

## REASONS ENCOURAGING ADOLESCENTS TO TAKE UP SMOKING\*

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*Abstract: Aim:* To understand adolescents' smoking behavior by analyzing retrospective self-ratings of the reasons encouraging them to take up smoking. *Method:* Participating in the study were 883 students (373 boys) of elementary and secondary schools in Kosice, Slovak Republic (74.9% of adolescents in the sample reported having experience with smoking). Smoking status and reasons for taking up smoking were measured using questionnaires. *Results:* Boys and girls ranked as the most important reasons for taking up smoking novelty, curiosity, peer influence and enjoyment seeking. Significant effect of grade was found in boys' ratings of peer influence, parental influence, relaxation in social situation, older siblings' influence and media advertising, but no significant effect of grade was found in girls' ratings with the exception of media advertising. Significant effect of smoking status was found in boys' ratings of every reason for taking up smoking, and for girls' ratings of every reason except curiosity, parental influence and rebelliousness. Effective prevention strategies encouraging non-smokers to fulfill such urges as curiosity, novelty- and enjoyment-seeking in ways other than by smoking, need to be developed and implemented.

*Key words:* adolescents, reasons for taking up smoking, smoking status

### INTRODUCTION

Smoking is an extremely serious public health problem (Soldz, Cui, 2001) and the question why people smoke is one of the most important questions in health psychology (Papakyriazi, Stephen, 1998).

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Two approaches to the initiation of cigarette smoking are presented in the literature. One focuses on the risk and protective factors of smoking behavior (Hawkins, Catano, Miller, 1992; Geckova et al., 2002; Orosova et al., 2004, 2005, 2007), and the other consists of research into the internal reasons encouraging adolescents to start smoking (Spielberger, 1985; Spielberger et al., 1998). The risk and protective factors for cigarette smoking among adolescents have been identified at individual, family, peer-group and community levels (Félix-Ortiz et al., 2001; Geckova et al., 2002; Scal, Ireland, Borowski, 2003; Orosova et al., 2007). Analyses of self-rated reasons encouraging

college students to take up smoking were performed by Ch.D. Spielberger (1985; also Meijer et al., 1996; Spielberger et al., 1998). It was found that novelty and enjoyment were the primary reasons for taking up smoking.

Health consequences of smoking cigarettes have stimulated extensive interest in identifying and distinguishing between those factors that lead someone to take up smoking and those factors that contribute to the maintenance of smoking (Papakyriazi, Stephen, 1998). Many authors (Robinson, Klesges, 1997; Papakyriazi, Stephen, 1998; Flay, Hu, Richardson, 1998; Dalton et al., 1999; Mayhew, Flay, Mott, 2000) recommend distinguishing stages of adolescent smoking behavior in studies into smoking-related factors, because the contribution of risk factors can differ in different stages.

Different processes or mechanisms underlying smoking behavior in men and women (Rose et al., 1996) as well as in various school-grade adolescent groups require investigation. It is reasonable to suppose that different psychosocial factors predict smoking in teen-age boys and girls, because smoking has acquired different social meaning in these groups, and because of different trends in male and female initiation rates (Clayton, 1991; Morgan, Grube, 1994). At a general level, the study results of Byrnes, Miller, Schafer (1999) support the idea that males are more likely to take risks than female participants, but smoking is associated with considerably smaller gender differences at most ages in comparison with other types of risky behavior.

Research into adolescents' smoking behavior concentrates especially on risk and protective factors of smoking behavior. The aim of this study of retrospective self-rating of the reasons encouraging adoles-

cents to take up smoking was to contribute to the understanding of adolescents' smoking behavior. By analyzing self-rated reasons we want to identify what encouraged adolescents of different subgroups to take up smoking cigarettes differently by gender, school grade and smoking status. The first aim of the current study was to analyze the reasons for which girls and boys took up smoking in different grades. The second aim of this study was to analyze whether girls and boys in different smoking status groups gave different ratings to the explored reasons encouraging adolescents to take up smoking.

