EXPLORING PARENTS' INVOLVEMENT IN ADDRESSING ADOLESCENTS' SEXUAL BEHAVIOUR: A CASE STUDY OF MANKWENG TOWNSHIP IN LIMPOPO PROVINCE

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MOSHATANE SD

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MOSHATANE SEWELA DAPHNEY

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SUPERVISOR: Ms L MMAKOLA

CO-SUPERVISOR: Prof S SITHOLE

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DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Master of Arts in Sociology has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Moshatane SD (Ms)   **14/09/2017**

Surname, Initials (title)   **Date**

DEDICATION

This study is dedicated to my parents Mushandani Elisah and my late father Moshatane William; my sister Matshipi Mokgadi for being wonderful parents to me, my partner Manamela Jonas; my baby girl Moshatane Karabo and all parents and adolescents out there.

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SEPEDI TRANSLATION

ACRONYMS

HIV- Human Deficiency Immune Syndrome

AIDS- Acquired Immune Deficiency Syndrome

UNAIDS- United Nations programme on HIV and AIDS

UNFPA- United Nations Population Fund

UNICEF- United Nations Children's Emergency Fund

ABSTRACT

Contemporary moral panic about adolescents centres on their sexual behaviour, as being irresponsible, disrespectful to adults, easily addicted and indulging in unsafe sex. With this concern, parents are noted to play a vital role in supervising, monitoring, guiding, advising and addressing adolescents' risky sexual behaviour. Adolescents are influenced by a variety of factors and institutions; hence the study explored one of the factors, 'parents' involvement'. The study sought to find out parents' perceptions on involvement, what it means and how involvement can be effective. The aim of the study was to explore parents' involvement in addressing adolescents' sexual behaviour in Mankweng Township, Limpopo Province. The study comprised ten parents (five males and five females) who were purposely selected. Data was conducted over the course of three days, through semi-structured interviews. Thematic data analysis method was used to analyse data collected and to have final results. The findings revealed that parents are much aware of adolescents' sexual behaviour, parents' role and responsibility when it comes to protecting adolescents. However, a common trend was found from all parents, which was lack of understanding of parental involvement; where all participants only limited parental involvement to sexual communication and giving advice; with that they bear uncomforting belief that sexual communication will lead adolescents to sexual behaviour. Moreover, it was evident that parents have challenges to parental involvement such as peer pressure, media, fear and respect. Intervention such as parental programmes, health, religion and education; campaigns and community gatherings were noted as effective method that should the initiated to educate and improve parents' involvement in addressing adolescents' sexual behaviour.

Keywords: *Parent, adolescent, involvement, risky sexual behaviour.*

CHAPTER 1

GENERAL ORIETATION OF THE STUDY

1.1 INTRODUCTION

Contemporary moral panic about adolescents centres on their sexual behaviour, as being irresponsible, disrespectful to adults, easily addicted and indulging in unsafe sex (Green, 2010). According to Sharp and Dellis (2010), sexual behaviour is described as the "traditional domain of risky behaviour among adolescents". Moreover, Roth and Brook-Gun (2000) cited in (Strasburger, Wilson & Jordan, 2009) articulates that, young people are often described as the future; however, their future lays pleading to the transition phases of different social aspects which depict questions about the future society. With the above notions, Mankweng Township in Limpopo province is no exception to the challenges and implications of adolescents' sexual behaviour. This study sought to bring the volatile problems of adolescents' sexual behaviour, however, with the focus on how parental involvement can be a tool to addressing adolescents' sexual behaviour hence preventing implications.

Lloyed (2008) indicates that, every society contains values and cultural norms that enable the society to function and impose voluntary and involuntary code on individual behaviour as socialisation. The transmission of these values by parents to adolescents is vital to the function and positive sexual behaviour. To further the understanding, Hunt (2005) argues that for new and effective approaches in improving the lives of the young generation such as adolescents, parents should establish well developed relations to address adolescents' sexual behaviour. According to Nduna, Jama and Jewkes (2001), most parents have difficulty with communicating with their adolescents about sexual matters; which results to adolescents seeking help somewhere else. Communication has been revealed as a key factor that is vital to addressing adolescents' sexual behaviour. This study explored parents' involvement, whereby the convolutions were revealed. The questions of approach to involvement was undeniably esteemed in the sense that generational variant is a determinant to parents involvement. The study took into

account paternal and maternal influence; however the distinctions of roles were not the main focus rather parental components.

The key assumption of involvement is taken from the definition by Diana, Rueter, Keyes, McGue and Lacono (2015), who defined involvement as the act of taking part, socialisation, giving lot of time and attention for something one cares about. It is from this definition that this study explored the phenomenon to its effects as to parents addressing adolescents' sexual behaviour. In the context of adolescents' sexual activity and the prevalence of consequential outcomes such as pregnancy, abortion and infections as noted by Mudhovozi, Ramarumo and Sodi (2012), it becomes important to examine the aspect of parental involvement as a necessity. From the above definition, it connotes parental involvement as an intervention for adolescents' development. According to McNeely and Blanchard (2009), adolescence phase should not be perceived as a singular entity, rather a holistic stage involving adolescents, parents and the community. The questions of whether parents are involved, 'how' parents are involved and 'how' they understand parental involvement are addressed in this study.

1.2 PROBLEM STATEMENT

Adolescence is one of life's fascinating and perhaps most complex stages. It is a time when adolescents take on new responsibilities and experiment with independence and sexual behaviour (Oladeji, 2015). This developmental transition at times results in some girls in South Africa becoming pregnant before the age of sixteen and whilst still in school; hence, adolescent boys having to father at that stage. A study by Miriri, Ramathuba and Mangena-Netshikweta (2014) has found that one in three girls in South Africa gets pregnant before they reach the age of sixteen. The study further found that pregnancy, in turn, limits the affected adolescent girls' chances of achieving their goals. Given the high rate of Human Immune Virus and Acquired Immune Deficiency Syndrome (HIV and AIDS), it also puts them at risk of being infected with HIV due to risky sexual behaviour and unprotected sex (United Nations programme on HIV and AIDS (UNAIDS), 2012). By that, this brings disturbing concern as far as this study is concerned, as to how can adolescents' sexual behaviour be mainstreamed or rather be prevented? Moreover, one has to acknowledge that as much as adolescence is a stage that adolescents

have to go through, it does not necessarily mean that they are out of parents' guidance, supervision, parental involvement and engagement in leading their lives. There is evidence showing that the role parents play in adolescents' lives; how they shape their development and also how adolescents' development can be negatively affected when parents are not involved in addressing adolescents' sexual behaviour.

Risky sexual behaviour constitute "inconsistent or non-use of condoms, inconsistent or non-use of other contraceptive methods, having multiple sexual partners, and the use of alcohol or drugs prior to or in conjunction with participation in sexual activity" (Beier, Rosenfeld, Spitalny, Zansky, & Bontempo, 2000). Given the above definition, United Nations Population Fund (UNFPA) (2012) indicates that HIV prevalence is high in South Africa with women aged 15 to 24 most infected (including adolescents). This negative consequence is associated with early sexual engagement linked to lack of preventive methods use such as condoms and parental involvement; hence adolescents in Mankweng Township are no exception. Beier et al., (2000) indicates that, the way in which adolescents connect to their parents influences their ability to understand the importance of good health and development.

Lack of support from parents which is often caused by traditional social networks that reshapes and sometimes demolishes the capacity of family and community support systems to engage with adolescents is reported as problems adolescents experience (United Nations Children's Emergency Fund (UNICEF), 2002). Therefore, adolescents are making decisions that have lifelong consequences without parental guidance, support, knowledge and skills to protect themselves. This gap is analysed by Ramathuba, Netshikweta and Khoza (2012), as perpetuated by contextual situation especially in African societies such as Mankweng Township. Silence on sexual issues amongst Africans is not only viewed as a strain, rather Africans have been labelled as the culture of silence when it comes to addressing sexual behaviour (Steinberg, Bornstein, Vandell & Rook, 2011).

As noted above, every society contains values and cultural norms that enable the society to function and impose voluntary and involuntary code on individual behaviour as socialisation. Carerra (2003) states that, most parents and adolescents do not seem to be comfortable communicating about sexual issues. Many risks that

adolescents take are not seen as a reflection of their own attitudes and wishes, but as the consequences of pressures exerted on them by parents. This is practical through the abusive and exploitative ways some may behave, by the examples they may set and by the policies and laws they may create (UNICEF, 2002). As much as that can mean many things, it can also mean that parents have a responsibility of having to be aware of their own behaviour and consciously consider how they behave with and around their adolescent children.

