' enough for the black community.	0	1	2	3	4	5
29)	I feel like I have two different lives: one black and one white.	0	1	2	3	4	5
30)	I feel split between two cultures – black and white.	0	1	2	3	4	5
31)	I am expected to be two different people, one white and one black.	0	1	2	3	4	5
32)	I have to split myself into two different people and can never just 'be myself'.	0	1	2	3	4	5
33)	I have to adopt two such different identities (black and white) that I don't know who 'I ' really am.	0	1	2	3	4	5
34)	I feel lost between cultures.	0	1	2	3	4	5

5) The General Health Questionnaire -12 (GHQ-12)

Please read the questions below and circle the response that best applies to you.

Have you recently (in the last few weeks):

1) been able to concentrate on what you are doing ?

better than usual	same as usual	less than usual	much less than usual
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2) lost much sleep over worry ?

not at all	no more than usual	more than usual	much more than usual
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3) felt that you are playing a useful part in things ?

more than usual	same as usual	less than usual	much less than usual
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4) felt capable of making decisions about things ?

more so than usual	same as usual	less than usual	much less than usual
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5) felt constantly under strain ?

not at all	no more than usual	more than usual	much more than usual
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6) felt you could not overcome your difficulties ?

not at all	no more than usual	more than usual	much more than usual
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7) been able to enjoy your normal day to day activities ?

more so than usual	same as usual	less so than usual	much less than usual
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8) been able to face your problems ?

more so than usual	same as usual	less than usual	much less than usual
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9) been feeling unhappy or depressed ?

not at all	no more than usual	more than usual	much more than usual
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10) been losing confidence in yourself ?

not at all	no more than usual	more than usual	much more than usual
------------	--------------------	-----------------	----------------------

11) been thinking of yourself as a worthless person ?

not at all	no more than usual	more than usual	much more than usual
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12) been feeling reasonably happy, all things considered ?

more than usual	same as usual	less than usual	much less than usual
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APPENDIX 7(b): Questionnaires (Zulu)

Sicela uphendule lemibuzo elandelayo. Uma ungenaso isiqiniseko ngempendulo yakho, vele uthi “angazi”. Ubude bakho nesisindo sakho sizosikala uma usuletha iphepha lakho.

Isikole	Ibanga lemfundo
Iminyaka yakho:	Indawo owazalelwa kuyo :
Ubude bakho :	Isisindo sakho
Indawo ohlala kuyo nabazali	Isikathi osusihlalile kuleyondawo (iminyaka) :
Indawo ohlala kuyo manje	Isikathi osusihalile kuleyondawo (iminyaka) :
Ulimi labazali	Ulimi olukhulunywa ekhaya :
Isiko lwakho :	Isiko labazali
Umsebenzi kababa	Umsebenzi kamama

2) The Eating Attitudes Test-26 (Zulu):

Faka u (X) ngaphansi kwempendulo ovumelana nayo kakhulu. Impandulo zonke zizakugcinwa nje nge mfihlo. Imbuzo eminengi ipathelene nokudla noma ngokudla kodwa ikhona eyinye inhlobo yemibuzo efakiwe, uyacelwa ukuba uphendule ngonanzelelo. Siyabonga:

Akwenzeki = 1 ; akwandanga = 2; kwesinye isikhati = 3; njalo = 4; njalo njalo = 5; njalo nje = 6.

1)	Ngiyakwesaba kabi ukuba nomzimba omkhulu.	1	2	3	4	5	6
2)	Ngiyakubalekela ukudla umangilambile.	1	2	3	4	5	6
3)	Ngizithola ngicabanga ngokudla njalo nje.	1	2	3	4	5	6
4)	Nginokufikelwa ukufuna ukudla lapho ngidla khona ngize ngithola sengathi ngingeke ngikwazi ukuveka.	1	2	3	4	5	6
5)	Ngiye ngisike ukudla kwami kube yingcezu ezincane.	1	2	3	4	5	6
6)	Nginokunakekela ama 'calorie' asekudleni engikudlay .	1	2	3	4	5	6
7)	Ngiyengizame ukubalekela ukudla okune 'starch' esiningi (okunje nge sinkwa, amazambane ne rayisi).	1	2	3	4	5	6
8)	Ngibona sengathi abanye bangeneliseka uma ngingadla ngaphezu kwalokhu engikudlayo.	1	2	3	4	5	6
9)	Ngiyahlanza emva kokudla.	1	2	3	4	5	6
10)	Ngiyengibe nesazela emva kokudla .	1	2	3	4	5	6
11)	Ngihlale ngicabanga ngokuzca kakhulu.	1	2	3	4	5	6
12)	Ngicabanga ngokushisa ama 'calorie' uma ngijima .	1	2	3	4	5	6
13)	Abanye abantu bacabanga ukuthi ngizace kakhulu.	1	2	3	4	5	6
14)	Ngihlala ngicabanga ukuthi umzimba wami ugcwele amafutha.	1	2	3	4	5	6
15)	Ngiqeda kamuva njalo ukudla.	1	2	3	4	5	6
16)	Ngizama ukubalekela ukudla okunoshekela.	1	2	3	4	5	6
17)	Ngidla ukudla kwama 'diet'.	1	2	3	4	5	6
18)	Ngiiswa sengathi impilo yami ibuswa ukudla.	1	2	3	4	5	6
19)	Ngiyakwazi ukuzibamba ekudleni.	1	2	3	4	5	6
20)	Ngizwa sengathi abanye bayangigugquzela ukuba ngidle ?	1	2	3	4	5	6
21)	Ngizithola njalo ngicabanga ngokudla kakhulu?	1	2	3	4	5	6
22)	Angenami emva kokudla amaswidi ?	1	2	3	4	5	6
23)	Nigidla ukudla okuhleliwe?	1	2	3	4	5	6
24)	Ngithanda ukuba isisu sami singabinalutho.	1	2	3	4	5	6
25)	Ngithanda ukuzama ukudla okwahlukahlukenene okunamafutha .	1	2	3	4	5	6
26)	Ngizwa kusithi ngihlanze emva kokudla ?	1	2	3	4	5	6

3) The Eating Disorders Diagnostic Scale(Zulu):

Sicela ufunde le misho elandelayo elandelayo bese ufaka uphawu u(X) eduze nomusho loyo ochaza kakhulu ngemizwa yakho noma ngalokhu kwenzeka kuwe: Sicela ufunde le misho elandelayo elandelayo bese ufaka uphawu u(X) eduze nomusho loyo ochaza kakhulu ngemizwa yakho noma ngalokhu kwenzeka kuwe:

1) Ezinyangeni ezintathu esezedlulile sekuke kwakwehlakalela lokhu okulandelayo: lapho kukhona u : akukaze kwenzeke nhlobo = 0; kancane = 2; kahle nje=4; kakhulu = 6	0	1	2	3	4	5	6	
a) Usuke wazizwa sengathi “ukhuluphele”?	0	1	2	3	4	5	6	
b) Usuke waba nokusaba ukuthi kungase kwenzeke ukhuluphele noma uzoba isidudla?	0	1	2	3	4	5	6	
c) Isisindo somzimba wakho sesike saba nomthelela endleleni ocabanga ngayo (noma ozibuka ngayo) ngawe njengomuntu?	0	1	2	3	4	5	6	
d) Indlela ome ngayo (isakiwo somzimba) sike saba nawo yini umthelela ngendla ocabanga ngayo (noma ozibuka ngayo) wena ?	0	1	2	3	4	5	6	
2) Ezinyangeni eziyisithupha esezidlulile:								
a) Sekuke kwaba khona isikhathi lapho usuke wadla khona ukudla okuningi ngesikhathi esisodwa ngokungajwayelekile (isibonelo, njengokudla u ice cream omuningi ngesikhathi esisodwa)?	YEBO				CHA			
b) Ngalezi zikhathi udla ukudla okuningi ngokungajwayelekile, uke wahlangabezana nesimo sokuphambuka (uzwe sengathi awukwazi ukukuyeka ukudla, noma ukuzithiba kulokho owawukudla, noma kungathiwa wawudla kangakanani)?	YEBO				CHA			
3) Zingaki zinsuku esontweni lapho uke wadla khona kakhulu ngokungajwayelekile waze wazizwa sengathi awunako ongakwenza ngalesimo?	0	1	2	3	4	5	6	7
4) Ezinyangeni ezintathu ezidlulile, zingaki izikhathi esontweni lapho udle khona ukudla okuningi kanyekanye ngokungajwayelekile waze wazizwa sengathi awunako ongakwenza ngalesimo?	0	1	2	3	4	5	6	7
5) Ngalezi zikhathi zalezigameko zokudla kakhulu nezokuthi uphelelwe ongakwenza, uke:								
a) uke wadla kakhulu ngokuphindelela ngokungajwayelekile ?	YEBO				CHA			
b) uke wadla wasutha waze wangazizwa kahle?	YEBO				CHA			
c) uke wadla ukudla okuningi kodwa ungazizwa ukuthi ulambile?	YEBO				CHA			
d) uke wadla uwedwa ngoba unamahloni ngobuningi bokudla okudlayo?	YEBO				CHA			
e) uke wazizwa uzinyanya, ujabhile noma unecala emva kokudla ngokweqile?	YEBO				CHA			
f) uke waphatheka kabi kakhulu mayelana nalesi simo sokudla kakhulu uze ungabi nakho ongakwenza noma ngemiphumela yesisindo osutholile?	YEBO				CHA			
6) Ezinyangeni ezintathu ezedlule :	0	1	2	3	4	5	6	7
a) Zingakanani izikhathi esontweni lapho uphalaze khona uvimbela ukuthi ungakhuluphali noma ufuna ukwehlisa izimo ezingenziwa ukudla ekutheni ungakhuluphali ?	0	1	2	3	4	5	6	7
b) Zingakanani izikhathi esontweni oke wasebenzisa ngazo izinto zokukhipha invongo uzama ukuvikela ukukhuluphala noma uzama ukwehlisa lokho ukungabangwa ukudla ekutheni ukhuluphale?	0	1	2	3	4	5	6	7
c) Zingaki izikhathi esontweni lapho oke wazila khona ukudla (weqa izikhathi ezimbili zokudla izikhathi izilandelana) ngenhloso yokuvikela ukukhuluphala noma uzama ukwehlisa izimo ezingadalwa ukudla ?	0	1	2	3	4	5	6	7
d) Zingaki izikhathi esontweni osuke wazivocavoca kanzima ngenhloso noma yokuvikela izimo ezingenziwa ukudla kakhulu?	0	1	2	3	4	5	6	7
7) Zingaki izikhathi ezike zakwedlula ungayi esikhathini?	0	1	2	3				
8) Ubuwathatha yini amaphilisi okuhlela umndenini?	YEBO				CHA			

4) The Multidimensional Acculturative Stress Scale – Revised (MASI-R)(Zulu):

Funda lemisho elandelayo bese uqale ucabange ukuthi wahlangabezana nesimo esichazwa ilemisho okanye awukaze. Uma **kungakaze** kwenzeke ezinyangeni ezintathu ezidlulile, kekelezela u **(0)** eceleni komusho. Uma **sekuke** kwenzeka kuwena, chaza uma kwakukhathaza yini emoyeni wakho okanye cha. Uma **kungakukhathazanga nhlobo emoyeni wakho**, kekelezela u **(1)** Uma kwakukhathaza emoyeni, thatha isinqumo sokuthi ngabe kwaku: **Kwakukhathaza kancane =2; Kwakukhathaza ngokukahle nje =3; Kwakukhathaza kakhulu =4; Kwakukhathaza kakhulu ngokweqile (ngendlela eyisimanga) =5.**