## MATERIAL AND METHOD

### *Procedure and Respondents*

Participating in the study were 883 students (373 boys and 510 girls) of 4 elementary schools, one grammar school, 2 specialized secondary schools and 4 apprentice schools (with and without leaving exams) in Košice, Slovak Republic. Mean age was 15.8 years (7th grade elementary school (E7) students, mean age 13.0 years; 9th grade elementary school (E9) students, mean age 15.1 years; 1st grade secondary school (S1) students, mean age 15.8 years; 3rd grade secondary school (S3) students, mean age 17.6 years). The students filled out a questionnaire in the classroom in the presence of trained investigators. The questionnaire was completed on a voluntary and anonymous basis in the absence of their teachers. Response rate was 99.2%.

### *Smoking Status*

Smoking status was measured using one question "Have you ever smoked a cigarette? (Even only once in your life)." A five-item scale of self-reported smoking

was used: (1 = never, 2 = I have tried it, 3 = in the past I smoked but I stopped, 4 = I smoke but not daily, 5 = I smoke daily). Based on their response to this five-item scale of self-reported smoking, subjects were divided into the following 5 smoking status groups (Never smokers, Experimenters, Ex-smokers, Irregular smokers, Regular smokers).

#### *Smoking Behavior Questionnaire*

Encouragement to smoke was measured using the SBQ/Smoking Behavior Questionnaire, (Spielberger, 1985). The 10 SBQ items explore the effects of Curiosity, Enjoyment seeking, Novelty, Peer influence, Parental influence, Relaxation in social situations, Peer pressure, Rebelliousness, Older siblings' influence, Media advertising on stimulating them to take up smoking. Participants answered the SBQ items using a 4-point scale (1 = Not at all, 2 = A little, 3 = Quite a bit, 4 = Very much). Only those adolescents who reported experience of smoking (Experimenters with smoking, Ex-smokers, Irregular smokers, Regular smokers; 74.9% of the research sample) were asked to fill out this questionnaire.

#### *Analysis*

Analysis was carried out using the statistical software package SPSS, version 10.0. The differences in motivation to smoke between boys and girls were explored using t-test separately for each reason encouraging adolescents to take up smoking.

General Linear Modelling approaches were adopted to examine differences in the ratings of the explored reasons encouraging adolescents to take up smoking in four smoking status groups, and four grade

groups. Two General Linear Models were prepared separately for boys and girls. The GLM models included all dependent variables (Adolescents' given reasons for taking up smoking), and independent variables (grade, smoking status). The GLM Multivariate procedure, LSD Post hoc test, and the interactions among independent variables were calculated.

#### RESULTS

As the most important reasons for taking up smoking adolescents ranked novelty, curiosity, peer influence, and enjoyment seeking (Table 1). These reasons for taking up smoking were cited most frequently by boys and girls alike, by adolescents of all grade groups and all smoking status groups.

No gender differences were confirmed in these four top-ranked reasons (Table 1). Gender influence was found in the ranking of five other reasons for taking up smoking. Relaxation in social situations, peer pressure, rebelliousness, older siblings' influence and media advertising were the reasons for taking up smoking which were ranked significantly higher by boys than girls. No gender differences were confirmed in ranking parental influence as a reason for taking up smoking (Table 1). Novelty was the reason for taking up smoking ranked first in every grade group of girls, and in the E9, S1 and S3-grade groups of boys. Peer influence was the reason for taking up smoking ranked first by E7 grade boys.

Significant effect of grade was found in boys' ratings of peer influence, parental influence, relaxation in social situations, older siblings' influence and media advertising (Table 2), but no significant effect of grade was found in girls' ratings except in the case of media advertising (Table 3).