1.3 OPERATIONAL DEFINITIONS

1.3.1 Parent - connected with biological father and mother; legal guardian through adoption and shared responsibility (Green, 2010). For the purpose of this study, a parent is defined as an agent of socialisation and informant to adolescents with regard to sexual behaviour.

1.3.2 Adolescent - a young person who is developing from a child into an adult (Alloy, Zhu & Abramson, 2003). In this research an adolescent is defined in terms of the age between 12-19 years.

1.3.3 Involvement - the act of taking part, socialisation, giving lot of time and attention for something one cares about (Diana, Rueter, Keyes, McGue & Lacono, 2015). In this study involvement refers to parents taking part in the lives of adolescents to address risky sexual behaviour. Involvement constitutes supervision, relationship, sex related communication, emotional and social support; this definition is adopted form the conceptual study by Bekker (2007) titled "the concept of parent involvement: some theoretical and empirical considerations.

1.3.4 Risky sexual behaviour - Beier *et al.*, (2000) defines risky sexual behaviour as inconsistent or non-use of condoms, inconsistent or non-use of other contraceptive methods, having multiple sexual partners, and the use of alcohol or drugs prior to or in conjunction with participation in sexual activity. This definition is adopted as a working definition.

1.4 PURPOSE OF THE STUDY

1.4.1 Aim

The aim of this study is to explore parents' involvement in addressing adolescents' risky sexual behaviours in Mankweng Township.

1.4.2 Objectives

- To evaluate parents' perceptions on their involvement in addressing adolescents risky sexual behaviour.
- To examine the importance of parents' involvement in addressing adolescents' risky sexual behaviours.
- To determine challenges to parents' involvement in addressing adolescents' risky sexual behaviour.

1.5 RESEARCH METHODOLOGY

The research methodology that was used in this study is qualitative research which is a paradigm that seeks to gather full in-depth data from participants (Babbie, 2013). The methodology was applicable to the study because the study aimed to explore the involvement of parents in the lives of adolescents, which seeks in-depth information from the participants. The researcher used qualitative methods to conduct the study. The advantage of using qualitative research for this study is that it allowed the researcher to use open-ended questions; which gave the participants an opportunity to respond in their own words and freely provide their perceptions.

1.5.1 Study area

The study population in this study comprised parents from Mankweng Township (Zone 1) of Capricorn District in Limpopo Province. The decision to interview parents was based on the premise that parents are the ones who are aware of the stage of adolescence as they have passed the stage. Furthermore, corresponding information from both parents and their adolescents could make the study to lose its in-depth qualitative nature due to having large number of participants. Therefore the study involved 10 parents who have adolescents; however without specificity to their own adolescents and also from their surrounding area. Mankweng Township was chosen because it is within the leading province (Limpopo) with highest population of HIV prevalence rates among youth and adolescents in South Africa (Miriri et al., 2014).

1.5.2 Research design

This study adopted an exploratory design, which is a design used where little is known about the research problem or used to provide insight about the problem to the researcher (Neuman, 2011). The chosen design assisted the researcher in exploring the involvement of parents in addressing adolescents' sexual behaviour. The researcher used explorative design in order to generate more ideas, as little is known about the phenomenon in question.

1.5.3 Population and sample

1.5.3.1 Population

The study was conducted in Mankweng Township Zone 1, Capricorn District in Limpopo Province. The population was parents residing in Mankweng Township, Zone 1. The population in Mankweng Township is predominantly African, with Sepedi as the most commonly spoken language. This is evident from the 2011 census which indicate that the total population is 33738, whereas black Africans are 33052 and Sepedi speaking people are 26870 (Stats SA, 2011).

1.5.3.2 Sampling and sample composition

The sampling procedure used in this study was purposive/judgemental sampling method. Purposive sampling is a non-probability sampling technique where researchers purposely choose the participants who in their opinion are relevant to the study. The choice of the participants is guided by the judgement of the researcher and there are no particular procedures required in the actual choice of the respondents (Sarantakos, 2005). The researcher chose this technique in order to have relevant participants with the characteristics that are relevant to the study.

In order to have relevant participants, the researcher selected participants by first going to the community council and requesting for a community gathering in order to inform the community about the study, required participants and request for their participation. People were informed in order to purposely get participants who possess the right characteristics, in this sense depending on the inclusion criteria mentioned below. The community gathering yielded the required participants as parents who met the criterion were noted and engaged with the researcher.

1.5.3.3 Inclusion criteria

The researcher used purposive sampling method to select members of the population in order to have relevant participants. The study sample was made up of parents with the following characteristics: (a) parents aged 30 to 45, (b) South African citizen staying in Mankweng Township, Zone 1, and (c) speaks Sepedi as first language. This study primarily focused on parents' perception of them being involved in addressing adolescents' sexual behaviour; meaning they are perceived as the key factor to resolving sexual problem that adolescents' encounter; hence the inclusion criteria focusing on first-hand experience of the participants. Moreover, the chosen age group is chosen with a belief that most parents at that age group might have adolescent children and be able to fully participate without holding information.

The study sample was made up of 10 participants (females = 5 and males = 5). The researcher used sample size of 10 participants because qualitative studies do not require large sample and not subjected to representation and generalisation of results to the larger population. This allowed an all-embracing perspective, where interviews were in-depth due to manageable population.

1.5.4 Data collection

The approach for data collection was semi-structured interviews. The method for collecting data allowed the researcher to get in-depth information as it uses open-ended questions. Data was successfully collected by means of interviews. Secondly, the data which had already been collected by other scholars were critically important in this study. The data from other scholars work such as books, dissertations, individuals and relevant websites.

In this study, interviews were conducted to explore the responses of parents, to gather more and deeper information. Semi-structured interview is flexible, allowing new ideas to be brought up during the interview as a result of what the interviewee says.

1.5.4.1 Semi-structured interviews

The researcher used semi-structured interviews to collect data among 10 parents as noted above. The interviews took place at the participant's households and others at

their respective informal workplace after obtaining permission from participants. The interviews were individually conducted and recorded; each interview took approximately 30 minutes over the period of 3 days. An interview is defined by Gomm (2004), as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants.

1.5.4.2 Interview preparations

The researcher reviewed the research problems on the topic before formulating questions for the interview. Interview questions were formulated in a way that helped the researcher to answer the research questions and address the research objectives. The researcher formulated research questions in English and Sepedi. This is because both languages are comprehensible and relevant to participants selected according to sampling criteria. The researcher visited the participants at their homes and informal workplace to be familiar with the setting and to ensure that the setting is convenient to conduct the interview hence the settings were different. During the first visit, the researcher outlined the purpose of the study to the participants and ensured them about their right to withdraw. The researcher requested them to be assertive if the need to withdraw arises.

As the researcher and participants were familiar from the community gathering and the first personal visits at their respectable places; the first visit was one strategy that the researcher used to create a relationship with the participants. The researcher was preparing the participants to be at ease and free to speak during the actual interview. The researcher also explained that the interview will be recorded to prepare the participants. The participants were impressed and willing to participate in the research process and that simplified the interview process.

1.5.4.3 Conducting the interview

The interviews were conducted by the researcher alone over the course of 3 days as indicated above. The researcher interviewed 3 participants in day 1, 3 participants in day 2; and on the last day it was 4 participants. This enabled the researcher to manage data effectively. None of the participants were strangers to the researcher and so also the participants as the researcher have visited them before the interview

day. Before the interview started, the researcher acknowledged and appreciated the participants' efforts, time and willingness to participate in the study. The researcher requested to record the interview and was permitted to do so. The researcher reminded the participants about their safety and the purpose of the study as well.

In order to make the participants comfortable, the researcher reminded the participants to use the language of their choice and the researcher was flexible in this regard, thus probing questions with the language the participant uses. The researcher conducted face-to-face interview with the participants using an interview guide with open ended questions but maintained flexibility and consistency with line of questioning and responses from participants. The researcher conducted the interview with both languages to allow participants to express themselves easily and give examples using the language of their choice. The researcher as the interview catalyst encouraged the participants to continue speaking and elaborate further as they responded to questions. The researcher used techniques such as:

- Follow-up questions: encouraging the participants to elaborate further, such as could you elaborate more about that?
- Clarifying questions: what do you mean by that?
- Nodding the head to show interest and follow up in what the participant was saying.

Building on their responses, the researcher asked more follow-up questions. All the interviews were recorded and stored using a voice recorder and note book so that the researcher can analyse the data in the most effective way. Before closure of the interview, the researcher asked if there were more answers or comment. As a strategy to elicit more information, the researcher asked the participant to talk about anything of their interest relating to the study in respect of individual perception.