1)	Kungiphatha kabi uma ngabe abantu bengiphoka ukuthi ngenze izinto ngendlela abantu abamhlope benza ngayo	0	1	2	3	4	5
2)	Kungiphatha kabi uma abantu abamhlope bengawahloniphi amasiko ami.	0	1	2	3	4	5
3)	Ngiba nesikhathi esinzima uma ngizihlanganisa nabantu abamhlope ngenxa yemvelaphi yamasiko ami.	0	1	2	3	4	5
4)	Angizizwa kahle uma abantu belindela ukuthi ngazi izindlela zabantu 'abamhlope' zokwenza izinto.	0	1	2	3	4	5
5)	Ngizizwa ngingamukelekile kubantu abamhlope	0	1	2	3	4	5
6)	Ngizizwa ngiphoqekeka ukuba ngibe 'mhlope' ngokwanele ukuze ngamukele noma ngamukelwe ngaba mhlophe	0	1	2	3	4	5
7)	Angizizwa kahle uma kufanele ngikhethe phakathi kwendlela 'yabamhlope' yokwenza izinto kanye naleyo yamasiko ami	0	1	2	3	4	5
8)	Abantu abamhlope bangibukela phansi uma ngenza izinto ngoko siko lami.	0	1	2	3	4	5
9)	Abantu abamhlope bangibukela phansi uma ngenza izinto ngoko siko lami.	0	1	2	3	4	5
10)	Sengike ngahlangabezana nokungabhekeki kahle kwabamhlope ngoba ngenza izinto ngendlela yamasiko ami	0	1	2	3	4	5
11)	Kuyangikhathaza uma ngilindeleke ukuthi ngenze izinto ngendlela abamhlope bezenza ngayo.	0	1	2	3	4	5
12)	Ngike ngaphatha kabi abamhlope ngokukhuluma isiZulu eduze kwab	0	1	2	3	4	5
13)	Angikhululeki uma ngenza izinto zamasiko ami phambi kwabantu abamhlope.	0	1	2	3	4	5
14)	Sengike ngaba nengxabano kanye nomdeni wami noma nomphakathi ngenxa yokuthi ngincamela izindlela 'zabamhlope' zokwenza izinto kunezamasiko ami.	0	1	2	3	4	5
15)	Kuyangikhathaza ukuthi abantu bangiphoqekele ekutheni ngenze amasiko nesintu sakithi.	0	1	2	3	4	5
16)	Ngiyakhathazeka uma abantu bengazihloniphi izindlela zabamhlope zokwenza izinto.	0	1	2	3	4	5
17)	Ngiba nobunzima uma ngizama ukuzihlanganisa nabantu abamnyama.	0	1	2	3	4	5
18)	Angizizwa ngamukeleke ngokugcwele emuphakathini wabamnyama, ngoba 'ngimhlophe' kakhulu.	0	1	2	3	4	5
19)	Abanye abantu abamnyama bangibukela phansi uma ngizama izindlela zabantu abamhlope zokwenza izinto.	0	1	2	3	4	5
20)	Ngibekwe icala lokulahla amasiko ami.	0	1	2	3	4	5
21)	Sengike ngahlangabezana nokungabhekeki kahle kwabamnyama ngokwenza izinto ngezindlela 'zabamhlope' phambi kwabo	0	1	2	3	4	5
22)	Ngike ngaphathwa kabi abanye abantu abamnyama ngokukhuluma ulimi lwesingisi phambi kwabo.	0	1	2	3	4	5
23)	Ngiyesaba ukubizwa nge 'khukhunathi' noma 'ibhotela' ngabanye abantu abamnyama	0	1	2	3	4	5
24)	Ngizizwa ngiphoqekeka ukuthi ngibe 'mnyama ngokwanele' ukuze ngamukeleke kwabanye abantu abamnyama.	0	1	2	3	4	5
25)	Kuyangididisa uma abantu abamhlope belindele okuhlukile kunalokho okulindelwe abamnyama kumina.	0	1	2	3	4	5
26)	Angizizwa 'ngingena kahle' noma 'ngamukeleke kahle' kwimiphakathi yabamnyama naleyo yabamhlope.	0	1	2	3	4	5
27)	Kumele ngilokhu ngishintsha amasiko abamhlope kumasiko abamnyama engathi ngidlala izindawo ezimbili.	0	1	2	3	4	5
28)	Ngibona ngingakwazi ukujabulisa umuntu: Angikho 'mhlophe ngokwanele' ukuze ngamukeleke emphakathini wabamhlope futhi angikho 'mnyama ngokwanele' ukuba emphakathini wabamnyama	0	1	2	3	4	5
28)	Ngizizwa sengathi nginezimpilo ezimbili: eyodwa imnyama eyodwa imhlophe.	0	1	2	3	4	5
29)	Ngizizwa sengathi ngihlukaniseke phakathi kwamasiko amabili – abamhlophe nabamnyama.	0	1	2	3	4	5
30)	Ngilindeleke ukuthi ngibe kabili, ngibemhlophe ngiphinde ngibe mnyama.	0	1	2	3	4	5
31)	Kufanele ngizihlukanise kabili futhi angisoze nje ngibe 'imina'.	0	1	2	3	4	5
32)	Kumele ngizenze ngibe ngabantu ababili abahlukene (omhlophe nomnyama) ngigcine ngingazazi ukuthi 'ngiwubani' ngempela.	0	1	2	3	4	5
33)	Ngizizwa ngilahlekile phakathi kwalamasiko.	0	1	2	3	4	5

5) The General Health Questionnaire -12 (Zulu):

Ngicela ufunde imibuzo ngaphansi bese ukekelezela impendulo ocababanga ukuthi iqondene kakhulu nawe. **Usuke maduze nje (emasontweni am'balwa asedlulile):**

1) wakwazi ukuzinikela ngokomqondo nakhokonke kulokhu okwenzayo?	a) kungcono kunokujwayelekile
	b) kuyafana nalokho okujwayelekile
	c) kancane kwalokhu okujwayelekile
	d) kancane kakhulu kunalokho okujwayelekile
2) walahlekelwa ubuthongo obuningi ngenxa yokungapha- theki kahle emoyeni?	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile
3) wazizwa sengathi udlala indawo ebalulekile ezitweni?	a) kakhulu kunenjwayelo
	b) kuyafana nangokujwayelekile
	c) ngaphansi kokujwayelekile
	d) ngaphansi kakhulu kunokujwayelekile
4) wazizwa sengathi ungakwazi ukuthatha izinqumo mayelana nezinto?	a) kakhulu kunokujwayelekile
	b) kuyafana nangokujwayelekile
	c) ngaphansi kokujwayelekile
	d) ngaphansi kakhulu kunokujwayelekile
5) uzizwa sengathi uhlale unengcindezi noma ino ekugqilazayo?	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile
6) wazizwa sengathi awukwazi ukunqoba izinto ezinzima?	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile
7) wakwazi ukujabulela zonke izinto ozenzayo ezinsukwini zakho ezijwayelekile?	a) kakhulu nje kunokujwayelekile
	b) kuyafana nenjwayelo
	c) ngaphansi nje kokujwayelekile
	d) ngaphansi kakhulu kunokujwayelekile

8) wakwazi ukubhekana nezinkinga zakho noma nobunzima bakho ?	a) kakhulu nje kunokujwayelekile
	b) kuyafana nenjwayelo
	c) ngaphansi nje kokujwayelekile
	d) ngaphansi kakhulu kunokujwayelekile

9) wangathokoza emoyeni wakho noma wakhathazeka kakhulu?	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile

10) walahla ithemba ngawe	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile

11) wacabanga ngawe njengomuntu ongeluthu?	a) akukaze nhlobo
	b) hhayi ngaphezulu kokujwayelekile
	c) ngaphezulu kokujwayelekile
	d) ngaphezulu kakhulu kunokujwayelekile

12) wazizwa ujabulile ngokukahle, kukhona konke?	a) kakhulu kunokujwayelekile
	b) kuyafana nangokujwayelekile
	c) ngaphansi kokujwayelekile
	d) ngaphansi kakhulu kunokujwayelekile

TABLES:

DEMOGRAPHIC DATA

and CORRELATIONS.

APPENDIX 8: Demographic Data: Frequencies:

			School						GRADE				
			A	D	E	C	B	Total	9	10	11	12	Total
SES	0	Count	13	4	0	11	2	30	5	5	9	11	30
		%	52.0%	12.5%	.0%	12.2%	12.5%	16.0%	13.5%	10.0%	18.8%	21.2%	16.0%
	1	Count	0	1	6	3	0	10	3	3	0	4	10
		%	.0%	3.1%	25.0%	3.3%	.0%	5.3%	8.1%	6.0%	.0%	7.7%	5.3%
	2	Count	1	18	15	43	11	88	21	27	22	18	88
		%	4.0%	56.3%	62.5%	47.8%	68.8%	47.1%	56.8%	54.0%	45.8%	34.6%	47.1%
	3	Count	3	6	0	21	2	32	3	11	10	8	32
		%	12.0%	18.8%	.0%	23.3%	12.5%	17.1%	8.1%	22.0%	20.8%	15.4%	17.1%
	4	Count	4	0	3	10	1	18	5	2	3	8	18
		%	16.0%	.0%	12.5%	11.1%	6.3%	9.6%	13.5%	4.0%	6.3%	15.4%	9.6%
Father	5	Count	4	3	0	2	0	9	0	2	4	3	9
		%	16.0%	9.4%	.0%	2.2%	.0%	4.8%	.0%	4.0%	8.3%	5.8%	4.8%
	Total	Count	25	32	24	90	16	187	37	50	48	52	187
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Present	Count	8	20	20	62	10	120	27	34	31	28	120
		%	32.0%	62.5%	83.3%	68.9%	62.5%	64.2%	73.0%	68.0%	64.6%	53.8%	64.2%
	Absent/Dead	Count	17	12	4	28	6	67	10	16	17	24	67
		%	68.0%	37.5%	16.7%	31.1%	37.5%	35.8%	27.0%	32.0%	35.4%	46.2%	35.8%
	Mother	Count	21	31	24	88	15	179	35	48	45	51	179
		%	84.0%	96.9%	100.0%	97.8%	93.8%	95.7%	94.6%	96.0%	93.8%	98.1%	95.7%
Years in MRS	Absent/Dead	Count	4	1	0	2	1	8	2	2	3	1	8
		%	16.0%	3.1%	.0%	2.2%	6.3%	4.3%	5.4%	4.0%	6.3%	1.9%	4.3%
	none	Count	25	0	0	0	0	25	2	0	13	10	25
		%	100.0%	.0%	.0%	.0%	.0%	13.4%	5.4%	.0%	27.1%	19.2%	13.4%
	any	Count	0	31	23	84	14	152	33	48	31	40	152
		%	.0%	96.9%	95.8%	93.3%	87.5%	81.3%	89.2%	96.0%	64.6%	76.9%	81.3%
	missing	Count	0	1	1	6	2	10	2	2	4	2	10
		%	.0%	3.1%	4.2%	6.7%	12.5%	5.3%	5.4%	4.0%	8.3%	3.8%	5.3%
	Language	Count	3	0	1	1	0	5	0	1	1	3	5
		%	12.0%	.0%	4.2%	1.1%	.0%	2.7%	.0%	2.0%	2.1%	5.8%	2.7%
Parents language	English	Count	0	0	6	14	2	22	4	10	4	4	22
		%	.0%	.0%	25.0%	15.6%	12.5%	11.8%	10.8%	20.0%	8.3%	7.7%	11.8%
	Zulu	Count	22	9	3	28	11	73	8	16	27	22	73
		%	88.0%	28.1%	12.5%	31.1%	68.8%	39.0%	21.6%	32.0%	56.3%	42.3%	39.0%
	Mixed African/ English	Count	0	23	14	45	3	85	25	23	15	22	85
		%	.0%	71.9%	58.3%	50.0%	18.8%	45.5%	67.6%	46.0%	31.3%	42.3%	45.5%
	Missing	Count	0	0	0	2	0	2	0	0	1	1	2
		%	.0%	.0%	.0%	2.2%	.0%	1.1%	.0%	.0%	2.1%	1.9%	1.1%
	Other African	Count	2	2	0	9	0	13	3	5	2	3	13
		%	8.0%	6.3%	.0%	10.0%	.0%	7.0%	8.1%	10.0%	4.2%	5.8%	7.0%
Language	English	Count	0	1	0	1	1	3	0	0	3	0	3
		%	.0%	3.1%	.0%	1.1%	6.3%	1.6%	.0%	.0%	6.3%	.0%	1.6%
	Zulu	Count	21	26	16	70	12	145	26	38	38	43	145
		%	84.0%	81.3%	66.7%	77.8%	75.0%	77.5%	70.3%	76.0%	79.2%	82.7%	77.5%
	Mixed Zulu and English	Count	2	3	8	8	3	24	6	7	5	6	24
		%	8.0%	9.4%	33.3%	8.9%	18.8%	12.8%	16.2%	14.0%	10.4%	11.5%	12.8%
	missing	Count	0	0	0	2	0	2	2	0	0	0	2
		%	.0%	.0%	.0%	2.2%	.0%	1.1%	5.4%	.0%	.0%	.0%	1.1%