Table 1. The ratings of the reasons for taking up smoking by gender

The 10 SBQ reasons for taking up smoking	Boys Mean (SD) <i>Rank</i>	Girls Mean (SD) <i>Rank</i>
<i>Curiosity</i> I wanted to see if I enjoy it	2.25 (1.09) 3	2.18 (1.00) 2
<i>Enjoyment seeking</i> I thought there must be something satisfying about it because so many people smoke	2.10 (1.01) 4	2.02 (1.00) 4
<i>Novelty</i> I wanted to try something new	2.53 (1.07) 1	2.53 (0.99) 1
<i>Peer influence</i> Because most of my friends smoke	2.26 (1.15) 2	2.11 (1.12) 3
<i>Parental influence</i> My parents seemed to enjoy smoking	1.55 (0.94) 7	1.43 (0.82) 7
<i>Relaxation in social situations</i> It made me feel more relaxed around my friends	1.82 (0.99) 5.5	1.64 (0.92) * 5
<i>Peer pressure</i> I didn't want to refuse my friends	1.82 (0.95) 5.5	1.49(0.81) *** 6
<i>Rebelliousness</i> My parents disapproved and I wanted to show my independence	1.45 (0.84) 9	1.26 (0.7) *** 10
<i>Older siblings' influence</i> Older siblings enjoyed smoking	1.44 (0.86) 10	1.30 (0.69) * 8
<i>Media advertisements</i>	1.49 (0.91) 8	1.27 (0.66) ** 9

\*  $p \leq 0.05$ ; \*\*  $p \leq 0.01$ ; \*\*\*  $p \leq 0.001$

LSD post hoc tests showed that boys in lower grade groups gave significantly higher ratings to parental influence, relaxation in social situations, older siblings' influence and media advertising (Table 2), and girls in the lowest grade group gave the significantly highest rating to media advertising (Table 3).

A significant effect for smoking status was found in boys' ratings of every reason for taking up smoking (Table 2), and for girls' ratings of every reason for taking up smoking with the exception of curiosity, rebelliousness and media advertising (Table 3). LSD post hoc tests showed that as smoking status increased, so did the

strength rating of every reason for taking up smoking.

The ratings of boys/experimenters were generally more similar to boys/ex-smokers and, using LSD post hoc tests, no significant differences were found in their ratings of the reasons for taking up smoking. In contrast, this similarity was not found in

the girl groups. As the reasons for taking up smoking, novelty, relaxation in social situation and peer pressure were rated by girls/ex-smokers as significantly more influential than by girls/experimenters.

The ratings of boys/daily smokers were generally more similar to boys/irregular smokers, with the exception of one reason.

Table 2. The effect of grade, smoking status on the boys' ratings of the reasons for taking up smoking (GLM)

The 10 SBQ reasons for taking up smoking	A		B		Interaction <sup>c</sup>
	Grade		Smoking status		
	F	LSD <sup>a</sup>	F	LSD <sup>b</sup>	
Curiosity	0.388		2.989*	2-3 * 3-4 **	
Enjoyment seeking	1.236		8.961***	1-3 *** 1-4 *** 2-3 *** 2-4 ***	
Novelty	0.084		2.802*	1-3 * 1-4 *** 2-4 *	
Peer influence	3.219*		8.821*	1-3 ** 1-4 *** 2-4 *	
Parental influence	8.249***	1-2 * 1-3 * 1-4 *** 2-4 * 3-4*	5.235**	1-4 * 2-3 * 2-4 *	
Relaxation in social situations	3.219*	2-4 * 3-4 *	18.261***	1-3 *** 1-4 *** 2-3 ** 2-4 ***	
Peer pressure	0.542		4.472**	1-3 * 1-4 ** 2-3 * 2-4 **	
Rebelliousness	2.15		6.826***	1-3 * 1-4 *** 2-4 **	
Older siblings' influence	4.302**	1-2 * 1-3 *** 1-4 ***	3.467*	1-3 ** 1-4 * 2-3 *	
Media advertisements	3.140*	1-3 * 1-4 *	3.648*	1-3 ** 1-4 ** 2-3 *	A-B *

\*  $p \leq 0.05$ ; \*\*  $p \leq 0.01$ ; \*\*\*  $p \leq 0.001$

<sup>a</sup> 1 = grade E7, 2 = grade E9, 3 = grade S1, 4 - grade S3, bold index = higher mean

<sup>b</sup> 1 = experimenters, 2 = ex-smokers, 3 = irregular smokers, 4 = daily smokers, bold index = higher mean

<sup>c</sup>A = grade, B = smoking status

Boys/daily smokers rated curiosity as a significantly more influential reason for taking up smoking than boys/irregular smokers. Similarly, girls/daily smokers rated parental influence and relaxation in social situation as the significantly more influential reasons for taking up smoking than girls/irregular smokers.