1.5.4.4 Challenges encountered during the interview

The participants were very cooperative. However, due to the fact that the topic was sensitive, some of the participants were nervous at the beginning of the interview. The researcher made them feel at ease by opening the conversation by explaining the study and encouraging them to be calm. Another challenge was that some of the

participants were interviewed at their place of work, which was not noise friendly however the interview went well and all information was able to be captured.

1.5.5 Data analysis

In this study, the researcher used thematic analysis of qualitative interviews, which refers to coding of words that seem to appear more frequently and coding headings for writing a report. Transcript coding of themes was used, and then the analysis was in terms of what participants said and then related to a particular theme and attributes. The process enabled the researcher to be familiar with the data collected. This involved looking at the frequently recurring pattern of responses and themes. After data were collected, the researcher looked at all the protocols and categorised the themes as they appeared. There were major themes and themes that developed as the process of analysis was taking place. Transcribed interviews were translated from Sepedi to English and back, for validation by translation postgraduate student. The translator immediately translated the transcriptions as given by the researcher over the period of three days. The researcher used the edited transcripts type of transcription; this is the type of transcription where the transcriber can omit sentences while transcribing without changing the sense of the recording.

The researcher used the following steps of Braun and Clarke (2006) to analyse data:

1.5.5.1 Organising and familiarisation

Two collecting tools were used in order to capture information; that is the note book and voice recorder. Collected data was processed and analysed through reviewing all the notes and transcribed data made; and grouped them into emerging themes. Data from the voice recorder was transcribed by careful listening of the voice recorder and was reduced to the level of details necessary. The researcher moved back and forth from the recordings and transcripts to ensure that information was not left out. As data was collected over the period of 3 days with specific number of participants each day, the researcher transcribed the data in that day to avoid transcribing large data and missing necessary details.

The researcher immersed in data to be familiar with it, looking at what participants have said with reference to the research objectives and questions; by this the researcher gained an overview of the content and identifying topics and subjects.

This step enabled the researcher to ensure that themes were developed and supported by the data.

1.5.5.2 Constructing categories

This step involved construction of thematic contexts, indexing and sorting and reviewing data extracts. The researcher organised and sorted set of headings from participants' views by developing possible topics of inclusion, set of themes and sub-themes that comprise of thematic framework. The framework was a mix of emergent themes derived from research aim, objectives and topic guide for exploration in the interviews.

The researcher used thematic framework to label data. This involved applying labels to large data judged by the researcher. In this study the researcher used indexing and sorting of data that seem to be about the same; similar labelled data was further analysed and explained. Then lastly the researcher assessed the coherence of the data extract to see whether they indeed address the study problem.

1.5.5.3 Explaining

The extracted and developed themes were further explained with correlation to literature which address the research problem and substantiate the research findings.

1.5.5.4 Producing the report

This involves deciding which themes make meaningful contributions to the study. The researcher conducted verification of the data to check if their descriptions were an accurate representation of what transpired during the interviews. Only responses that were considered important were included; and the emerged themes were discussed as major themes when writing the results of the study.

Lastly the researcher summarised the structured themes together with quotations that illustrate each theme. The summary includes the themes that capture something about the quality and meaning of the participants' experiences of the phenomenon under investigation. During this phase, the researcher specifically looked at the problem that was explored and the results of the interviews. What came up led to the

writing of the report and recommendations were made. The data analysed and themes that emerged will be discussed in chapter 3 of this study.

1.5.6 Trustworthiness and dependability

In achieving trustworthiness, the researcher followed research ethics; used semi-structured interview guide and voice recorder. Data collection tools were pre-checked and evaluated by the supervisor, which permitted the researcher to capture full information and maintain all scientific procedures without bias.

To ensure that the study was dependable, the researcher developed clear research interview questions. Before collecting data, the interview tool was assessed by the Department of Sociology and Anthropology, School of Social Sciences Research Ethics Committee (SSSREC) and the University of Limpopo Turfloop Research Ethics Committee (ULTREC).

1.5.7 Bias

Bias refers to having an effect on the results of the research due to the influence of the researcher on the respondent's opinions (Barbbie, 2002). In this study bias was avoided by the researcher's integrity to maintain good scientific morals of research conduction. Also, no attempts were made to influence the participants' behaviour and opinions.

1.5.8 ETHICAL CONSIDERATIONS
1.5.8.1 Permission to conduct study

In this study, the researcher first got ethical clearance from the university's Ethics Committee before the study was conducted. Before the researcher conducted the interview, the researcher first explained what the study was all about. The participants were also requested to give their informed consent by signing the relevant consent form before they participated in the study.

1.5.8.2 Voluntary participation

For the purpose of maintaining ethics, all participants were given a full description of the research without deception or covert observation and they voluntarily decided

whether or not to engage in the study. The participants voluntarily signed the consent form that the researcher provided before engaging in the study.

1.5.8.3 Anonymity

For anonymity, the researcher was the only one who knew the identity of participants, since the research study was a face-to-face interview which allowed the researcher and the participant to be visible. To maintain anonymity, the researcher did not use any form of disclosure of participants' names but used codes, for example, participant 1; and all the participant where made aware of this.

1.5.8.4 Confidentiality

To ensure confidentiality, the researcher used research methods for gathering and storing data that did not pose any risk of invasion of confidentiality. In maintaining that, the researcher did not disclose participants' information or names without their permission.

1.5.9 SIGNIFICANCE OF THE STUDY

This study unravelled issues relating to parents' involvement in addressing adolescents' risky sexual behaviour, address key issues and challenges faced by South African parents, however, with specific attention to Mankweng Township of Limpopo Province. Contributes to the advancement of knowledge on how to protect adolescents and how parents can be involved. The study contributes to the development of policies and government interventions to curb the problem in a societal level.

For the community, the study is significant in the sense that it helps in establishing appropriate parental programmes and interventions that educate and improve parents' involvement. It provides understanding of the state of involvement, parents' perceptions on involvement in addressing adolescents' risky sexual behaviour; and the importance of parents' involvement in alleviating problems that adolescents encounter in relation to sexual behaviour. It is of paramount importance to state that, this study will was able to show how parental involvement in the Township like Mankweng is viewed and how parents embrace involvement.

1.5.10 LIMITATIONS

- Most of parents interviewed had similar information about the issue; this is because most of them have similar background.
- The study was limited to small number of participants which the data will not be generalizable to the whole society.
- Another limitation of the study was that the measures of parental involvement were based on parents' perception. However, one could also argue that those very perceptions of what is happening directly influence the decisions (or lack thereof) that adolescents make in their lives. Despite these limitations, the fact that this study found strong positive associations between some dimensions of parenting and adolescents' sexual and behaviours suggests that further research into these aspects of parental involvement would be useful.
- The theory chosen for this study provided good insight, however it was limited in other instances. By that the researcher supported the findings with other related theories to substantiate the findings.

1.5.11 CONCLUSION

It is evident from the background of the study how adolescents' sexual behaviour is a challenge to adolescents and parents. The problem affects all spheres of social institution; thus the primary sphere which is the family (specifically parents). The research methods that were employed for this study have been discussed and explicitly explained. As the study was a qualitative study, the researcher explained all techniques from sampling and sampling procedure; data collection tools such as the semi-structures which was clearly defined. Furthermore, how data analysis was comprehended and managed was explained, hence consideration of trustworthiness and dependability of the study was considered with definite ethical consideration in conducting the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter reviewed studies on parents' involvement in the lives of adolescents and more broadly in relation to adolescent's risky sexual behaviour. Literature review is a systematic, explicit and use of method for identifying, evaluating and synthesising existing body of completed and recorded work produced by researchers, scholars and practitioners. Therefore it is important to identify the contributions made by previous studies on parents' involvement in addressing adolescents' sexual behaviour and gaps in the literature so that they can be improved upon.

This literature outlines different aspects such as; understanding adolescence stage, Involvement, parent-adolescent relationship, traditional parenting and modern adolescents; influence of parents on adolescents' risky sexual behaviour, adolescents' sexual behaviour and the use of contraceptives, parenting practices and involvement, supervision, social and emotional support; sexual communication, adolescents' socialisation, implications of adolescents' risky sexual behaviour, the importance of parents' involvement in addressing adolescents sexual behaviour, adolescents' socialisation, parents' perceptions on involvement in addressing adolescents' sexual behaviour and challenges to parents' involvement in addressing adolescents' sexual behaviour (a. peer pressure, b. media, c. family structure, d. education and information, e. beliefs, f. gender, g. generational change) and integration programmes. This literature engages, interrogate and assess different studies that are relevant to the area of the study which parental involvement and adolescents' sexual behaviour.