	Culture	Zulu	Count	20	25	12	51	7	115	29	24	31	31	115
			%	80.0%	78.1%	50.0%	56.7%	43.8%	61.5%	78.4%	48.0%	64.6%	59.6%	61.5%
		Other African	Count	3	5	2	26	2	38	6	11	8	13	38
			%	12.0%	15.6%	8.3%	28.9%	12.5%	20.3%	16.2%	22.0%	16.7%	25.0%	20.3%
		Western	Count	1	0	0	2	5	8	0	4	4	0	8
			%	4.0%	.0%	.0%	2.2%	31.3%	4.3%	.0%	8.0%	8.3%	.0%	4.3%
		Mixed Western and African	Count	1	0	7	6	2	16	2	4	5	5	16
			%	4.0%	.0%	29.2%	6.7%	12.5%	8.6%	5.4%	8.0%	10.4%	9.6%	8.6%
	Culture categorised	Don't know	Count	0	0	3	0	0	3	0	3	0	0	3
			%	.0%	.0%	12.5%	.0%	.0%	1.6%	.0%	6.0%	.0%	.0%	1.6%
		missing	Count	0	2	0	5	0	7	0	4	0	3	7
			%	.0%	6.3%	.0%	5.6%	.0%	3.7%	.0%	8.0%	.0%	5.8%	3.7%
		Non Western	Count	23	30	14	77	9	153	35	35	39	44	153
			%	92.0%	93.8%	58.3%	85.6%	56.3%	81.8%	94.6%	70.0%	81.3%	84.6%	81.8%
		Western	Count	2	0	7	8	7	24	2	8	9	5	24
			%	8.0%	.0%	29.2%	8.9%	43.8%	12.8%	5.4%	16.0%	18.8%	9.6%	12.8%
	Parents Culture	Don't know/missing	Count	0	2	3	5	0	10	0	7	0	3	10
			%	.0%	6.3%	12.5%	5.6%	.0%	5.3%	.0%	14.0%	.0%	5.8%	5.3%
		Zulu	Count	22	23	15	58	10	128	30	25	35	38	128
			%	88.0%	71.9%	62.5%	64.4%	62.5%	68.4%	81.1%	50.0%	72.9%	73.1%	68.4%
		Other African	Count	3	5	2	21	3	34	4	13	8	9	34
			%	12.0%	15.6%	8.3%	23.3%	18.8%	18.2%	10.8%	26.0%	16.7%	17.3%	18.2%
		Western	Count	0	0	0	0	3	3	0	1	2	0	3
			%	.0%	.0%	.0%	.0%	18.8%	1.6%	.0%	2.0%	4.2%	.0%	1.6%
		Mixed Western and African	Count	0	0	4	3	0	7	0	3	3	1	7
			%	.0%	.0%	16.7%	3.3%	.0%	3.7%	.0%	6.0%	6.3%	1.9%	3.7%
		Don't know	Count	0	0	3	0	0	3	0	3	0	0	3
			%	.0%	.0%	12.5%	.0%	.0%	1.6%	.0%	6.0%	.0%	.0%	1.6%
	Home area	missing	Count	0	4	0	8	0	12	3	5	0	4	12
			%	.0%	12.5%	.0%	8.9%	.0%	6.4%	8.1%	10.0%	.0%	7.7%	6.4%
		Black Area	Count	25	24	9	32	10	100	16	22	31	31	100
			%	100.0%	75.0%	37.5%	35.6%	62.5%	53.5%	43.2%	44.0%	64.6%	59.6%	53.5%
		White area	Count	0	8	15	57	5	85	21	27	17	20	85
			%	.0%	25.0%	62.5%	63.3%	31.3%	45.5%	56.8%	54.0%	35.4%	38.5%	45.5%
		unknown	Count	0	0	0	1	1	2	0	1	0	1	2
			%	.0%	.0%	.0%	1.1%	6.3%	1.1%	.0%	2.0%	.0%	1.9%	1.1%
	Residence area	Black Area	Count	25	23	9	35	14	106	17	23	32	34	106
			%	100.0%	71.9%	37.5%	38.9%	87.5%	56.7%	45.9%	46.0%	66.7%	65.4%	56.7%
		White area	Count	0	8	15	55	2	80	20	26	16	18	80
			%	.0%	25.0%	62.5%	61.1%	12.5%	42.8%	54.1%	52.0%	33.3%	34.6%	42.8%
		unknown	Count	0	1	0	0	0	1	0	1	0	0	1
			%	.0%	3.1%	.0%	.0%	.0%	.5%	.0%	2.0%	.0%	.0%	.5%

APPENDIX 9: Median Scores across Scales and Demographic Categories

		Total MASI-R score	MASI subscale 1: Pressure to acculturate	MASI subscale 2: Pressure against acculturation	MASI subscale 3: Conflict	EAT 26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	BMI	GHQ score	Body Image Criteria
School	A	5.0	1.0	2.0	.0	6.0	1.0	2.0	1.0	23.70	10.0	7.0
	B	6.0	4.5	.0	1.0	16.5	10.0	4.5	3.0	26.00	17.0	20.5
	C	6.0	2.5	2.5	.0	10.0	5.5	2.0	2.0	23.95	14.0	13.5
	D	6.5	2.5	2.0	1.0	15.5	8.0	2.5	3.0	23.68	16.0	20.5
	E	11.0	3.0	2.5	1.5	9.5	5.0	2.0	2.5	22.55	15.0	15.0
GRADE	9	4.0	1.0	1.0	.0	8.0	4.0	2.0	2.0	23.70	13.0	12.0
	10	12.0	3.0	3.0	2.0	16.0	8.5	3.0	3.0	23.99	15.0	19.0
	11	4.0	2.0	1.0	.0	10.0	6.0	2.0	2.0	23.76	13.0	15.0
	12	11.0	3.0	3.5	1.0	9.0	3.0	3.0	2.0	23.70	15.0	13.5
Unisex vs. Coed schools	Unisex school	6.0	2.5	2.5	.0	10.0	5.5	2.0	2.0	23.95	14.0	13.5
	Coed schools	6.0	3.0	2.0	1.0	12.0	6.0	2.0	3.0	23.75	15.0	16.0
Unicultural vs. multicultural schools	Unicultural	5.0	1.0	2.0	.0	6.0	1.0	2.0	1.0	23.70	10.0	7.0
	Multicultural	6.0	3.0	2.0	.5	12.0	6.5	2.0	2.0	23.90	15.0	16.0
Years in multiracultural school	none	5.0	1.0	2.0	.0	6.0	1.0	2.0	1.0	23.70	10.0	7.0
	any	6.0	3.0	2.0	.5	11.0	6.0	2.0	2.5	23.90	15.0	16.0
Culture	Zulu	5.0	3.0	2.0	.0	9.0	5.0	2.0	2.0	23.70	14.0	13.0
	Other African	6.0	3.0	1.0	.0	15.5	8.0	3.0	2.0	24.19	14.5	17.0
	Western	10.0	1.0	5.5	2.5	15.5	10.5	2.0	3.0	24.80	16.0	17.5
	Mixed Western and African	11.5	1.0	5.0	.5	10.5	5.5	2.0	4.0	23.28	15.0	17.0
	Don't know	18.0	3.0	11.0	4.0	12.0	8.0	1.0	8.0	22.02	11.0	18.0
	missing	12.0	2.0	4.0	3.0	7.0	1.0	3.0	.0	22.20	18.0	14.0
Parent	Zulu	6.0	3.0	2.0	.0	10.0	5.0	2.0	2.0	24.20	14.5	15.0
Culture	Other African	7.0	3.0	2.0	1.0	16.0	8.5	2.0	3.0	23.99	14.0	15.5
	Western	6.0	4.0	2.0	2.0	17.0	11.0	3.0	3.0	25.60	14.0	19.0
	Mixed	3.0	.0	.0	.0	10.0	5.0	3.0	4.0	20.60	15.0	13.0
	Don't know	18.0	3.0	11.0	4.0	12.0	8.0	1.0	8.0	22.02	11.0	18.0
Culture categorized	Non Western	6.0	3.0	2.0	.0	10.0	6.0	2.0	2.0	23.92	14.0	15.0
	Western	10.5	1.0	5.0	2.0	11.5	7.0	2.0	4.0	23.88	15.0	17.5
	Don't know/missing	13.0	2.5	4.0	3.5	8.5	3.5	2.5	.0	22.15	16.5	16.0
Language	Predominantly African	9.0	4.0	2.0	.0	15.0	7.0	2.0	4.0	26.40	18.0	10.0
	Predominantly English	15.0	3.0	8.0	3.5	10.0	5.5	2.0	2.5	23.27	13.0	12.0
	Predominantly Zulu	6.0	3.0	2.0	.0	10.0	5.0	3.0	2.0	23.83	13.0	14.0
	Mixed African/English	5.0	2.0	2.0	.0	10.0	6.0	2.0	2.0	23.90	15.0	17.0
	missing	4.0	2.5	.5	1.0	12.0	8.5	3.5	.0	29.25	14.0	14.0
Parent Language	Predominantly African	7.0	2.0	3.0	2.0	16.0	7.0	2.0	3.0	24.60	14.0	13.0
	Predominantly English	4.0	3.0	1.0	.0	10.0	7.0	.0	4.0	23.20	15.0	24.0
	Predominantly Zulu	6.0	3.0	2.0	.0	9.0	4.0	3.0	2.0	23.76	14.0	15.0
	Mixed African/English	9.0	3.0	3.0	1.0	14.5	9.5	2.0	4.0	23.76	17.5	17.0
Home area	Black Area	6.0	3.0	2.0	.5	11.5	5.0	3.0	2.0	23.60	14.0	14.5
	White area	6.0	2.0	2.0	1.0	10.0	6.0	2.0	2.0	24.20	15.0	16.0
Residence area	Black Area	6.0	3.0	1.0	.0	11.0	5.0	3.0	2.5	23.70	13.5	14.5
	White area	7.0	2.0	3.0	1.0	10.0	6.0	2.0	2.0	24.04	15.0	15.5