Interaction effects of grade and smoking status using the GLM procedure in boys groups were not significant, with the exception of media advertising as a reason for taking up smoking. This interaction implies that the significant higher ratings of media advertising are related to lowest grade and higher smok-

ing status (irregular and daily smokers) (Table 2).

The results show that there was a significant interaction effect of grade and smoking status for girl groups in their ratings of three reasons: curiosity, parental influence and older siblings' influence. The significantly highest girls' ratings of parental influence and older siblings' influence were related only to the highest smoking status. Highest girls' ratings of curiosity and parental influence in grades S1 and S3, and highest girls' ratings of older siblings' influence in grade E7 were found, but these were not statistically significant (Table 3).

Table 3. The effect of grade, smoking status on the girls' ratings of the reasons for taking up smoking (GLM)

The 10 SBQ reasons for taking up smoking	Grade		Smoking status		Interaction <sup>c</sup>
	F	LSD	F	LSD	
Curiosity	1.785		2.659*		A-B *
Enjoyment seeking	1.827		3.736*	1-3 *	
Novelty	0.734		4.348**	1-2 * 1-4 **	
Peer influence	1.306		3.744*	1-3 * 1-4 **	
Parental influence	1.429		1.406	1-4 ** 3-4 *	A-B *
Relaxation in social situations	1.403		11.041***	1-2 * 1-3 *** 1-4 *** 2-4 *** 3-4 **	
Peer pressure	0.383		3.105*	1-2 ** 1-4 *	
Rebelliousness	0.78		1.429		
Older siblings' influence	2.467		6.617***	1-4 **	A-B ***
Media advertisements	4.789**	1-3 * 1-4 **	2.840*		

\*  $p \leq 0.05$ ; \*\*  $p \leq 0.01$ ; \*\*\*  $p \leq 0.001$

<sup>a</sup> 1 = grade E7, 2 = grade E9, 3 = grade S1, 4 = grade S3, bold index = higher mean

<sup>b</sup> 1 = experimenters, 2 = ex-smokers, 3 = irregular smokers, 4 = daily smokers, bold index = higher mean

<sup>c</sup> A = grade, B = smoking status

## DISCUSSION

One of the main aims of this study was to investigate the reasons encouraging adolescents to take up smoking cigarettes. Our data show that novelty was rated as the most influential reason for starting to smoke, and curiosity, peer influence and enjoyment-seeking were ranked as the next most important reasons influencing adolescents to do so. These findings are consistent with a growing body of research indicating that novelty, enjoyment and peer modelling have a significant impact on the likelihood that children will try cigarettes (Spielberger, 1985; Robinson, Klesges, 1997; Spielberger et al., 1998). These results can be useful in developing prevention strategies designed to reduce smoking initiation. Offering adolescents opportunities to take on the role of investigators in the educational process, and providing leisure-time opportunities with the aim of trying something new, something satisfying and amusing, seems to have high preventive value. This role of investigator is important for adolescents in the period of psychological changes, with the shift to higher levels of risk-taking, novelty-seeking and sensation-seeking, and recreational substance use within the peer social group (Patton et al., 2004). It is well-known that adolescence is the time of the development of social and personal identity; young people perceive tobacco as part of their image (Nociar, 2004). These facts are very important for the development of effective cigarette-smoking prevention strategies. It is necessary to use not only study findings on psychosocial risk and protective factors, including various socio-demographic, contextual, behavioral, psychological and biological variables of smoking (Hawkins, Catano, Miller, 2000),

but also the results of adolescents' personal self-reflection on the reasons that influence them in taking up smoking.