2.2 PARENTS' INVOLVEMENT IN ADDRESSING ADOLESCENTS' SEXUAL BEHAVIOUR

2.2.1 Understanding adolescence stage

The concept of adolescence has received various attentions from different academic disciplines such as sociology and psychology. The definition as embedded as whether is socially or biological determined. Not with-standing its unique developmental characteristics Stanton and Burns (2003) argue that adolescence is a phase that poses unique challenges. They further noted that, entrance of adolescents in behavioural changes is not absolute, uniform and does not follow a particular set pattern; but varies in contexts of gender, ethnicity, socio-economic status and geographical location. Byrnes (2003) alludes that, the interactive relationships between adolescent's cognitive, emotions and behaviour vary throughout adolescence phase. Given the complexities of the stage, Romer (2003), states that the stage is fragmented across different behavioural risk taking.

Adolescence is also defined as the period of development from the age of 11 to 20; a stage that marks the onset of sexual activity (Steinberg, Bornestein, Rook & Vandel, 2011). The stage is noted as a stage where adolescents also embrace feelings of connectedness to home, family and parents. Moreover, affirmation from parents can make adolescents develop positive healthy attitude. Romer (2003) further supported the articulation by indicating that as parents wants adolescents to have sexual knowledge; they often have difficulty addressing sexual risks.

There are three adolescence stages; early adolescent years, middle adolescence years and late adolescent years. All of these stages embrace different adolescent's physical, mental, emotional and spiritual development (McNeely & Blanchard, 2009; Quinn, 1999; Ikramullah, Manlove, Cui & Kristin, 2009). It is important for one to understand all this stages in order to provide necessary, relevant information and support with understanding of the stage an adolescent is in and debut sexual experience.

2.2.2 Involvement

In spite of its conceptual and complexity, according to Fantuzzo, Davis, and Ginsberg (1995) the term parental involvement refers to a variety of parental

behaviours that directly or indirectly influence children's cognitive development and development as a whole. Apparently, parental involvement refers to parent behaviours that can be observed as manifestations of their commitment to their child's developmental affairs. The manifestations include attendance and attentiveness to child's emotional, social, economic, educational, cognitive and physical development. This means that a parent who shows these behaviours in a larger extent, can be regarded as higher involved than a parent who shows these behaviours in a lesser degree.

Furthermore, the concept has received recent expansion and scholarly attention; being defined as the act of taking part, socialisation, giving lot of time and attention for something one cares about (Diana et al., 2015). Involvement constitutes supervision, relationship, sex related communication, emotional and social support; this definition is adopted from the conceptual study by Bekker (2007) titled "the concept of parent involvement: some theoretical and empirical considerations. As children progress through adolescence, their growing need for autonomy but continued need for guidance from parents require a shift in parenting style. Consequently, other forms of parental involvement, such as parental availability, positive parent-adolescent relationships, and open communication, may be more salient for older children. Adolescents still need parents even in the face of their emerging independence and changing parent-adolescent relationships.

This study attempts to gauge how parental involvement represents dynamics between adolescents and parents; and parents' involvement have as impact on adolescents' sexual behaviour. Hence it has been suggested that, adolescents who feel supported and cared for by their parents may be more receptive to their guidance and more accepting of their values. Research indicates that strong parent–child relationships significantly decrease the odds of sexual debut, especially among female adolescents (Davis and Friel 2001; Diana et al., 2015; Jaccard, Dittus, and Gordon 2000; Advocate for Youth 2011; McNeely, Shew, Beuhring, Sieving, Miller, & Blum 2002; Moore 2001).

In addition, Miller (2002) and Miller, Benson, and Galbraith (2001) indicate that, adolescents who feel rejected by parents are more likely to initiate sexual intercourse. High levels of parental support and strong parent–child relationships

may lead to enhanced communication between parents and adolescents, and communication about sex may also be associated with sexual initiation, though results can be inconclusive. Some studies find that male and female adolescents' ability to discuss sex with their parents leads to a lower likelihood of sexual debut.

Parents are positioned to assume a central role in protecting against adolescent involvement in risk behaviours and to act as socialisation agents (Garfinkle, McLanahan, Meadows & Mincy, 2009). Parents may exert their influence on adolescent risk behaviours through different pathways including parent-adolescent communication and other parental practices such as parental monitoring and supervision. Bearing in mind the unhealthy outcomes of adolescents' sexual behaviour, healthy parent-adolescent communication is significant in providing an environment in which adolescents feel comfortable sharing information about their activities with their parents, which in turn enhances parental monitoring.

Effective parental monitoring and supervision prevent adolescent association with deviant and reduce adolescent involvement in risk behaviours. Given the prominent impact of parents on adolescent behaviour, numerous family interventions have been designed and implemented with a focus on improving parent-adolescent communication and parental monitoring to reduce adolescent risk behaviours. Family-based interventions have generally been indicated to have positive effects on improving parent-adolescent communication and reduction of adolescent risk behaviours peers (Guilamo-Ramos, Jaccard, & Dittus, 2010). Optimising Karl Marx's concept of alienation, parents do not "confirm" themselves in their involvement; they experience involvement with limitedness as the workers expressed in the alienation who experience their work with misery and their work belonging to another. These draws attention to the content of the involvement in terms of adolescents' sexual behaviour, parents' level of understanding of the importance of their involvement , and the nature of the involvement. Although parents are involved in some sort (through communication and advices given), it is worth noting here that there is slight sense of accountability and parents are less involved in which alienation from adolescents' activity is likely to occur where adolescents begin to seek attention elsewhere (Ro, 2012).

Alienation can be traced to the work of Karl Marx as noted above. The conception of alienation involves individuals' separation from their "species-being" – a term of art Marx adopted from Feuerbach. Marx understands species-being as comprising the features of human beings that distinguish them from other animals, and from these features, derives an ideal image of a flourishing human life. He further noted that alienation causes one not to reach self-actualisation and fulfillment; which can be related to aspects discussed above with regard to why parents should be involved in adolescents' lives, the outcome of their involvement and lack thereof. Adolescents whom parents do not associate to experience despair leading to alienation; which in turn lead adolescents seeking that which parents cannot provide elsewhere; it be peers, media, activities and other things.

2.2.3 Parent-adolescent relationship

UNICEF (2002), suggests that consistent, positive, emotional connections with a caring parent can help adolescents feel safe and secure; giving them the resilience to manage the challenges in their lives. Adolescents search for identity, learn to apply values acquired in early childhood and develop skills that will help them become caring and responsible parents. When adolescents are supported and encouraged by parents, which Giddens (2013) called social age, they thrive in unimaginable ways, becoming resourceful and contributing members of families and communities. Social age consists of norms, values and roles that are culturally associated with a particular chronological age. Increasing rapid social change, technological advances, changing economic conditions and the explosion of multiple overlapping sub-cultures; are consequently perceived to be threatening the functioning of intergenerational relations (Casey, Jones & Hare, 2008).

Gyan, 2013) agree that parents' attitude, skills and relationship to adolescents play an important role in curbing sexual related problems. Miriri, Ramathuba and Mangena-Netshikweta (2014) reported that relationship between parents and adolescents is not only pivotal but also perceived as important by adolescents. Parent-adolescent relationship is seen as a two way rout for parents and adolescents as adolescents also value information provided by parents. In response to parent-adolescents relationship, maternal and paternal relations to adolescents rise concerns of involvement. A study by Oladeji (2015) shows that mothers tend to

have relationship with their adolescents and seen to be conservative towards sex and attribute closeness. However, recently more studies have explored paternal relationships with adolescents and its effect on behaviour. By so Jordan and Donenberg (2006) shows notable association between father-adolescent relationship and effectiveness in reducing adolescent engagement in risky sexual behaviour.

In contrast, Miller, Benson and Galbraith (2001) argue that examination of mother-adolescent and father-adolescent relationship is limited as associations of gender and family structure needs considerable examination. This is evidence in the study by Ikramullah et al., (2009) which indicate that adolescents that lived with both parents and have high relationship quality were found to be less sexual engaging compared to those with low relationship quality.