SES	0	10.5	1.0	3.0	1.0	9.0	3.5	3.0	2.5	23.54	12.5	10.0
	1	12.5	6.0	4.0	1.5	11.0	5.5	2.5	3.0	24.40	14.5	17.0
	2	6.0	3.0	2.0	.0	12.0	7.0	2.0	2.0	23.90	14.5	16.5
	3	6.0	3.0	3.0	.0	10.0	5.0	2.5	2.5	25.60	14.0	14.5
	4	4.5	2.5	.0	.5	9.0	3.5	2.5	1.0	24.29	14.0	12.0
	5	6.0	3.0	1.0	.0	7.0	1.0	2.0	.0	22.48	15.0	10.0
Father	Present	6.0	3.0	2.0	1.0	12.0	7.0	2.0	2.0	23.98	15.0	15.5
	Absent/Dead	6.0	3.0	2.0	.0	9.0	3.0	3.0	2.0	23.70	13.0	15.0
Mother	Present	6.0	3.0	2.0	1.0	11.0	6.0	2.0	2.0	23.90	15.0	15.0
	Absent/Dead	.5	.0	.0	.0	5.0	2.5	2.5	.0	23.24	11.0	6.0
Discordant language	concordant with parents	6.0	3.0	2.0	1.0	10.0	6.0	2.0	2.0	23.83	14.0	15.0
	discordant with parents	6.0	2.0	2.0	.5	10.0	6.0	2.0	2.0	23.90	14.0	15.5
	unknown	1.5	1.0	.5	.0	6.5	3.0	3.0	.5	25.30	13.5	8.5
Discordant culture	concordant with parents	6.0	3.0	2.0	.0	10.0	6.0	2.0	2.0	24.08	14.0	15.0
	discordant with parents	9.0	3.0	3.0	1.0	14.0	8.0	2.0	3.0	23.90	16.0	17.0
	unknown	12.0	3.0	2.5	2.0	9.0	4.5	3.0	.5	22.55	16.5	14.5

Demographic Data (cont): Means across Demogographic categories:

		School					GRADE				
		A	D	E	C	B	9.0	10.0	11.0	12.0	Total
Body Mass Index	Mean	25.80	24.58	24.40	24.98	25.93	24.65	24.34	25.46	25.56	25.03
	Standard Deviation	5.12	4.58	5.14	4.97	4.64	4.62	3.86	5.13	5.73	4.89
	Median	23.70	23.68	22.55	23.95	26.00	23.70	23.99	23.76	23.70	23.90
	Percentile 25	22.40	21.40	20.70	21.10	22.50	21.00	21.60	21.80	21.25	21.40
	Percentile 75	27.30	27.90	26.50	27.40	29.40	27.60	26.20	29.60	28.05	27.40
AGE	Mean	223.68	191.94	196.75	197.98	192.13	176.84	190.04	207.10	218.50	199.72
	Standard Deviation	22.42	16.63	16.25	16.49	15.75	7.60	7.11	15.41	15.08	19.72
	Median	216.00	187.50	193.00	198.00	192.00	178.00	190.00	204.00	216.00	198.00
	Percentile 25	204.00	179.00	185.50	187.00	180.00	170.00	185.00	195.50	208.00	186.00
	Percentile 75	240.00	206.50	209.00	207.00	204.50	181.00	193.00	216.00	224.00	213.00
Yrs in Multi Cultural school	Mean	.0	10.0	10.8	9.9	10.6	8.3	10.0	7.2	9.0	8.7
	Standard Deviation	.0	1.8	1.1	1.9	.7	2.6	.8	5.0	4.8	3.9
	Median	.0	10.0	11.0	10.0	10.5	9.0	10.0	11.0	12.0	10.0
	Percentile 25	.0	10.0	10.0	9.0	10.0	9.0	10.0	.0	8.0	9.0
	Percentile 75	.0	11.0	12.0	11.0	11.0	9.0	10.0	11.0	12.0	11.0

APPENDIX 10: Percentage Eating Disorders, Positive EAT26 & MASI-R Scores: Demographic Categories

		Eating disorders		High EAT		High MASI-R	
		Count	%	Count	%	Count	%
School	A	3	12.0%	1	4.0%	1	4.0%
	B	2	12.5%	6	37.5%	2	12.5%
	C	10	11.1%	24	26.7%	16	17.8%
	D	8	25.0%	9	28.1%	5	15.6%
	E	3	12.5%	6	25.0%	5	20.8%
GRADE	9	0	.0%	6	16.2%	3	8.1%
	10	14	28.0%	18	36.0%	11	22.0%
	11	7	14.6%	13	27.1%	4	8.3%
	12	5	9.6%	9	17.3%	11	21.2%
Unisex vs. Coed schools	Unisex school	10	11.1%	24	26.7%	16	17.8%
	Coed schools	16	16.5%	22	22.7%	13	13.4%
Unicultural vs. multicultural schools	Unicultural	3	12.0%	1	4.0%	1	4.0%
	Multicultural	23	14.2%	45	27.8%	28	17.3%
Years in multiracial school	none	3	12.0%	1	4.0%	1	4.0%
	any	21	13.8%	41	27.0%	26	17.1%
Culture	Zulu	14	12.2%	26	22.6%	17	14.8%
	Other African	2	5.3%	13	34.2%	4	10.5%
	Western	2	25.0%	2	25.0%	3	37.5%
	Mixed Western and African	5	31.3%	4	25.0%	4	25.0%
	Don't know	0	.0%	1	33.3%	1	33.3%
	missing	3	42.9%	0	.0%	0	.0%
Culture categorised	Non Western	16	10.5%	39	25.5%	21	13.7%
	Western	7	29.2%	6	25.0%	7	29.2%
	Don't know/missing	3	30.0%	1	10.0%	1	10.0%
Parent's culture	Zulu	18	14.1%	30	23.4%	19	14.8%
	Other African	3	8.8%	12	35.3%	4	11.8%
	Western	1	33.3%	1	33.3%	1	33.3%
	Mixed Western and African	1	14.3%	1	14.3%	2	28.6%
	Don't know	0	.0%	1	33.3%	1	33.3%
	missing	3	25.0%	1	8.3%	2	16.7%
Language	Predominantly African	0	.0%	1	20.0%	0	.0%
	Predominantly English	5	22.7%	5	22.7%	7	31.8%
	Predominantly Zulu	9	12.3%	15	20.5%	9	12.3%
	Mixed Zulu and English	12	14.1%	24	28.2%	13	15.3%
	missing	0	.0%	1	50.0%	0	.0%
Parents language	Predominantly African	1	7.7%	3	23.1%	1	7.7%
	Predominantly English	1	33.3%	1	33.3%	1	33.3%
	Predominantly Zulu	19	13.1%	34	23.4%	21	14.5%
	Mixed Zulu and English	5	20.8%	8	33.3%	6	25.0%
	missing	0	.0%	0	.0%	0	.0%
Home area	Black Area	16	16.0%	23	23.0%	13	13.0%
	White area	10	11.8%	23	27.1%	16	18.8%
Residence area	Black Area	16	15.1%	24	22.6%	13	12.3%
	White area	10	12.5%	21	26.3%	16	20.0%

SES	0	4	13.3%	5	16.7%	2	6.7%
	1	2	20.0%	3	30.0%	2	20.0%
	2	13	14.8%	26	29.5%	15	17.0%
	3	6	18.8%	10	31.3%	6	18.8%
	4	1	5.6%	2	11.1%	4	22.2%
	5	0	.0%	0	.0%	0	.0%
Father	Present	17	14.2%	36	30.0%	20	16.7%
	Absent/Dead	9	13.4%	10	14.9%	9	13.4%
Mother	Present	25	14.0%	45	25.1%	29	16.2%
	Absent/Dead	1	12.5%	1	12.5%	0	.0%
Discordant language	concordant with parents	11	13.6%	18	22.2%	12	14.8%
	discordant with parents	15	14.7%	27	26.5%	17	16.7%
	unknown	0	.0%	1	25.0%	0	.0%
Discordant culture	concordant with parents	17	12.1%	36	25.7%	21	15.0%
	discordant with parents	5	15.2%	9	27.3%	6	18.2%
	unknown	4	28.6%	1	7.1%	2	14.3%

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 1: Sample:

				MA SI-R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multicultural School	Body Image Criteria	Body Mass index	GHQ-R
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.753(**)	.864(**)	.818(**)	.339(**)	.269(**)	.218(**)	.288(**)	.181(*)	.293(**)	-.093	.386(**)	
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000	.003	.000	.016	.000	.208	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.753(**)	1.000	.453(**)	.418(**)	.230(**)	.168(*)	.265(**)	.171(*)	.274(**)	.233(**)	-.020	.291(**)	
		Sig. (2-tailed)	.000	.	.000	.000	.002	.021	.000	.019	.000	.001	.782	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.864(**)	.453(**)	1.000	.713(**)	.293(**)	.236(**)	.115	.294(**)	.087	.198(**)	-.154(*)	.336(**)	
		Sig. (2-tailed)	.000	.000	.	.000	.000	.001	.118	.000	.247	.007	.036	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.818(**)	.418(**)	.713(**)	1.000	.270(**)	.213(**)	.163(*)	.236(**)	.078	.259(**)	-.081	.309(**)	
		Sig. (2-tailed)	.000	.000	.000	.	.000	.003	.025	.001	.304	.000	.271	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	EAT26	Correlation Coefficient	.339(**)	.230(**)	.293(**)	.270(**)	1.000	.921(**)	.575(**)	.606(**)	.196(**)	.609(**)	-.112	.478(**)	
		Sig. (2-tailed)	.000	.002	.000	.000	.	.000	.000	.000	.009	.000	.128	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	EAT subscale 1: Dieting	Correlation Coefficient	.269(**)	.168(*)	.236(**)	.213(**)	.921(**)	1.000	.395(**)	.381(**)	.151(*)	.681(**)	.011	.457(**)	
		Sig. (2-tailed)	.000	.021	.001	.003	.000	.	.000	.000	.045	.000	.880	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	EAT subscale 2: Bulimia	Correlation Coefficient	.218(**)	.265(**)	.115	.163(*)	.575(**)	.395(**)	1.000	.212(**)	.063	.287(**)	-.021	.337(**)	
		Sig. (2-tailed)	.003	.000	.118	.025	.000	.000	.	.004	.404	.000	.773	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	EAT subscale 3: Oral control	Correlation Coefficient	.288(**)	.171(*)	.294(**)	.236(**)	.606(**)	.381(**)	.212(**)	1.000	.165(*)	.163(*)	-.318(**)	.181(*)	
		Sig. (2-tailed)	.000	.019	.000	.001	.000	.000	.004	.	.028	.026	.000	.013	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	Yrs in Multicultural School	Correlation Coefficient	.181(*)	.274(**)	.087	.078	.196(**)	.151(*)	.063	.165(*)	1.000	.283(**)	-.030	.282(**)	
		Sig. (2-tailed)	.016	.000	.247	.304	.009	.045	.404	.028	.	.000	.690	.000	
		N	177	177	177	177	177	177	177	177	177	177	177	177	
	Body Image Criteria	Correlation Coefficient	.293(**)	.233(**)	.198(**)	.259(**)	.609(**)	.681(**)	.287(**)	.163(*)	.283(**)	1.000	.170(*)	.576(**)	
		Sig. (2-tailed)	.000	.001	.007	.000	.000	.000	.000	.026	.000	.	.020	.000	
		N	187	187	187	187	187	187	187	187	177	187	186	187	
	Body Mass Index	Correlation Coefficient	-.093	-.020	-.154(*)	-.081	-.112	.011	-.021	-.318(**)	-.030	.170(*)	1.000	.019	
		Sig. (2-tailed)	.208	.782	.036	.271	.128	.880	.773	.000	.690	.020	.	.799	
		N	186	186	186	186	186	186	186	186	177	186	186	186	
	GHQ-12	Correlation Coefficient	.386(**)	.291(**)	.336(**)	.309(**)	.478(**)	.457(**)	.337(**)	.181(*)	.282(**)	.576(**)	.019	1.000	
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.013	.000	.000	.799	.	
		N	187	187	187	187	187	187	187	187	177	187	186	187	

