

Supplemental Materials

Methods

Sample:

The sample included 213 males and 292 female participants, with a mean age of just over 17 ($M = 17.1$, $SD = 1.64$) and a mean grade of 10.6 (or mid 10th grade). Most participants (86.5%) reported isiZulu as their mother tongue. Family structure was diverse: Most participants (43.4%) lived with mother only, 23.4% with both parents, 11.5% with “other relatives” (e.g., aunt, uncle), 9.9% with a grandmother, and 6.5% with father only. A small percentage – 1.8% – indicated that no adults lived with them. Almost half reported young brothers or sisters (43.8%) and a similar percentage reported older brothers or sisters (43.5%) living at home. Over one in six (15.9%) indicated that “other children who are related to you” also lived in the home.

With respect to the presence of parental figures, representative of the loss incurred by thousands of children in SA, many participants indicated that their families had been fractured by parental death. Over one quarter – 28.3% – indicated that their father was deceased; over one in seven (15%) reported a deceased mother. When asked “are you living with someone other than your mother or father?” over one-third (36.8%) answered affirmatively. Almost half of the participants (47.4%) indicated that at least one parent had completed high school or some higher education; almost one in five (18.0%) indicated that their parent did not attend school or only completed some or all of primary school.

Results

In relation to health-seeking behaviour, school also accounted for significant and positive variance ($B = .034$, $p < .05$): Attendance at High schools B and C predicted more variance in positive health-seeking behaviour, and school was also found to account for significant and

negative variance in community engagement ($B = -.265, p < .001$). Participants who attended High School A were also less likely to be engaged in their communities compared to those in High Schools B and C.