2.2.4 Traditional parenting and modern adolescents

There is what can be called pressing issues when it comes to parental involvement in relation to traditional parenting and modern adolescents. According to Weber in Fulcher and Scort (2007), traditional society itself was treated as an absolute value of subjective meanings that people give to actions. Whereas modern societies on the other hand, areas of social life are opened up to rationality and reflective considerations. With their uniqueness, Weber claims that traditional form of actions may acquire a new importance in modern societies. This is clear from Weber's consideration of joint operation that traditional ways of parenting does not need to be neglected but be implemented in modern societies. Even though there is no clear way indicating how it can be done or whether it can work, many scholars support the integration of traditional ways along with modern ways of living. It should be made clear in details what is traditional and what is modern in order to assist both parents and adolescents in the life course transitions. It can be assumed that such understanding will provide the platform for parental involvement as well as adolescents' understanding of their place in their own development and parents' role in intervention to adolescents' sexual behaviour.

The need to develop culturally-appropriate parenting methods for ethnic and racial minority for adolescents has become a reality of many societies and policy makers. Culturally-appropriate programs include activities that incorporate the traditions and values of a particular culture; they may also modify curricula to address issues of

common concern to individuals and families of a certain cultural background or heritage (Terzian & Mbwana, 2009). Lloyed (2008) indicates that, every society contains values and cultural norms that enable the society to function and impose voluntary and involuntary code on individual behaviour as socialisation. The transmission of these values by parents to adolescents is vital to the function and positive sexual behaviour. To further the understanding, Hunt (2005) argues that for new and effective approaches in improving the lives of the young generation, parents should establish well developed relations to address adolescents' sexual behaviour.

The need is justified by many social changes faced by adolescents that come with widespread of experimentation, formation of friendships, romantic relationships and finding sense of belonging. Furthermore, part of them growing up consists of adopting adult-like attitudes and behaviours. This can be evident from most parents' behaviour and habits of consuming alcohol, smoking, or committing minor delinquent acts, by that, adolescents' experimentation becomes less of a surprise (Mbunga, 2007). However, parents should always play their role even in the face of adolescents' emerging independence and changing parent-adolescent relationships. Most parent feel that the generation in which their children live is different from that of theirs in that in their days they could rely on their grandmothers for such education; nowadays children have new value systems such as peers, media, social networks and schools calling for a different approach. Generally, research has shown that parents' attitudes to sexuality and sexual communication to their children exert significant influences on the children's attitudes towards sexuality, as well as their initiation and participation in sexual activity, and use of contraceptives (Jaccard, Ditus & Gordon, 2000).

Moreover, Jaccard et al., (2000) indicate that, some parent think that some communities still perceived sexual communication as taboo and they generally exhibited negative attitudes towards parent who talked to their daughter about sexual issues. However, there is indication that things were changing and that some people no longer perceive it as taboo. Many participants in Jaccard et al., study also mentioned that some communities criticised and perceived such communication as bad influence and incitement to the child to get involved in sexual activities. Others thought that such communication influences children to have sex and encourages disrespect. The following extracts attest to different perceptions of parents and its

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roots which are most likely to be traditional embedded. It becomes vital to mainstream traditional and modern rationality when it comes to parental involvement in addressing adolescents' sexual behaviour.

2.2.5 Parents' influence on adolescents' sexual behaviour

Adolescence marks the onset of many things and influence from other is one of those things. Parents are marked as one of key players in the lives of adolescents (emotional and mental). According to Ikramullah et al., (2009), parents are the strongest influences in adolescents' lives with regard to sexual behaviour. Parents are the primary overseer of the environment that an adolescent get to grow up in; therefore, provided with an opportunity, role to engage, thereby take note of time and behavioural changes. By that, parents get confronted by confusion of 'when is the right time to break the ice' when it comes to addressing or communicating with the adolescent about sexual issues.

Adolescence is a stage of remarkable change to a child whom is confronted with sudden physical, mental and emotional change. The initiation and behavioural changes are not accounted to adolescents alone, but also parents and families. Guilamo-Ramos and Bouris (2008) show that, adolescents whose parents are responsive, comfortable, open and confident in communicating about sex related issues are less likely to participate in sexual risk behaviour, suggesting that the quality of communication influences how adolescents receive information about sex.

Mothers have been perceived to be the parent primarily responsible for socialisation and familial education about sexuality. When research has explored paternal influences on adolescent behaviour, issues of father absence and economic support have dominated the research (Johnson, 2001; Carlson, 2006; Garfinkle et al., 2009). Consequently, research on paternal involvement has conceptualised fathers as limited in sexual education. More recently, however, research on fathers has explored how paternal parenting is linked to child's development. Evidence increasingly suggests that both mothers and fathers contribute to child development, such as academic success and peer relationships (Dumka, Gonzales, Bonds, Millsap, 2009).

The importance of parental effects has been well established, most research has focused on how mothers shape adolescent sexual behaviour. Attributes such as mother-adolescent relationship, maternal closeness and support, have been associated with adolescents' positive attitude towards health. Attributes of mother-adolescent communication, greater frequency of communication, openness, and self-disclosure about dating experiences during adolescence, paternal attachment was associated with decreased older adolescent sexual behaviour, and paternal disapproval of adolescent behaviour delayed adolescent sexual debut slightly beyond the effect of maternal disapproval (Carlson, 2006; Guilamo-Ramos & Bouris, 2008; Somers & Paulson, 2000). Their studies unfold different determinants that can have an influence on adolescents' sexual decision, response to peer pressure, perception about reproductive health and sexuality. Although the studies do not provide the comprehension and level of understanding of adolescents in terms of parental practices, they do provide an insight of how parents have positive influence on adolescents' emotional, social, mental and sexual development.

2.2.6 Adolescents' risky sexual behaviour

Adolescents are known to engage in high-risk behaviours with consequential adverse health effects (Beier, Rosenfeld, Spitalny, Zansky, & Bontempo, 2000). In the context of the South African HIV epidemic, the initiation of sexual activity and the failure to use a condom when having sex are markers of increased risk of infection, as well as having other consequences for adolescents (Burgard & Lee-Rife, 2009). Kotchick, Shaffer and Forehand (2001), indicate that adolescents are inherently confounded with age and development stage. If this stage is not well monitored, it may lead to risky sexual behaviour such as failure to use condoms and other contraceptives, non- discriminating sex partners and concurrent sex after alcohol consumption.

Hypothetically, the implications of HIV and AIDS, teenage pregnancy and unsafe abortion will lead to a nation of (a) economic struggle due to children who do not see through their education, (b) depressed nation of adolescents who fall pregnant without financial stability, (c) maternal death of adolescents who cannot ward-out the baby, (d) distorted families headed by adolescents without the support of the father, (e) unemployment, (f) poverty and (g) crime.

The UNICEF (2012) report states that, it is of paramount importance that adolescents get the right information, support, and encouragement so that they may gain self-esteem and become positive role models. The UNICEF Report quoted Kofi Annan, United Nations Secretary-General, in an address to the World Conference of Ministers Responsible for Youth who said that, "a society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death". The statement suggests the importance of protecting young people by getting involved in their lives in order to have better societies; in this sense addressing adolescents' sexual challenges.

The implication is that within the enormous changes, societies are facing new challenges and having to adapt to new ways. New challenges include greater family mobility, fewer extended-families, and lack of neighbouring and other trends (Brown, Larson & Saraswathi, 2002). These changes alter the capacity of families and parents to provide attention to adolescents and social resources. Furthermore, when parents are not involved in the lives of adolescents, it deprives them daily access to useful models and source of advice; henceforth economic burden, maternal death, school drop-out, unemployment and poverty is not an exception.

2.2.6.1 Sexual behaviour and use of contraceptives

The debut of first sexual intercourse and the context in which it occurs both have health implications. In some parts of the world, Singh, Wulf, Samara, Cuca (2000) indicate that sexual intercourse takes place within the marriage. Their conclusive argument points out that there are other nations such as North America and Asia where sex is allowed when one is married; hence even in those nations there are notable sexual behaviour amongst adolescents. One can argue that sexual behaviour should not be measured in terms of how many adolescents are initiating rather than the fact that its taking place should be seen as a concern for pro-action. As the gap between age of sexual initiation and age at marriage widening in many developing countries, more people are sexually active before marriage than in the past. The environment of early sexual experience often differs between adolescent boys and girls, especially in developing regions. For boys, most sexual relationships during the adolescence years are non-marital. Whereas in girls, the largest proportion in some developing countries occur within marriage (Guilamo-Ramos and Bouris, 2008).

A study conducted in Makhado (Limpopo Province) by Miriri et al., (2014) revealed that, many young people have not used or utilised contraceptives; hence, this was not because of awareness. Adolescents are noted as aware of contraceptives but not able to access them. However, beside accessibility, adolescents reported other factors that also hinder the use of contraceptives, which is: (a) fear of parental authority, (b) fear of being ridiculed by health care providers and (c) seen as morally wrong. The study did not however provide further explanations of the meaning and implications of the occurrences. If these occurrences are not monitored and governed, it will lead to a situation reproduction health will be uncontrollable.