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed)

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 2: School A:

				MA SI-R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi-cultural School	Body Image Criteria	Body Mass Index	GHQ-12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.721(**)	.835(**)	.772(**)	.074	-.075	.010	.092	.	.268	.138	.314	
		Sig. (2-tailed)	.	.000	.000	.000	.725	.721	.961	.662	.	.195	.509	.126	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.721(**)	1.000	.387	.247	-.231	-.323	-.147	-.206	.	.103	.266	.135	
		Sig. (2-tailed)	.000	.	.056	.234	.267	.115	.483	.323	.	.623	.199	.519	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.835(**)	.387	1.000	.790(**)	.073	-.148	.043	.230	.	.194	-.100	.339	
		Sig. (2-tailed)	.000	.056	.	.000	.730	.481	.839	.269	.	.354	.633	.097	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.772(**)	.247	.790(**)	1.000	.127	-.037	.213	.066	.	.139	-.025	.340	
		Sig. (2-tailed)	.000	.234	.000	.	.545	.862	.306	.756	.	.509	.906	.096	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	EAT26	Correlation Coefficient	.074	-.231	.073	.127	1.000	.889(**)	.723(**)	.799(**)	.	.089	.072	.071	
		Sig. (2-tailed)	.725	.267	.730	.545	.	.000	.000	.000	.	.673	.732	.735	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	EAT subscale 1: Dieting	Correlation Coefficient	-.075	-.323	-.148	-.037	.889(**)	1.000	.503(*)	.601(**)	.	.153	.106	-.029	
		Sig. (2-tailed)	.721	.115	.481	.862	.000	.	.010	.001	.	.467	.614	.891	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	EAT subscale 2: Bulimia	Correlation Coefficient	.010	-.147	.043	.213	.723(**)	.503(*)	1.000	.438(*)	.	-.151	-.054	.206	
		Sig. (2-tailed)	.961	.483	.839	.306	.000	.010	.	.029	.	.472	.799	.323	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	EAT subscale 3: Oral control	Correlation Coefficient	.092	-.206	.230	.066	.799(**)	.601(**)	.438(*)	1.000	.	.055	.125	.069	
		Sig. (2-tailed)	.662	.323	.269	.756	.000	.001	.029	.	.	.795	.550	.743	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	Yrs in Multicultural School	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.	
		Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	Body Image Criteria	Correlation Coefficient	.268	.103	.194	.139	.089	.153	-.151	.055	.	1.000	.346	-.011	
		Sig. (2-tailed)	.195	.623	.354	.509	.673	.467	.472	.795	.	.	.090	.957	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	Body Mass Index	Correlation Coefficient	.138	.266	-.100	-.025	.072	.106	-.054	.125	.	.346	1.000	.032	
		Sig. (2-tailed)	.509	.199	.633	.906	.732	.614	.799	.550	.	.090	.	.879	
		N	25	25	25	25	25	25	25	25	25	25	25	25	
	GHQ-12	Correlation Coefficient	.314	.135	.339	.340	.071	-.029	.206	.069	.	-.011	.032	1.000	
		Sig. (2-tailed)	.126	.519	.097	.096	.735	.891	.323	.743	.	.957	.879	.	
		N	25	25	25	25	25	25	25	25	25	25	25	25	

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 3: School B:

			MA SI- R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ- 12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.918(**)	.765(**)	.603(*)	.874(**)	.764(**)	.486	.403	.092	.348	-.089	.497(*)
		Sig. (2-tailed)	.	.000	.001	.013	.000	.001	.056	.121	.756	.186	.743	.050
		N	16	16	16	16	16	16	16	16	14	16	16	16
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.918(**)	1.000	.519(*)	.482	.778(**)	.649(**)	.566(*)	.221	.195	.266	-.085	.579(*)
		Sig. (2-tailed)	.000	.	.039	.059	.000	.006	.022	.410	.504	.319	.755	.019
		N	16	16	16	16	16	16	16	16	14	16	16	16
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.765(**)	.519(*)	1.000	.573(*)	.616(*)	.638(**)	.147	.428	.112	.366	.000	.371
		Sig. (2-tailed)	.001	.039	.	.020	.011	.008	.587	.098	.703	.163	1.000	.157
		N	16	16	16	16	16	16	16	16	14	16	16	16
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.603(*)	.482	.573(*)	1.000	.498(*)	.639(**)	-.042	.322	-.391	.471	-.378	.454
		Sig. (2-tailed)	.013	.059	.020	.	.050	.008	.877	.223	.167	.066	.149	.077
		N	16	16	16	16	16	16	16	16	14	16	16	16
	EAT26	Correlation Coefficient	.874(**)	.778(**)	.616(*)	.498(*)	1.000	.842(**)	.562(*)	.697(**)	-.256	.409	-.196	.206
		Sig. (2-tailed)	.000	.000	.011	.050	.	.000	.023	.003	.377	.115	.467	.445
		N	16	16	16	16	16	16	16	16	14	16	16	16
	EAT subscale 1: Dieting	Correlation Coefficient	.764(**)	.649(**)	.638(**)	.639(**)	.842(**)	1.000	.299	.472	-.357	.603(*)	-.092	.136
		Sig. (2-tailed)	.001	.006	.008	.008	.000	.	.260	.065	.210	.013	.736	.614
		N	16	16	16	16	16	16	16	16	14	16	16	16
	EAT subscale 2: Bulimia	Correlation Coefficient	.486	.566(*)	.147	-.042	.562(*)	.299	1.000	.144	.285	.057	.170	.186
		Sig. (2-tailed)	.056	.022	.587	.877	.023	.260	.	.595	.323	.833	.528	.491
		N	16	16	16	16	16	16	16	16	14	16	16	16
	EAT subscale 3: Oral control	Correlation Coefficient	.403	.221	.428	.322	.697(**)	.472	.144	1.000	-.572(*)	.291	-.390	-.030
		Sig. (2-tailed)	.121	.410	.098	.223	.003	.065	.595	.	.033	.274	.135	.912
		N	16	16	16	16	16	16	16	16	14	16	16	16
	Yrs in Multicultural School	Correlation Coefficient	.092	.195	.112	-.391	-.256	-.357	.285	-.572(*)	1.000	-.252	.400	.541(*)
		Sig. (2-tailed)	.756	.504	.703	.167	.377	.210	.323	.033	.	.385	.156	.046
		N	14	14	14	14	14	14	14	14	14	14	14	14
	Body Image Criteria	Correlation Coefficient	.348	.266	.366	.471	.409	.603(*)	.057	.291	-.252	1.000	.177	.339
		Sig. (2-tailed)	.186	.319	.163	.066	.115	.013	.833	.274	.385	.	.513	.200
		N	16	16	16	16	16	16	16	16	14	16	16	16
	Body Mass Index	Correlation Coefficient	-.089	-.085	.000	-.378	-.196	-.092	.170	-.390	.400	.177	1.000	.041
		Sig. (2-tailed)	.743	.755	1.000	.149	.467	.736	.528	.135	.156	.513	.	.879
		N	16	16	16	16	16	16	16	16	14	16	16	16
	GHQ-12	Correlation Coefficient	.497(*)	.579(*)	.371	.454	.206	.136	.186	-.030	.541(*)	.339	.041	1.000
		Sig. (2-tailed)	.050	.019	.157	.077	.445	.614	.491	.912	.046	.200	.879	.
		N	16	16	16	16	16	16	16	16	14	16	16	16

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 4: School C:

			MA SI- R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ- 12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.759(**)	.890(**)	.805(**)	.229(*)	.167	.143	.187	.312(**)	.237(*)	.007	.354(**)
		Sig. (2-tailed)	.	.000	.000	.000	.030	.116	.178	.078	.004	.025	.951	.001
		N	90	90	90	90	90	90	90	90	84	90	89	90
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.759(**)	1.000	.521(**)	.427(**)	.153	.053	.173	.223(*)	.345(**)	.122	-.003	.224(*)
		Sig. (2-tailed)	.000	.	.000	.000	.150	.620	.103	.035	.001	.254	.981	.034
		N	90	90	90	90	90	90	90	90	84	90	89	90
	MA SI subscale 2: Pressure against acculturation	Correlation Coefficient	.890(**)	.521(**)	1.000	.701(**)	.211(*)	.183	.077	.185	.194	.174	-.059	.340(**)
		Sig. (2-tailed)	.000	.000	.	.000	.046	.084	.468	.081	.078	.101	.585	.001
		N	90	90	90	90	90	90	90	90	84	90	89	90
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.805(**)	.427(**)	.701(**)	1.000	.162	.137	.074	.079	.213	.245(*)	.044	.297(**)
		Sig. (2-tailed)	.000	.000	.000	.	.127	.199	.489	.458	.052	.020	.683	.005
		N	90	90	90	90	90	90	90	90	84	90	89	90
	EAT26	Correlation Coefficient	.229(*)	.153	.211(*)	.162	1.000	.922(**)	.643(**)	.643(**)	.140	.617(**)	-.148	.505(**)
		Sig. (2-tailed)	.030	.150	.046	.127	.	.000	.000	.000	.204	.000	.165	.000
		N	90	90	90	90	90	90	90	90	84	90	89	90
	EAT subscale 1: Dieting	Correlation Coefficient	.167	.053	.183	.137	.922(**)	1.000	.489(**)	.418(**)	.041	.676(**)	-.041	.477(**)
		Sig. (2-tailed)	.116	.620	.084	.199	.000	.	.000	.000	.712	.000	.703	.000
		N	90	90	90	90	90	90	90	90	84	90	89	90
	EAT subscale 2: Bulimia	Correlation Coefficient	.143	.173	.077	.074	.643(**)	.489(**)	1.000	.274(**)	.199	.491(**)	.100	.495(**)
		Sig. (2-tailed)	.178	.103	.468	.489	.000	.000	.	.009	.069	.000	.352	.000
		N	90	90	90	90	90	90	90	90	84	90	89	90
	EAT subscale 3: Oral control	Correlation Coefficient	.187	.223(*)	.185	.079	.643(**)	.418(**)	.274(**)	1.000	.130	.143	-.368(**)	.207
		Sig. (2-tailed)	.078	.035	.081	.458	.000	.000	.009	.	.239	.179	.000	.051
		N	90	90	90	90	90	90	90	90	84	90	89	90
	Yrs Multicultural School	Correlation Coefficient	.312(**)	.345(**)	.194	.213	.140	.041	.199	.130	1.000	.173	.034	.181
		Sig. (2-tailed)	.004	.001	.078	.052	.204	.712	.069	.239	.	.115	.760	.099
		N	84	84	84	84	84	84	84	84	84	84	84	84
	Body Image Criteria	Correlation Coefficient	.237(*)	.122	.174	.245(*)	.617(**)	.676(**)	.491(**)	.143	.173	1.000	.174	.700(**)
		Sig. (2-tailed)	.025	.254	.101	.020	.000	.000	.000	.179	.115	.	.104	.000
		N	90	90	90	90	90	90	90	90	84	90	89	90
	Body Mass Index	Correlation Coefficient	.007	-.003	-.059	.044	-.148	-.041	.100	-.368(**)	.034	.174	1.000	.076
		Sig. (2-tailed)	.951	.981	.585	.683	.165	.703	.352	.000	.760	.104	.	.482
		N	89	89	89	89	89	89	89	89	84	89	89	89
	GHQ-12	Correlation Coefficient	.354(**)	.224(*)	.340(**)	.297(**)	.505(**)	.477(**)	.495(**)	.207	.181	.700(**)	.076	1.000
		Sig. (2-tailed)	.001	.034	.001	.005	.000	.000	.000	.051	.099	.000	.482	.
		N	90	90	90	90	90	90	90	90	84	90	89	90