Interesting results were found in this study concerning adolescents' self-rated social reinforcement reasons for taking up smoking. Parental influence, peer influence, older siblings' influence and peer pressure predicted smoking onset among teenagers according to the research into risk and protective factors of adolescent smoking initiation by Warburton, Revell, Thompson (1991), Killen et al. (1997), and Lloyd-Richardson et al. (2002). But these social reinforcement reasons (parental influence, peer pressure, older siblings' influence) were found in this study in the second group of five reasons for taking up smoking, which were rated substantially lower than the top-ranked reasons, with the exception of peer influence. Some studies have indicated that social models (e.g., smoking family members, peers) are particularly important in prompting the onset of cigarette smoking (Chassin et al., 1994; Aloise-Young, Graham, Hansen, 1994; Lloyd-Richardson et al., 2002; Unger, Hamilton, Sussman, 2004). Other studies have found that parental smoking and friends' smoking significantly predicted taking up smoking (Killen et al., 1997; Flay, Hu, Richardson, 1998), but perceived parental approval of smoking and friends' approval of smoking do not predict taking up smoking (Flay, Hu, Richardson, 1998). Future research into the self-rating of social reinforcement reasons for taking up smoking have to distinguish parental smoking and peer smoking from perceived parental approval of smoking and friends' approval of smoking. To this distinction made in the self-rating of social reinforcement reasons for taking up smoking there must correspond a similar distinction in research into the risk and protective

factors in different stages of cigarette smoking.

The second main aim of this study was to investigate gender differences in self-ratings of the reasons encouraging adolescents to take up smoking cigarettes. There has been remarkably little systematic research about gender and risk (Gustafson, 1998). ESPAD data reported (Andersson, Hibbel, Beck et al., 2007) that Slovakia was among three countries where boys reported a higher prevalence rate of smoking than girls. A substantial body of risk research indicated that women and men differ in their perception of risk, and it was argued that gender structures, reflected in gender ideology and gender practice, give rise to systematic gender differences in the perception of risk (Gustafson, 1998).

Our data show that novelty was rated as the most influential reason for taking up smoking by both sexes, and curiosity, peer influence and enjoyment-seeking were ranked as the next most important reasons influencing boys and girls to do so. Gender differences were found in five of the ten explored reasons for starting to smoke. The following reasons for taking up smoking were ranked higher by boys than girls: relaxation in social situations, peer pressure, rebelliousness, older siblings' influence and media advertising. These findings are very similar to those in the studies of reasons for smoking reported by Ch.D. Spielberger (1985), and L.A. Robinson and R.C. Klesges (1997). The latter also found that rebelliousness is more common among boys, and young boys are more likely to have friends that smoke. Thus the overall pattern is for boys to experience many more risk factors for smoking than girls (Robinson, Klesges, 1997).

No gender differences were found in the ratings of peer influence and parental influence as reasons for taking up smoking.

This finding contrasted with other findings supporting the idea that girls are more susceptible to external influences than boys (Killen et al., 1997; Robinson, Klesges, 1997; Flay, Hu, Richardson, 1998; Scal, Ireland, Borowsky, 2003). Other findings also indicate that smoking in the family has a greater influence on girls than on boys, because being female with parental smoking and parental approval of smoking was related in the data to the onset of smoking (Robinson, Klesges, 1997; Mayhew, Flay, Mott, 2000). This inconsistency may be the result of different types of research. In the present study, adolescents' self-reported reasons were used. In the study by Robinson and Klesges, objective risk and protective factors were analyzed. Both types of research are important for the developing of effective anti-smoking strategies. The relevance of the self-rating type of research supports the approach of implementing these strategies on a practical level, aimed at developing adolescents' sensitivity to internal and external risk factors, and to develop adolescents' critical thinking, self-reflection and interpretation of important events in life.