2.2.7 Parenting practices and involvement

The increased engagement of researchers in parenting practices have been conceptualised as a system of dynamic interrelated dimension that unravel the definition of involvement. Involvement is defined as the act of taking part, socialisation, giving lot of time and attention for something one cares about (Diana, Rueter, Keyes, McGue & Lacono, 2015). It constitute supervision, relationship, sex related communication, emotional and social support. Concurring, Pearson, Muller and Frisco (2006) categorised parenting practices and involvement as monitoring, behaviour management, social cognition and relationship as the foundation of adolescents' behaviour development. Additionally, this dimension therefore unpacks the perceived responsibilities of parents in terms of involvement in addressing adolescents' risky sexual behaviour.

Parental involvement is one of mechanism for family and parent-adolescent relationship quality. However, involvement also provides a unique opportunity to explore several aspects of parental involvement that may be influential to adolescents' sexual decision making. Pearson et al., (2006) assert that, the uniqueness of parental involvement is a practice on its own that is determined by various factors such as family structure, gender, relationship, culture, household composition and education. The assertion demonstrates a notable variation of parental involvement in terms of emotional and social support; sexual communication, supervision and monitoring, engagement and quality time between parent and adolescents.

2.2.7.1 Supervision and monitoring

Bravender (2015) in the article titled "Adolescents and the Importance of Parental Supervision" written the introduction by asking this question, "It's 10 PM, do you know where your children are?" This surely sounds like a crucial and important question that any parent can be concerned about. Supervision and monitoring of children are ancient techniques that do not cease to exist (Beck, Boyle & Boekeloo, 2004). It is clear that supervision and monitoring of children is a valued system that should remain an important factor for parental involvement. Beck, Boyle and Boekloo further state that, adolescents' whose parents monitor and are aware of their activities participate in less risky behaviours. This is supported by DeVore, Ginsburg (2005) who indicated that supervision and monitoring can be effective when combined with an authoritative parenting style. A parenting that involves high levels of parent-adolescent relationship, social and emotional support, open communication which promote sexual and reproductive health combined with firm limit setting.

These type of parenting approaches however are predicted to enhance family connectedness and parent-adolescent relatedness; which occurs when the adolescents perceives and internalises the warmth, love, and caring expressed by parents. High levels of family connectedness have been shown to protect against a variety of adolescent risk behaviours, including early sexual activity, pregnancy, and tobacco and alcohol use. Higher levels of perceived parental supervision by adolescents can help mitigate the behavioural risks of their early puberty. Additionally, there appears to be a feedback loop regarding parental supervision: as adolescents continue to increase in engaging in risky behaviour, parental supervision decreases, thus increasing adolescents' risky behaviour, thus decreasing parental supervision, and so on. Whether this is due to learned helplessness on the part of parents or to an overestimation of adolescents' global maturity is unclear. What is clear, however, is that it is never too late for parents to supervise and know where their children are.

2.2.7.2 Emotional and social support

Research indicates that parental involvement plays a role in adolescents' perception of sex, sexual debut and sexual decision making. Beier et al., (2000) indicates that,

the way in which adolescents connect to their parents influences their ability to understand the importance of good health and development. Parental availability and sense of support influence holistic pro-social behaviours, such as academic achievement and decreased participation in risk-taking activities (Crosnoe, Erickson, and Dornbusch 2002). Furthermore, many parents who extend their availability to adolescents' activities such as events (sports, movies, or concerts), religious services, or shopping with their sons and daughters create a platform for parent-adolescent relationship. This form of involvement is found to likely provide an opportunity to interaction amongst families, an occasion for parents to gauge adolescents' interests, or solely a time to share common experiences. Davis and Friel (2001) state that, though this form of involvement may depend on available parental and community resources; it may still be an important avenue for successful parenting.

The study further distinguished parent-adolescent interaction from other forms of involvement and recognizes the unique role that it may play in explaining the relationships between parental involvement and sexual initiation. That is, parents who only communicate with their adolescents stand in a unique position form those who do not communicate; whereas also parents who are available to all their adolescents' events and activities are at a unique position from parents who seem to communicate, avail themselves and pay attention to their adolescents' holistically. Adolescents who feel supported social and emotional by parents may be more receptive to their guidance and more accepting of their values. Strong parent-adolescent relationships significantly decrease the odds of sexual debut, especially among female adolescents (Pearson, Muller & Frisco, 2006).

2.2.7.3 Sexual communication

Although most parents want adolescents to know about abstinence, and how to prevent HIV and other sexual transmitted infections, parents often have difficulty communicating about sex (Whittaker, 2010). Parents feel uncomfortable communicating to their adolescents about sexual issues, especially in African countries, and this is so due to the fact that sexual conversations are viewed as a taboo subject (Engdahl, 2006). Furthermore, He postulated that, parents happen to find it difficult to acknowledge that young people such as adolescents are sexual

beings. And parents often view adolescents as innocent, inexperienced and immature, and as a result they do not discuss sexual related topics with them, which also result to adolescents being confused, not knowing what is expected of them in that stage in relation to sexual matters.

Parent-adolescent communication about sex has been shown to consider gender. Gender is important, as it explains how parents provide information to adolescents. In general, the mother has been found to be the ones that often discuss sexuality with adolescents more often than the father. However, this parental gender difference is guided by the gender of the adolescent. According to Miller et al., (1998), mothers communicate more often with their daughters than with their sons, while fathers rarely communicate with their daughters about sex; mothers and fathers discuss sex with their sons at approximately equal rates. This triggers a question of what then if there are only girls, or the father is a single parent to girls and vice versa with the mother. The study failed to acknowledge the changing family patterns yet the concerning problem of adolescents remaining unwarranted and uneducated with regard to sexual issues.

Also adolescents tend to discuss different topics with their parents as the content of the conversations of male adolescents with mothers and fathers was fairly consistent on sexually transmitted disease, acquired immune deficiency syndrome and condom use were popular topics of discussion. Burgess, Dzieglewski & Green (2005) reported that parents and adolescents are often uncomfortable about sexual discussion as sex appears to be linked to sexual behaviour among elders. Despite support for increased parental communication with their adolescents about sex, many parents remain uncomfortable approaching this subject (Advocate for Youth, 2011).

2.2.8 The importance of parents' involvement in addressing adolescents' sexual behaviour

Parents' involvement is associated to lower frequency of externalising and internalising things by adolescents such as acting out, disruptive behaviour, anti-social behaviour, depression, sadness and lying (Flouri & Buchana, 2002a; King & Sobolewski, 2006; Mosley & Thompson, 1995). Involvement of parents minimises adolescents' emotional and mental instability. Involvement includes frequent contact,

communication, supervision, emotional support and relationship quality. When parents are frequently involved and have a relationship with adolescents they are likely to possess positive attitude. However, the term involvement is not yet fully explored in research as it is controversial itself and limited to interpretation (Hurd, Zimmerman & Xue, 2009).

According to Planned Parenthood Association of South Africa (PPASA) (2002), parents are aware of the consequences of adolescents' risky sexual behaviour. However, this has caused many parents to use fear to discourage sexual activity by highlighting only the negative consequences that can occur. The PPASA also show that parents do this with hope that adolescents' curiosity and natural desire to explore will stop. It suggests that parents should be more involved by facilitating changes in adolescents, presenting sexual information in a more balanced manner, be open to arguments and illustrate sexual awareness through verbal communication and trusting relationship. The proposition of parents involvement is clear and general, however, literature do no give a clear indication of how involvement can take place in the context of ethnicity, race and geographical differences.

Olakunbi and Akinjide (2010) argue that, there are different concerns that parents normally express about engaging in sexual conversations. Examples are, not having (a) requisite knowledge and skills to explain things, (b) concern that adolescents will not take them serious, (c) concern with whether the involvement will make a difference, (d) difficulties in finding right time and place and (e) fear of encouraging sexual activity. Hence, Burgard and Lee-Rife (2009) connote that; high level of parents' involvement may increase the amount of monitoring and scrutiny of adolescents, limiting their perceived opportunities to engage in risky behaviours such as early sexual engagement.

It is less clear how monitoring by parents would influence the decision to use condoms and other contraceptives among adolescents who are already sexually active. Whereas Kerrigan, Witt, Glass, Chung and Ellen (2006) argue that, shared norms could serve as a resource to draw upon in sexual encounters, or could act to limit the kind of partner adolescents choose, influencing their ability to negotiate

condom use with them. Nonetheless, this does not draw a conclusion upon adolescent's perceptions and understanding of norms.