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 5: School D:

			MA SI- R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	B0dy Mass Index	GHQ- 12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.728(**)	.831(**)	.914(**)	.534(**)	.440(*)	.394(*)	.365(*)	.136	.527(**)	-.174	.543(**)
		Sig. (2-tailed)	.	.000	.000	.000	.002	.012	.026	.040	.467	.002	.340	.001
		N	32	32	32	32	32	32	32	32	31	32	32	32
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.728(**)	1.000	.369(*)	.545(**)	.315	.260	.460(**)	.090	.143	.399(*)	-.168	.417(*)
		Sig. (2-tailed)	.000	.	.037	.001	.079	.151	.008	.623	.444	.024	.358	.018
		N	32	32	32	32	32	32	32	32	31	32	32	32
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.831(**)	.369(*)	1.000	.733(**)	.534(**)	.460(**)	.227	.288	.124	.526(**)	-.227	.515(**)
		Sig. (2-tailed)	.000	.037	.	.000	.002	.008	.211	.110	.507	.002	.212	.003
		N	32	32	32	32	32	32	32	32	31	32	32	32
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.914(**)	.545(**)	.733(**)	1.000	.471(**)	.394(*)	.363(*)	.413(*)	-.076	.415(*)	-.094	.394(*)
		Sig. (2-tailed)	.000	.001	.000	.	.007	.026	.041	.019	.685	.018	.610	.026
		N	32	32	32	32	32	32	32	32	31	32	32	32
	EAT26	Correlation Coefficient	.534(**)	.315	.534(**)	.471(**)	1.000	.904(**)	.432(*)	.408(*)	.005	.536(**)	-.046	.611(**)
		Sig. (2-tailed)	.002	.079	.002	.007	.	.000	.014	.020	.979	.002	.802	.000
		N	32	32	32	32	32	32	32	32	31	32	32	32
	EAT subscale 1: Dieting	Correlation Coefficient	.440(*)	.260	.460(**)	.394(*)	.904(**)	1.000	.213	.137	-.146	.699(**)	.100	.663(**)
		Sig. (2-tailed)	.012	.151	.008	.026	.000	.	.241	.454	.433	.000	.586	.000
		N	32	32	32	32	32	32	32	32	31	32	32	32
	EAT subscale 2: Bulimia	Correlation Coefficient	.394(*)	.460(**)	.227	.363(*)	.432(*)	.213	1.000	.118	-.126	.020	-.245	.236
		Sig. (2-tailed)	.026	.008	.211	.041	.014	.241	.	.519	.501	.913	.177	.193
		N	32	32	32	32	32	32	32	32	31	32	32	32
	EAT subscale 3: Oral control	Correlation Coefficient	.365(*)	.090	.288	.413(*)	.408(*)	.137	.118	1.000	.320	-.010	-.331	.144
		Sig. (2-tailed)	.040	.623	.110	.019	.020	.454	.519	.	.079	.959	.064	.432
		N	32	32	32	32	32	32	32	32	31	32	32	32
	Yrs Multicultural School	Correlation Coefficient	.136	.143	.124	-.076	.005	-.146	-.126	.320	1.000	.003	-.236	.115
		Sig. (2-tailed)	.467	.444	.507	.685	.979	.433	.501	.079	.	.987	.201	.537
		N	31	31	31	31	31	31	31	31	31	31	31	31
	Body Image Criteria	Correlation Coefficient	.527(**)	.399(*)	.526(**)	.415(*)	.536(**)	.699(**)	.020	-.010	.003	1.000	.116	.773(**)
		Sig. (2-tailed)	.002	.024	.002	.018	.002	.000	.913	.959	.987	.	.527	.000
		N	32	32	32	32	32	32	32	32	31	32	32	32
	B0dy Mass Index	Correlation Coefficient	-.174	-.168	-.227	-.094	-.046	.100	-.245	-.331	-.236	.116	1.000	-.032
		Sig. (2-tailed)	.340	.358	.212	.610	.802	.586	.177	.064	.201	.527	.	.861
		N	32	32	32	32	32	32	32	32	31	32	32	32
	GHQ-12	Correlation Coefficient	.543(**)	.417(*)	.515(**)	.394(*)	.611(**)	.663(**)	.236	.144	.115	.773(**)	-.032	1.000
		Sig. (2-tailed)	.001	.018	.003	.026	.000	.000	.193	.432	.537	.000	.861	.
		N	32	32	32	32	32	32	32	32	31	32	32	32

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS; Table 6: School E:

				MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ-12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.702(**)	.937(**)	.874(**)	.560(**)	.390	.314	.653(**)	-.176	.293	-.387	.259
		Sig. (2-tailed)	.	.000	.000	.000	.004	.059	.135	.001	.423	.165	.062	.221
		N	24	24	24	24	24	24	24	24	23	24	24	24
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.702(**)	1.000	.511(*)	.425(*)	.473(*)	.503(*)	.301	.298	.219	.440(*)	-.052	.155
		Sig. (2-tailed)	.000	.	.011	.039	.020	.012	.153	.158	.315	.032	.810	.469
		N	24	24	24	24	24	24	24	24	23	24	24	24
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.937(**)	.511(*)	1.000	.844(**)	.527(**)	.325	.262	.698(**)	-.234	.229	-.454(*)	.231
		Sig. (2-tailed)	.000	.011	.	.000	.008	.121	.217	.000	.283	.281	.026	.278
		N	24	24	24	24	24	24	24	24	23	24	24	24
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.874(**)	.425(*)	.844(**)	1.000	.456(*)	.226	.366	.587(**)	-.289	.106	-.381	.181
		Sig. (2-tailed)	.000	.039	.000	.	.025	.287	.079	.003	.181	.621	.066	.396
		N	24	24	24	24	24	24	24	24	23	24	24	24
	EAT26	Correlation Coefficient	.560(**)	.473(*)	.527(**)	.456(*)	1.000	.905(**)	.511(*)	.315	-.096	.739(**)	-.027	.359
		Sig. (2-tailed)	.004	.020	.008	.025	.	.000	.011	.134	.664	.000	.900	.085
		N	24	24	24	24	24	24	24	24	23	24	24	24
	EAT subscale 1: Dieting	Correlation Coefficient	.390	.503(*)	.325	.226	.905(**)	1.000	.385	.028	.045	.858(**)	.295	.299
		Sig. (2-tailed)	.059	.012	.121	.287	.000	.	.063	.898	.837	.000	.161	.155
		N	24	24	24	24	24	24	24	24	23	24	24	24
	EAT subscale 2: Bulimia	Correlation Coefficient	.314	.301	.262	.366	.511(*)	.385	1.000	.102	.152	.479(*)	-.170	.185
		Sig. (2-tailed)	.135	.153	.217	.079	.011	.063	.	.635	.487	.018	.427	.386
		N	24	24	24	24	24	24	24	24	23	24	24	24
	EAT subscale 3: Oral control	Correlation Coefficient	.653(**)	.298	.698(**)	.587(**)	.315	.028	.102	1.000	-.160	-.117	-.555(**)	.077
		Sig. (2-tailed)	.001	.158	.000	.003	.134	.898	.635	.	.467	.587	.005	.720
		N	24	24	24	24	24	24	24	24	23	24	24	24
	Yrs Multicultural School	Correlation Coefficient	-.176	.219	-.234	-.289	-.096	.045	.152	-.160	1.000	.275	.206	.029
		Sig. (2-tailed)	.423	.315	.283	.181	.664	.837	.487	.467	.	.205	.346	.895
		N	23	23	23	23	23	23	23	23	23	23	23	23
	Body Image Criteria	Correlation Coefficient	.293	.440(*)	.229	.106	.739(**)	.858(**)	.479(*)	-.117	.275	1.000	.289	.355
		Sig. (2-tailed)	.165	.032	.281	.621	.000	.000	.018	.587	.205	.	.171	.088
		N	24	24	24	24	24	24	24	24	23	24	24	24
	Body Mass Index	Correlation Coefficient	-.387	-.052	-.454(*)	-.381	-.027	.295	-.170	-.555(**)	.206	.289	1.000	-.003
		Sig. (2-tailed)	.062	.810	.026	.066	.900	.161	.427	.005	.346	.171	.	.990
		N	24	24	24	24	24	24	24	24	23	24	24	24
	GHQ-12	Correlation Coefficient	.259	.155	.231	.181	.359	.299	.185	.077	.029	.355	-.003	1.000
		Sig. (2-tailed)	.221	.469	.278	.396	.085	.155	.386	.720	.895	.088	.990	.
		N	24	24	24	24	24	24	24	24	23	24	24	24

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 7: Grade 9:

			MA SI- R	MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ- 12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.805(**)	.849(**)	.761(**)	.193	.245	-.086	.076	.060	.104	-.003	.251
		Sig. (2-tailed)	.	.000	.000	.000	.252	.144	.612	.654	.732	.540	.988	.134
		N	37	37	37	37	37	37	37	37	35	37	37	37
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.805(**)	1.000	.450(**)	.349(*)	.215	.289	.056	-.075	.324	.143	.131	.200
		Sig. (2-tailed)	.000	.	.005	.034	.202	.083	.744	.659	.057	.399	.441	.234
		N	37	37	37	37	37	37	37	37	35	37	37	37
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.849(**)	.450(**)	1.000	.791(**)	.070	.144	-.261	.070	-.234	.026	-.126	.189
		Sig. (2-tailed)	.000	.005	.	.000	.680	.394	.119	.680	.176	.881	.457	.263
		N	37	37	37	37	37	37	37	37	35	37	37	37
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.761(**)	.349(*)	.791(**)	1.000	.120	.132	-.178	.258	-.296	.048	-.101	.220
		Sig. (2-tailed)	.000	.034	.000	.	.478	.437	.293	.123	.084	.779	.551	.191
		N	37	37	37	37	37	37	37	37	35	37	37	37
	EAT26	Correlation Coefficient	.193	.215	.070	.120	1.000	.898(**)	.669(**)	.622(**)	-.063	.594(**)	.231	.490(**)
		Sig. (2-tailed)	.252	.202	.680	.478	.	.000	.000	.000	.720	.000	.168	.002
		N	37	37	37	37	37	37	37	37	35	37	37	37
	EAT subscale 1: Dieting	Correlation Coefficient	.245	.289	.144	.132	.898(**)	1.000	.419(**)	.401(*)	.044	.737(**)	.320	.495(**)
		Sig. (2-tailed)	.144	.083	.394	.437	.000	.	.010	.014	.804	.000	.053	.002
		N	37	37	37	37	37	37	37	37	35	37	37	37
	EAT subscale 2: Bulimia	Correlation Coefficient	-.086	.056	-.261	-.178	.669(**)	.419(**)	1.000	.376(*)	-.057	.207	.157	.275
		Sig. (2-tailed)	.612	.744	.119	.293	.000	.010	.	.022	.744	.219	.354	.100
		N	37	37	37	37	37	37	37	37	35	37	37	37
	EAT subscale 3: Oral control	Correlation Coefficient	.076	-.075	.070	.258	.622(**)	.401(*)	.376(*)	1.000	-.180	.204	-.170	.209
		Sig. (2-tailed)	.654	.659	.680	.123	.000	.014	.022	.	.301	.226	.316	.215
		N	37	37	37	37	37	37	37	37	35	37	37	37
	Yrs Multicultural School	Correlation Coefficient	.060	.324	-.234	-.296	-.063	.044	-.057	-.180	1.000	.266	-.074	.126
		Sig. (2-tailed)	.732	.057	.176	.084	.720	.804	.744	.301	.	.122	.673	.473
		N	35	35	35	35	35	35	35	35	35	35	35	35
	Body Image Criteria	Correlation Coefficient	.104	.143	.026	.048	.594(**)	.737(**)	.207	.204	.266	1.000	.145	.624(**)
		Sig. (2-tailed)	.540	.399	.881	.779	.000	.000	.219	.226	.122	.	.392	.000
		N	37	37	37	37	37	37	37	37	35	37	37	37
	Body Mass Index	Correlation Coefficient	-.003	.131	-.126	-.101	.231	.320	.157	-.170	-.074	.145	1.000	.048
		Sig. (2-tailed)	.988	.441	.457	.551	.168	.053	.354	.316	.673	.392	.	.780
		N	37	37	37	37	37	37	37	37	35	37	37	37
	GHQ-12	Correlation Coefficient	.251	.200	.189	.220	.490(**)	.495(**)	.275	.209	.126	.624(**)	.048	1.000
		Sig. (2-tailed)	.134	.234	.263	.191	.002	.002	.100	.215	.473	.000	.780	.
		N	37	37	37	37	37	37	37	37	35	37	37	37