The third stated aim of this study was to investigate the effects of school grade on adolescents' self-ratings of the reasons encouraging them to take up smoking cigarettes. Our data show that novelty, curiosity, peer influence and enjoyment-seeking were ranked as most influential by adolescents with different smoking status scores, and by adolescents from different grades. Significant effect of school grade was found in boys' ratings of peer influence, parental influence, and older siblings' influence. Our findings support the social influence strategy in adolescent smoking prevention. Parental influence, peer influence and peer pressure as reasons



encouraging adolescents to take up smoking cigarettes should be explored more intensively. Future research into self-rated reasons for taking up smoking should explore not only peer influence and parental influence in general but also in connection with each other. More detailed analysis of self-rated reasons for taking up smoking would be needed to explore the influence of peers, class-mates, friends, close friends/best friend, mother's and father's smoking habits and siblings' smoking habits, but distinguished by gender, number of peer-group members, and families with smoking habits (Mayhew, Flay, Mott, 2000; Lloyd-Richardson et al., 2002). Prevention strategies focusing on social influence are especially important for lower-grade boys and for daily-smoking adolescents. These implications are consistent with previous research results suggesting that daily smoking is associated with individual variables of gender and grade/age (Lloyd-Richardson et al., 2002).

Our adolescents rated rebelliousness, older siblings' influence and the media as having relatively little influence. Our results show that, as the reason for smoking, media advertising was rated as most influential by the adolescents in the lowest grade, in contrast to their older counterparts. There is a growing body of evidence that elimination of cigarette advertising and promotional campaigns may reduce adolescent smoking (Pierce et al., 1991; Aitken et al., 1991; Botvin et al., 1993; Unger, Johnson, Rohrbach, 1995; Schooler, Feighery, Flora, 1996; Feighery et al., 1998; Arnett, Terhanian, 1998; Redmond, 1999). Our results indicate that cigarette-smoking prevention programs aimed at reducing the media effect should be oriented mainly towards young adolescents.

## CONCLUSION

Over an eight-year period (from 1994 to 2002) occasional and regular smoking among school pupils and students in Slovakia has more than doubled (Nociar, 2004). ESPAD data reported the prevalence rate of smoking cigarettes 40 times or more in a lifetime are highest in Latvia, Slovak Republic and Greece, where more than 40% reported this (Andrersson, Hibell, Beck, 2007). These data confirmed the importance of smoking prevention, the importance of research into the reason for taking up smoking.

Our data indicate that novelty is the most important reason for taking up smoking. Adolescents with the highest score for smoking status (Regular smokers) gave the highest ratings to the explored reasons for taking up smoking with the exception of curiosity. These two findings can be appreciated as the most important results of this study. They can be implemented in anti-smoking preventive programs and health-promoting programs through a) adventurous pedagogy, b) development of adolescents' critical thinking, c) development of adolescents' ability to recognize social influence and pressure, d) education to develop awareness of the implicit aims of various forms of advertising, e) age-appropriate training and educational methods supporting adolescents' health-promoting decisions in risky situations.

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## MOTÍVY POVZBUDZUJÚCE DOSPIEVAJÚCICH K ZAČIATKU FAJČENIA CIGARIET

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*Súhrn:* Výskum rizikových a protektívnych faktorov fajčenia a analýza hodnotení sily motívov fajčenia jedincom v jednotlivých štádiách jeho rozvoja sú veľmi dôležité pre oblasť prevencie fajčenia a pre voľbu stratégií podpory zdravého spôsobu života dospelých. V štúdiu sa analyzovali retrospektívneho hodnotenia sily motívov, ktoré povzbudzovali dospelých k fajčeniu, skúmal sa vplyv pohlavia, veku (podľa navštevovaných ročníkov základnej a strednej školy) a statusu fajčenia na hodnotenie motívov začiatku fajčenia.