2.2.8.1 Adolescents' socialisation

An expanding research literature has found that socialisation helps in the transition of individuals and connects the different generations to one another, (Giddens, 2006). According to Giddens (2006), socialisation "is the process whereby the helpless infant gradually becomes self-aware, knowledgeable person, skilled in the ways of the culture into which he or she was born."

Socialisation is something that is life-long and at a gradual occurrence. Hence, sexual socialization is the process through which adolescents learn and internalize sexual knowledge, attitude, skills, norms and expectations for sexual relationships (Jackson and L'Engles, 2008). Parents and other family members bear the responsibility to help socialise adolescents into healthy sexual behaviours, both by providing accurate information about sex and by fostering responsible sexual decision- making skills (Burgess et al., 2005). This is to say that adolescents are everyone's responsibility in the society, meaning that it is imperative that people have information regarding adolescence stage and sex.

According to Sage publication website (Sage Publication, 2012), socialisation occurs at all levels within the society; thus micro, meso and macro-level where close family, friends and various social institution and people within the society help us on how to know and understand social expectations, skills, norms and values. Thus, each adult has the responsibility to support, assist, advocate and advise adolescents.

According to Mead cited in (Giddens, 2006) socialization helps children to acquire and reflect about themselves and their environment. He further formulated his ideas on the basis of a general traditional theoretical thinking which is symbolic interactionism. The present review addresses the dynamic issues involved in socialization and communication; hence socialization involves parental communication in addressing and helping children's transition from childhood to adulthood, (Olakunbi & Akinjide, 2010). That is, the mechanism that parents apply in socialisation should be taken to consideration, also considering the context that an adolescent gets to grow in.

2.2.9 Parents' perceptions on involvement in addressing adolescents' risky sexual behaviour

Adolescents have abstract and hypothetical reasoning abilities that underlie empathy and understanding. The cognitive structures, however, are not well integrated in early and middle adolescence and lack stability (Steinberg et al., 2011). Consequently, adolescents can fluctuate widely in their ability to comprehend parental perspectives and parents may have difficulty anticipating and comprehending momentary changes in adolescent perspectives. Adolescents may also intentionally limit parents' understanding of some issues through topic avoidance (Sillars, Koerner & Fitzpatrick, 2005), equivocal messages, non-verbal avoidance, or deceit (Blake, Simkin, Ledsky, Perkins & Calabrese, 2001).

The above elements are not unique to the relationship between parents and adolescents; however, they are significant in this context because of the salience of autonomy issues. As Bandura (1994) in Steinberg et al., (2011) observes, children exercise control over information that was once accessible to parents as a way of differentiating from them. Nevertheless, this reflects control over the topic of communication, rather than general withdrawal from interactions with parents or any other person. With regard to basic similarities, parents and adolescents on the other hand hold clearly different perspectives on life.

Typically, from pre-adolescence to mid-adolescence there is a shift of understanding between parents and adolescents (Steinberg & Morris, 2001), reflecting the re-negotiation of diverging expectations of parent-adolescent roles. Parents and adolescents organise their perceptions of interaction differently and view interactions according to distinct generational. In support, Sillars et al., (2005) indicate that, agreement in perceptions of moral life by parents and adolescents is generally in the low-to-moderate range. This notion gives an indication that parents and adolescents may hold unique understanding and interpretation on sexual behaviour.

The uniqueness and different elements in parent-adolescent communication brings about barriers to effective communication between parents and developing adolescents (Advocates for Youth, 2011). Parents and adolescents might hold different perspectives but still understand one another. In order to understand the complexity of parents' perception on involvement, Sillars et al., (2005) state that,

children along with parents recognise that their perspectives are different and may describe these differences with considerable sophistication. However, such accounts may also reflect generalized conceptions that one generation holds about another, rather than understanding of specific individuals.

2.2.10 Challenges to parents' involvement in addressing adolescents' sexual behaviour

Parents face challenges in having discussions with adolescents about relationships, development and sex. Many parents do not have the information that adolescents need, or if they do, they find it difficult to talk about it with adolescents; this was supported by a survey that stated that female and male adolescent parents had never spoken with their parents about abstinence and methods of birth control, for example: condom, pills, in-plant and injection. In contrast, Advocates for Youth (2011) states that, rather than contraceptives, skills-based programs can assist in improving generational relations and ensuring that adolescents acquire the skills they need to protect themselves from unintended pregnancy and sexually transmitted diseases.

Given the complex influences on parent involvement, understanding and communication; understanding is typically moderate but varies a great deal based on the specificity, ambiguity, and amount of understanding associated with the object of perception. Information transmission according to Ramathuba, Netshikwezi and Khoza (2012) is dependable on adolescents' comprehension and perceptions on the matter being discussed. Barriers noted by Pearson, Muller and Frisco (2006); (family structure, culture, and education) will be further discussed.

2.2.10.1 Peer pressure

Adolescents are said to value more of what their peers say and do than that of parents; hence children are raised differently within families. These relate to Erik Erikson's developmental crisis of autonomy versus guilt stage; where children learn to deal with feelings of shame and guilt, and begin to take responsibility for their action. In this stage children are more interactive with people outside their own families and acquire a sense of belonging and competence skills (Fulcher & Scott,

2007). Erik Erikson focuses on adolescence as a time for the development of identity through a process he calls psychosocial development.

He divided the stages into which separately informs different development processes. As for an adolescent, the stage of autonomy and guilt is more prone as an adolescent may then personally invest in a commitment to their choice on a particular value, morality, or life choice which is likely to be assessed through peer opinion of a presented matter; which Erikson notes as a phase of identity crisis. Furthermore, any particular crisis may never be presented in the life of an adolescent, yet adolescents must make a wide variety of choices about the values they hold, the people they want to become. When a crisis is presented, and a choice is made, the individual is said to have "achieved identity" on this issue. As adolescents seem to be despairing from parents' guidance, values and rules, the theory suggests that confidence in parental support, a sense of industry, and ability for self-reflection are important in processing crises (Steinberg, Bornstein, Rook, & Vandell, 2011).

2.2.10.2 Media

Media is one of socialising agents in the society and is also viewed as a fragment of adolescents' sexual engagement; suggesting that the reflected standards in media play a role on how adolescents view life, how they behave and varied understanding of parental practices. Crosnoe and Cavanagh (2010) argue that, media representation place parents in a critical position, where their position as parents compete with how adolescents relate to media and parents' ways of involvement in terms of communication, supervision and monitoring style; guidance and relationship.

Rapid social change, technological advances, changing economic conditions and the explosion of multiple overlapping sub-cultures are consequently perceived to be threatening the functioning of intergenerational relations (Casey, Jones & Hare, 2008). Media is one of socialisation agent that plays a role symbolically and an interaction mainstream that affect individual's psychological, behavioural, political and social (Giddens, 2013). Furthermore adolescents are not an exception to the media exposure as media configures adolescents' emotional, mental and physical development.

One can argue that with media attention and its connectedness to adolescents, high levels of family connectedness can help mitigate family disconnectedness and protect against a variety of adolescent risk behaviours, including early sexual activity, pregnancy, tobacco and alcohol use associated to media influence (Carter & Annie Kao, 2013). Higher levels of perceived parental supervision and insight from parents about sexuality are required in order for adolescents to discern issues on media and make thorough decision with regard to their lives.

2.2.10.3 Family structure

The connection between family structure and adolescents' sexual initiation is well established; hence some studies support that adolescents from nuclear families tend to delay sexual intercourse than those from other family structures (Albrecht & Teachman 2003). However, researchers are still unable to account for the family processes and dynamics that explain why family structure influences sexual behaviour. Looking at the complexities of parenting practices, one can account them as an aspect of family processes that may act as an explanation for the link between family structure and adolescents' sexual decision making.

Family structure is consistently found to be a determinant of adolescents' sexual initiation. Adolescents living with single or remarried parents tend to initiate sex earlier than those living with both biological parents (Brewster 1994; Moore 2001; Whitbeck, Yoder, Hoyt, & Conger 1999). In a cross-sectional study, Davis and Friel (2001) found that family structure had a limited influence adolescents' sexual decision about time of sexual initiation. They indicated that after accounting for family context, including the quality of parent-adolescent relationships, participation in shared activities and communication about sex; one cannot conclude that adolescents will not participate in sexual behaviour.

Matters of sexuality and communication about sex have now more than ever important for virtually every one. HIV, STI's, unplanned pregnancy and other health illnesses has played a major role in development of preventive programmes that require family and parental involvement. Thus, parent-adolescent communication

regarding sexuality is viewed as desirable and effective means of encouraging adolescents to adopt healthy sexual behaviours (Frantz, Sixaba & Smith, 2015).