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 8: Grade 10:

				MA SI-R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ-12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.638(**)	.857(**)	.900(**)	.498(**)	.345(*)	.392(**)	.435(**)	-.047	.246	-.392(**)	.431(**)
		Sig. (2-tailed)	.	.000	.000	.000	.000	.014	.005	.002	.753	.085	.005	.002
		N	50	50	50	50	50	50	50	50	48	50	50	50
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.638(**)	1.000	.288(*)	.435(**)	.488(**)	.358(*)	.540(**)	.302(*)	.093	.380(**)	-.296(*)	.393(**)
		Sig. (2-tailed)	.000	.	.042	.002	.000	.011	.000	.033	.529	.007	.037	.005
		N	50	50	50	50	50	50	50	50	48	50	50	50
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.857(**)	.288(*)	1.000	.723(**)	.438(**)	.301(*)	.223	.462(**)	-.149	.039	-.354(*)	.331(*)
		Sig. (2-tailed)	.000	.042	.	.000	.001	.034	.120	.001	.311	.786	.012	.019
		N	50	50	50	50	50	50	50	50	48	50	50	50
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.900(**)	.435(**)	.723(**)	1.000	.374(**)	.233	.305(*)	.342(*)	-.075	.243	-.345(*)	.348(*)
		Sig. (2-tailed)	.000	.002	.000	.	.007	.103	.031	.015	.610	.089	.014	.013
		N	50	50	50	50	50	50	50	50	48	50	50	50
	EAT26	Correlation Coefficient	.498(**)	.488(**)	.438(**)	.374(**)	1.000	.914(**)	.663(**)	.556(**)	.096	.633(**)	-.394(**)	.629(**)
		Sig. (2-tailed)	.000	.000	.001	.007	.	.000	.000	.000	.515	.000	.005	.000
		N	50	50	50	50	50	50	50	50	48	50	50	50
	EAT subscale 1: Dieting	Correlation Coefficient	.345(*)	.358(*)	.301(*)	.233	.914(**)	1.000	.503(**)	.292(*)	.066	.725(**)	-.161	.613(**)
		Sig. (2-tailed)	.014	.011	.034	.103	.000	.	.000	.039	.657	.000	.264	.000
		N	50	50	50	50	50	50	50	50	48	50	50	50
	EAT subscale 2: Bulimia	Correlation Coefficient	.392(**)	.540(**)	.223	.305(*)	.663(**)	.503(**)	1.000	.255	.210	.491(**)	-.296(*)	.499(**)
		Sig. (2-tailed)	.005	.000	.120	.031	.000	.000	.	.074	.152	.000	.037	.000
		N	50	50	50	50	50	50	50	50	48	50	50	50
	EAT subscale 3: Oral control	Correlation Coefficient	.435(**)	.302(*)	.462(**)	.342(*)	.556(**)	.292(*)	.255	1.000	-.021	.015	-.462(**)	.122
		Sig. (2-tailed)	.002	.033	.001	.015	.000	.039	.074	.	.885	.919	.001	.397
		N	50	50	50	50	50	50	50	50	48	50	50	50
	Yrs Multicultural School	Correlation Coefficient	-.047	.093	-.149	-.075	.096	.066	.210	-.021	1.000	.238	.027	.085
		Sig. (2-tailed)	.753	.529	.311	.610	.515	.657	.152	.885	.	.104	.857	.565
		N	48	48	48	48	48	48	48	48	48	48	48	48
	Body Image Criteria	Correlation Coefficient	.246	.380(**)	.039	.243	.633(**)	.725(**)	.491(**)	.015	.238	1.000	.067	.612(**)
		Sig. (2-tailed)	.085	.007	.786	.089	.000	.000	.000	.919	.104	.	.646	.000
		N	50	50	50	50	50	50	50	50	48	50	50	50
	Body Mass Index	Correlation Coefficient	-.392(**)	-.296(*)	-.354(*)	-.345(*)	-.394(**)	-.161	-.296(*)	-.462(**)	.027	.067	1.000	-.220
		Sig. (2-tailed)	.005	.037	.012	.014	.005	.264	.037	.001	.857	.646	.	.125
		N	50	50	50	50	50	50	50	50	48	50	50	50
	GHQ-12	Correlation Coefficient	.431(**)	.393(**)	.331(*)	.348(*)	.629(**)	.613(**)	.499(**)	.122	.085	.612(**)	-.220	1.000
		Sig. (2-tailed)	.002	.005	.019	.013	.000	.000	.000	.397	.565	.000	.125	.
		N	50	50	50	50	50	50	50	50	48	50	50	50

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: SPEARMAN’S CORRELATIONS: Table 9: Grade 11:

				MASI-R subscale 1: Pressure to acculturate	MASI-R subscale 2: Pressure against acculturation	MASI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi-cultural School	Body Image Criteria	Body Mass Index	GHQ-12
Spearman's rho	MASI-R	Correlation Coefficient	1.000	.771(**)	.846(**)	.771(**)	.314(*)	.277	.197	.191	.174	.334(*)	.152	.380(**)
		Sig. (2-tailed)	.	.000	.000	.000	.030	.057	.180	.194	.259	.020	.306	.008
		N	48	48	48	48	48	48	48	48	44	48	47	48
	MASI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.771(**)	1.000	.532(**)	.405(**)	.169	.138	.106	.164	.306(*)	.289(*)	.070	.272
		Sig. (2-tailed)	.000	.	.000	.004	.251	.351	.475	.266	.044	.046	.641	.062
		N	48	48	48	48	48	48	48	48	44	48	47	48
	MASI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.846(**)	.532(**)	1.000	.667(**)	.300(*)	.278	.178	.167	.058	.285(*)	.074	.397(**)
		Sig. (2-tailed)	.000	.000	.	.000	.038	.055	.226	.258	.711	.050	.621	.005
		N	48	48	48	48	48	48	48	48	44	48	47	48
	MASI-R subscale 3: Conflict	Correlation Coefficient	.771(**)	.405(**)	.667(**)	1.000	.124	.114	.094	.012	.028	.278	.188	.368(**)
		Sig. (2-tailed)	.000	.004	.000	.	.402	.439	.527	.934	.857	.056	.207	.010
		N	48	48	48	48	48	48	48	48	44	48	47	48
	EAT26	Correlation Coefficient	.314(*)	.169	.300(*)	.124	1.000	.946(**)	.567(**)	.528(**)	.413(**)	.397(**)	.001	.378(**)
		Sig. (2-tailed)	.030	.251	.038	.402	.	.000	.000	.000	.005	.005	.992	.008
		N	48	48	48	48	48	48	48	48	44	48	47	48
	EAT subscale 1: Dieting	Correlation Coefficient	.277	.138	.278	.114	.946(**)	1.000	.435(**)	.322(*)	.450(**)	.463(**)	.085	.379(**)
		Sig. (2-tailed)	.057	.351	.055	.439	.000	.	.002	.026	.002	.001	.570	.008
		N	48	48	48	48	48	48	48	48	44	48	47	48
	EAT subscale 2: Bulimia	Correlation Coefficient	.197	.106	.178	.094	.567(**)	.435(**)	1.000	.132	-.097	.134	.128	.191
		Sig. (2-tailed)	.180	.475	.226	.527	.000	.002	.	.371	.529	.365	.390	.193
		N	48	48	48	48	48	48	48	48	44	48	47	48
	EAT subscale 3: Oral control	Correlation Coefficient	.191	.164	.167	.012	.528(**)	.322(*)	.132	1.000	.287	.000	-.396(**)	.175
		Sig. (2-tailed)	.194	.266	.258	.934	.000	.026	.371	.	.059	.999	.006	.235
		N	48	48	48	48	48	48	48	48	44	48	47	48
	Yrs Multicultural School	Correlation Coefficient	.174	.306(*)	.058	.028	.413(**)	.450(**)	-.097	.287	1.000	.448(**)	-.042	.391(**)
		Sig. (2-tailed)	.259	.044	.711	.857	.005	.002	.529	.059	.	.002	.788	.009
		N	44	44	44	44	44	44	44	44	44	44	44	44
	Body Image Criteria	Correlation Coefficient	.334(*)	.289(*)	.285(*)	.278	.397(**)	.463(**)	.134	.000	.448(**)	1.000	.382(**)	.548(**)
		Sig. (2-tailed)	.020	.046	.050	.056	.005	.001	.365	.999	.002	.	.008	.000
		N	48	48	48	48	48	48	48	48	44	48	47	48
	Body Mass Index	Correlation Coefficient	.152	.070	.074	.188	.001	.085	.128	-.396(**)	-.042	.382(**)	1.000	.182
		Sig. (2-tailed)	.306	.641	.621	.207	.992	.570	.390	.006	.788	.008	.	.220
		N	47	47	47	47	47	47	47	47	44	47	47	47
	GHQ-12	Correlation Coefficient	.380(**)	.272	.397(**)	.368(**)	.378(**)	.379(**)	.191	.175	.391(**)	.548(**)	.182	1.000
		Sig. (2-tailed)	.008	.062	.005	.010	.008	.008	.193	.235	.009	.000	.220	.
		N	48	48	48	48	48	48	48	48	44	48	47	48

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11: Table 10: SPEARMAN’S CORRELATIONS: Table 10: Grade 12:

				MA SI –R subscale 1: Pressure to acculturate	MA SI-R subscale 2: Pressure against acculturation	MA SI-R subscale 3: Conflict	EAT26	EAT subscale 1: Dieting	EAT subscale 2: Bulimia	EAT subscale 3: Oral control	Yrs in Multi- cultural School	Body Image Criteria	Body Mass Index	GHQ-12
Spearman's rho	MA SI-R	Correlation Coefficient	1.000	.770(**)	.870(**)	.771(**)	.293(*)	.239	.088	.356(**)	.005	.257	-.098	.272
		Sig. (2-tailed)	.	.000	.000	.000	.035	.088	.534	.010	.973	.066	.488	.051
		N	52	52	52	52	52	52	52	52	50	52	52	52
	MA SI-R subscale 1: Pressure to acculturate	Correlation Coefficient	.770(**)	1.000	.445(**)	.451(**)	.145	.137	.088	.211	.016	.109	-.003	.219
		Sig. (2-tailed)	.000	.	.001	.001	.305	.334	.535	.133	.915	.440	.982	.119
		N	52	52	52	52	52	52	52	52	50	52	52	52
	MA SI-R subscale 2: Pressure against acculturation	Correlation Coefficient	.870(**)	.445(**)	1.000	.656(**)	.290(*)	.241	.057	.364(**)	-.017	.276(*)	-.165	.294(*)
		Sig. (2-tailed)	.000	.001	.	.000	.037	.085	.690	.008	.908	.048	.241	.034
		N	52	52	52	52	52	52	52	52	50	52	52	52
	MA SI-R subscale 3: Conflict	Correlation Coefficient	.771(**)	.451(**)	.656(**)	1.000	.243	.152	.146	.270	.101	.187	-.045	.101
		Sig. (2-tailed)	.000	.001	.000	.	.083	.282	.301	.053	.485	.184	.752	.477
		N	52	52	52	52	52	52	52	52	50	52	52	52
	EAT26	Correlation Coefficient	.293(*)	.145	.290(*)	.243	1.000	.866(**)	.499(**)	.697(**)	.160	.662(**)	-.186	.396(**)
		Sig. (2-tailed)	.035	.305	.037	.083	.	.000	.000	.000	.266	.000	.187	.004
		N	52	52	52	52	52	52	52	52	50	52	52	52
	EAT subscale 1: Dieting	Correlation Coefficient	.239	.137	.241	.152	.866(**)	1.000	.363(**)	.411(**)	.045	.718(**)	-.044	.394(**)
		Sig. (2-tailed)	.088	.334	.085	.282	.000	.	.008	.002	.759	.000	.756	.004
		N	52	52	52	52	52	52	52	52	50	52	52	52
	EAT subscale 2: Bulimia	Correlation Coefficient	.088	.088	.057	.146	.499(**)	.363(**)	1.000	.069	-.041	.213	.020	.290(*)
		Sig. (2-tailed)	.534	.535	.690	.301	.000	.008	.	.629	.777	.130	.891	.037
		N	52	52	52	52	52	52	52	52	50	52	52	52
	EAT subscale 3: Oral control	Correlation Coefficient	.356(**)	.211	.364(**)	.270	.697(**)	.411(**)	.069	1.000	.243	.340(*)	-.257	.227
		Sig. (2-tailed)	.010	.133	.008	.053	.000	.002	.629	.	.089	.014	.066	.105
		N	52	52	52	52	52	52	52	52	50	52	52	52
	Yrs Multicultural School	Correlation Coefficient	.005	.016	-.017	.101	.160	.045	-.041	.243	1.000	.274	-.090	.302(*)
		Sig. (2-tailed)	.973	.915	.908	.485	.266	.759	.777	.089	.	.054	.536	.033
		N	50	50	50	50	50	50	50	50	50	50	50	50
	Body Image Criteria	Correlation Coefficient	.257	.109	.276(*)	.187	.662(**)	.718(**)	.213	.340(*)	.274	1.000	.039	.532(**)
		Sig. (2-tailed)	.066	.440	.048	.184	.000	.000	.130	.014	.054	.	.781	.000
		N	52	52	52	52	52	52	52	52	50	52	52	52
	Body Mass Index	Correlation Coefficient	-.098	-.003	-.165	-.045	-.186	-.044	.020	-.257	-.090	.039	1.000	.034
		Sig. (2-tailed)	.488	.982	.241	.752	.187	.756	.891	.066	.536	.781	.	.809
		N	52	52	52	52	52	52	52	52	50	52	52	52
	GHQ-12	Correlation Coefficient	.272	.219	.294(*)	.101	.396(**)	.394(**)	.290(*)	.227	.302(*)	.532(**)	.034	1.000
		Sig. (2-tailed)	.051	.119	.034	.477	.004	.004	.037	.105	.033	.000	.809	.
		N	52	52	52	52	52	52	52	52	50	52	52	52

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 12: FACTOR ANALYSIS: MASI-R:

Factor analysis on MASI forcing 3 factors to be chosen

Prior Communality Estimates: ONE

Eigenvalues of the Correlation Matrix: Total = 34 Average = 1

	Eigenvalue	Difference	Proportion	Cumulative
1	10.4961266	7.8058820	0.3087	0.3087
2	2.6902446	0.6233065	0.0791	0.3878
3	2.0669381	0.4577240	0.0608	0.4486
4	1.6092141	0.1950923	0.0473	0.4960
5	1.4141218	0.1946033	0.0416	0.5375
6	1.2195185	0.0331700	0.0359	0.5734
7	1.1863485	0.0960155	0.0349	0.6083
8	1.0903330	0.0264632	0.0321	0.6404
9	1.0638698	0.1141723	0.0313	0.6717
10	0.9496975	0.0740198	0.0279	0.6996
11	0.8756777	0.0791652	0.0258	0.7254
12	0.7965125	0.0082114	0.0234	0.7488
13	0.7883011	0.0798331	0.0232	0.7720
14	0.7084680	0.0761924	0.0208	0.7928
15	0.6322756	0.0070983	0.0186	0.8114
16	0.6251773	0.0505198	0.0184	0.8298
17	0.5746575	0.0612523	0.0169	0.8467
18	0.5134052	0.0434077	0.0151	0.8618
19	0.4699975	0.0091727	0.0138	0.8756
20	0.4608248	0.0247113	0.0136	0.8892
21	0.4361136	0.0384151	0.0128	0.9020
22	0.3976985	0.0044731	0.0117	0.9137
23	0.3932254	0.0360103	0.0116	0.9253
24	0.3572151	0.0466002	0.0105	0.9358
25	0.3106149	0.0098197	0.0091	0.9449
26	0.3007953	0.0260393	0.0088	0.9537
27	0.2747560	0.0268956	0.0081	0.9618
28	0.2478604	0.0100933	0.0073	0.9691
29	0.2377671	0.0200137	0.0070	0.9761
30	0.2177533	0.0303612	0.0064	0.9825
31	0.1873922	0.0235464	0.0055	0.9880
32	0.1638458	0.0329089	0.0048	0.9928
33	0.1309368	0.0186210	0.0039	0.9967
34	0.1123158		0.0033	1.0000

3 factors will be retained by the NFACTOR criterion

APPENDIX 12: FACTOR ANALYSIS 2: MASI-R:

Rotated Factor Pattern

	Factor1	Factor2	Factor3
masi1	0.12547	0.32053	0.32708
masi2	-0.14663	0.35285	0.26522
masi3	0.11499	0.03727	0.50885
masi4	0.14883	0.20120	0.48673
masi5	0.23643	-0.15845	0.53490
masi6	0.39993	-0.01818	0.56376
masi7	0.27204	0.36768	0.34180
masi8	-0.06288	0.14234	0.70523
masi9	0.27954	0.00922	0.43725
masi10	0.04694	0.11054	0.63946
masi11	-0.09023	0.26663	0.55845
masi12	0.07850	0.15689	0.45388
masi13	0.22521	0.12386	0.50076
masi14	0.45158	0.19146	0.24899
masi15	0.37374	0.26631	0.09044
masi16	0.13521	0.40267	0.24938
masi17	0.56660	0.42715	0.08897
masi18	0.60512	0.49711	0.01074
masi19	0.32843	0.69086	0.05824
masi20	0.32845	0.72182	0.00481
masi21	0.36579	0.68304	0.06255
masi22	0.19030	0.67087	0.22137
masi23	0.15125	0.64798	0.13968
masi24	0.33466	0.68465	0.01622
masi25	0.26568	0.54412	0.21859
masi26	0.51816	0.37564	0.12866
masi27	0.68755	0.38313	0.14136
masi28	0.65261	0.16430	0.20400
masi29	0.69182	0.35626	-0.02566
masi30	0.79395	0.20997	0.08234
masi31	0.77822	0.12875	0.22671
masi32	0.72372	0.18166	0.20803
masi33	0.76797	0.18779	0.09195
masi34	0.63657	0.07466	0.19778

APPENDIX 13: Multidimensional Acculturative Stress Inventory Original MASI (Rodriguez et al., 2002)

Table 2
Factor Loading Matrix, Means, and Standard Deviations for the Multidimensional Acculturative Stress Inventory

Item	Factor loading				M	SD
	1	2	3	4		
Factor 1: Spanish Competency Pressures						
I don't speak Spanish or don't speak it well.	.87	-.05	.07	.09	0.83	1.29
I feel uncomfortable being around people who only speak Spanish.	.87	-.07	.16	.11	0.95	1.13
I feel pressure to learn Spanish.	.86	-.12	.09	.13	0.98	1.27
I have a hard time understanding others when they speak Spanish.	.84	-.05	.14	.09	1.11	1.12
Since I don't speak Spanish well, people have treated me rudely or unfairly.	.83	-.09	.12	.19	0.78	1.23
It bothers me when people assume that I speak Spanish.	.75	.08	.12	.09	1.06	1.24
I have been discriminated against because I have difficulty speaking Spanish.	.74	-.02	.03	.24	0.64	1.13
Factor 2: English Competency Pressures						
I don't speak English or don't speak it well.	-.05	.89	-.07	.02	0.49	0.94
I have been discriminated against because I have difficulty speaking English.	-.06	.85	.19	.06	0.54	1.02
Since I don't speak English well, people have treated me rudely or unfairly.	-.10	.80	.03	.05	0.56	0.98
I feel pressure to learn English.	-.05	.80	.02	.05	0.55	0.93
It bothers me that I speak English with an accent.	-.08	.78	.15	.06	0.84	1.09
I have a hard time understanding others when they speak English.	.03	.74	.09	-.01	0.82	0.95
I feel uncomfortable being around people who only speak English.	.02	.73	.18	-.03	0.86	1.07
Factor 3: Pressure to Acculturate						
It bothers me when people pressure me to assimilate to the American ways of doing things.	.07	.11	.80	-.07	1.07	1.20
It bothers me when people don't respect my Mexican/Latino values (e.g., familism).	.07	.10	.76	-.06	1.90	1.65
Because of my cultural background, I have a hard time fitting in with Whites.	.21	.26	.69	.13	1.15	1.14
I feel uncomfortable when others expect me to know American ways of doing things.	-.07	.21	.64	.35	0.79	0.79
I don't feel accepted by Whites.	.35	-.01	.64	.18	1.02	1.07
I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things.	.04	.00	.58	.40	1.11	1.11
People look down upon me if I practice Mexican/Latino customs.	.17	.11	.58	.27	0.74	0.83
Factor 4: Pressure Against Acculturation						
I have had conflicts with others because I prefer American customs over Mexican/Latino ones.	.22	.05	.12	.78	0.54	0.80
People look down upon me if I practice American customs.	.13	.13	.29	.77	0.64	0.75
I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things.	.50	-.04	.26	.60	1.01	1.05
I feel uncomfortable because my family members do not know Mexican/Latino ways of doing things.	.28	.00	.02	.56	0.62	0.83

Note. Items with the highest loadings in a given factor are indicated by boldface type.