Výskumu sa zúčastnilo 883 žiakov (373 chlapcov, 510 dievčat) štyroch základných škôl, dvoch stredných priemyselných škôl, štyroch stredných odborných učilíšť. Priemerný vek žiakov bol 15,8 (priemerný vek žiakov 7. ročníkov základných škôl bol 13,0 roka, 9. ročníkov základných škôl 15,1 roka, 1. ročníkov stredných škôl 15,8 roka, tretích ročníkov stredných škôl 17,6 roka). Status fajčenia žiakov sa identifikoval otázkou: Fajčili ste niekedy cigaretu? Žiaci označovali jednu z piatich možností: 1 = nie nikdy/nefajčiari; 2 = už som to skúsil/experimentátori; 3 = v minulosti som fajčil, ale už som prestal/ex-fajčiari; 4 = fajčím, ale nie denne/nepravidelní fajčiari; 5 = teraz fajčím denne/pravidelní fajčiari). T. zn., že na základe odpovedí na danú otázku bol identifikovaný status fajčenia, najnižší status predstavovali nefajčiari, najvyšší status predstavovali pravidelní fajčiari. Motívy začiatku fajčenia sa sledovali Spielbergerovým The Smoking Behaviour Questionnaire. Dotazník skúmal nasledovné motívy začiatku fajčenia: zvedavosť, zábava, novosť, vplyv rovesníkov, vplyv rodičov, relaxácia v sociálnych situáciách, tlak rovesníkov, rebelantstvo, vplyv starších súrodencov, vplyv reklamy. Odpovede sa zaznamenávali na 4-bodových Likertových škálach. Dotazník vyplňali iba tí žiaci, ktorí mali skúsenosť s fajčením (74,9% výskumnej vzorky). K štatistickej analýze výsledkov bol použitý program SPSS, verzia 11.0. Rodové odlišnosti hodnotenia motívov fajčenia boli skúmané t-testom osobitne pre každý z 10 sledovaných motívov. Dva všeobecné lineárne modely boli vytvorené podľa rodu pre hodnotenia všetkých skúmaných motívov začiatku fajčenia v závislosti od navštevovaného ročníka a statusu fajčenia.

Novosť, zvedavosť, vplyv rovesníkov a hľadanie zábavy boli motívy začiatku fajčenia cigariet, ktoré chlapci aj dievčatá hodnotili ako najdôležitejšie. Významné rozdiely v závislosti od veku (navštevovaného ročníka) sa zistili v skupine chlapcov pri hodnotení motívov: vplyvu rovesníkov, vplyvu rodičov, relaxácie v sociálnej situácii, vplyvu starších súrodencov a reklamy. Výsledky

LSD post hoc testu ukázali, že mladší chlapci hodnotili signifikantne vyššie uvedené motívy začiatku fajčenia, a to vplyv rodičov, relaxáciu v sociálnej situácii, vplyv starších súrodencov a reklamu. V skupine dievčat neboli zistené významné rozdiely v závislosti od veku s výnimkou hodnotenia reklamy, ako motívu začiatku fajčenia. Mladšie dievčatá hodnotili vplyv reklamy signifikantne vyššie. Významný vplyv statusu fajčenia na hodnotenie všetkých motívov začiatku fajčenia bol zistený v skupine chlapcov. Podobne u dievčat boli zistené signifikantné rozdiely v hodnotení motívov začiatku fajčenia v závislosti od statusu fajčenia, s výnimkou troch motívov, a to zvedavosti, vplyvu rodičov a rebelantstva. Zistenia potvrdzujú predpoklad, že s narastajúcim statusom fajčenia je retrospektívne posudzovanie sily skúmaných motívov povzbudzujúcich k fajčeniu vyššie.

Získané výskumné výsledky vedú k záveru, že efektívna prevencia fajčenia cigariet predpokladá využívanie stratégií a metód práce, ktoré by a) povzbudzovali dospelých, nefajčiarov k naplneniu relevantných motívov zvedavosti, novosti, zábavy, spôsobom, ktorý by podporoval ich zdravý spôsob života a neohrozoval ich zdravie, b) rozvíjali kritické myslenie dospelých, c) rozvíjali sociálne, kognitívne, konatívne spôsobilosti v procese reflexie sociálneho vplyvu a tlaku, d) vzdelávali dospelých v smere ich spôsobilosti odhaľovať a uvedomovať si implicitné ciele reklám, e) rešpektovali vekové a rodové zvláštnosti dospelých.