According to Pearson et al., (2006), adolescent sexual decision can be linked to family structure and parental involvement which can also be allied to gender and race. They argue that adolescents who share social activities with their parents tend to delay sexual initiation and have open communication about sex

2.2.10.4 Beliefs

In understanding the dynamics of parents' involvement in addressing adolescents' sexual behaviour and culture, Carrera (2003); Olakunbi and Akinjide (2010), postulate that involvement is more correlated to communication and is greatly influenced by culture that one embraces. Parent-adolescent communication on sexual issues remains a challenging issue in the traditional communities and African countries, however the trends of the changing era and time allows parents to change their perceptions about sexual communication and adopt to new ways of life due to different encounters of time and centuries, which to many parents pose new challenges (Carter & Kao, 2013).

When most African parents view sexual communication with adolescents as taboo in their culture (Sillars et al., 2005), there is believe that confident, loving parent-child communication leads to improved contraceptive and condom use, improved communication about sex, and fewer sexual risk behaviours among adolescents. Furthermore, the study shows that, when mothers discussed condom use before adolescents initiated sexual intercourse, youth were three times more likely to use condoms than were adolescents whose mothers never discussed condoms or discussed condoms only after adolescents became sexually active.

Parents are the change agents who can become valuable sources of information and advice, and who can also shape the sexual beliefs and behaviour of their children (Eaton, Fllisher, & Aaro, 2003). From cultural perspective, parents are socialization agents, where children learn appropriate behaviour and societal expectations at home. Hence other key socialisation agents in the development of sexual behaviour include school, Peers and mass media, (Chapin, 2000). This configures adolescents' emotional, mental and physical development.

Franz et al., (2015) documented that the increased engagement in health risk behaviour of adolescents have received considerable attention. From prevention (active and proactive) that is cost-effective and protective. By that they indicated how culture and beliefs of parents and family is a great factor. Culture socialises and shapes the behaviour and attitude throughout lifespan; therefore it represents vital links for understanding value factor and impact of culture on parents' involvement and responsiveness to sexual risky sexual behaviour.

In contrast Mudhozi, Ramarumo and Sodi (2012), state that sexual communication was never a black hole for Africans as there have been different elements followed that indicate their openness to sexual education and involvement. They further articulated that sexual education has been a life-long practice in African societies; such as role play and initiation ceremonies. In contrast, results of the study done by Nundwe (2012) indicate that all the interviewed participants explained that traditional norms do not allow sexual communication to children. Culture does not give parents the liberty to discuss sex with children except an older member of the family such as grandfathers, grandmothers, aunts and uncles. Hence, culture becomes a barrier to addressing sexual related issues.

2.2.10.5 Education and information

Parents are in unique position to socialise adolescents into healthy sexual behaviour, both by providing accurate information about sex and by fostering responsible sexual decision-making skills, (Burgess et al., 2005). Therefore, parents are the key agent in helping adolescents realise their being and environment, to be able to understand their psychological, physical and emotional encounters. Adolescents learn to be sexual within specific cultures, context; and socialisation is a lifelong process that begins in childhood, and continues throughout adulthood.

There are different concerns that parents normally express about engaging in such conversations; such as not having requisite knowledge and skills to explain things, concern that adolescent will not take the parent seriously, concern with whether the communication will make a difference, difficulties In finding right time and place and fear of encouraging sexual activity (Olakunbi, & Akinjide, 2010; Miriri, et al., 2014).

2.2.10.6 Generational change

Ample of studies show how times have changed from one generation to another. A study conducted by Mudhozi et al., (2012) shows that many parents are aware of generational differences and how that has an influence on adolescents' sexual behaviour, parental practices and parents' involvement. It is made clear in the study that the differences lies in technology advance, sexual material, books, peers, school and media. The question of whether generational differences also include factors such as age difference between parents and adolescents; on the basis of that question one can argue that age can be a determinant factor of how parents get to be involved in sexual communication, quality relationship, comfortability, monitoring and supervision; sexual education and information provision.

Adolescents are faced with many social changes that come with widespread of experimentation, formation of friendships, romantic relationships and finding sense of belonging. Furthermore, part of them growing up consists of adopting adult-like attitudes and behaviours. This can be evident from most parents' behaviour and habits of consuming alcohol, smoking, or committing minor delinquent acts, by that, adolescents' experimentation becomes less of a surprise (Mbunga, 2007). However, parents should always play their role even in the face of adolescents' emerging independence and changing parent-adolescent relationships.

Times have changed and table turned, parents are faced with a challenge of acknowledging change in their adolescents. The widespread social networks, schools and peers have made information nests for adolescents. This for example is supported by several studies conducted in parts of Africa. In a study by Poulsen, Miller, Lin, Fasula, Vandenhoudt, Wyckoff, Ochura and Obong'o (2010), 38% of parents thought that sexual communication encourages sex; in this regard sexual communication was not supported. The belief that discussing sexuality will encourage adolescents also raises a concern of parental fear. Whereas, 61% of parents of 10-12 year adolescents in Kenya thought that they were too young to learn about sex. These findings highlight a range of barriers both to parents and adolescents and a question of what parents considers as the right time to start communicating.

Focus group data from Ghana by Kumi-Kyereme, Awusabo-Asare, Biddlecom and Tanle (2007), show that as parents are concerned with age and fear of encouraging sexual behaviour, adolescents project shyness as a barrier and choose to speak to friends rather than parents. The reasons are not far-fetched; as age difference can be a factor, nevertheless some of parents grew in the same 'new' generation with their children. Hence, familiar with the current trends in adolescent development; familiar with the infiltration of the western culture as well as technological advancements. As for older generation, were seen by the adolescents as being out of touch with current lifestyles and pressures, and the adolescents therefore deem themselves as their own expertise on sexual issues. Most of the parents in the category of older generation are regarded as belonging to the 'old school' by the adolescents; these assertions are strongly supported by Mbunga (2007).

2.2.10.7 Gender

Gender is not an ultimate matter of a concept or institution but of a practice in terms of and in relation to reproductive distinction of people into male and female. However, this definition has received debates from different discipline such as sociology whereby gender is defined from the lines of socialisation in account of family, media, education and other institutions (Giddens, 2012). It is because of gender that males and females are distinct in roles and behaviour; and in this study gender appeared as a challenge in terms of parental involvement in addressing adolescents' sexual behaviour. The separation of roles inhibited communication channels and separation which brings about alienation.

According to Fulcher and Scott (2007), how men and women behave is shaped by beliefs accorded by socialisation. Hence in the course of sexual communication, mothers and fathers tend to identify themselves differently as noted above by participant 1. According to socialist feminism, gender differences are enforced by patriarchy where men substantially isolate themselves to certain issues and roles such as employment position and household production; where generally women are seen as the ones that socialise children into ideal behaviour of a boy or a girl.

Although women are expected to look after the household and children, it is suggested that every child needs both parents for well-developed well-being. It does not come as a new thing for men to identify themselves to be in a separate position

when it comes to addressing sexual behaviour; however it is every parent's responsibility to be involved in their children's lives (Oladeji2015). To concur, the early writing of Butler (1990) stated that, "gendered ideas about nature of men and women could be subverted by transgressive acts that cross the boundaries set up by gender scripts".

Miller, Benson and Galbraith (2001); Ramathuba, Netshikwezi and Khoza (2012) argue that examination of mother-adolescent and father-adolescent relationship is limited as associations of gender and family structure needs considerable examination. There is evidence in the study by Ikramullah, Manlove, Cui & Kristin, (2009), which indicate that adolescents that lived with both parents and have high relationship quality were found to be less sexually engaging compared to those with low relationship quality. These findings accentuate the need for parents to recognise their important role and impact in terms of sex decision and parental practices. With regard to different perceptions on parent-adolescents relationship and the debate of paternal and maternal effectiveness, the issue of quality relationship on its own remain a vague statement. One can argue that how quality is and can be assessed can be said to be an assumption and open for further research.

2.2.11 Integration programmes

Great interest in understanding adolescents' sexual behaviour, provide solutions and establishing policy to address the challenges is of paramount importance. Adolescents are experiencing a time of transition, full of physical, psychological, emotional and economic changes as they leave childhood and enter adulthood (Steignberg et al., 2011). The decisions that are made during this period of life affect not only the individual wellbeing of adolescents, but also the wellbeing of entire societies. Ensuring that adolescents can successfully navigate this phase of life will help break the cycle of poverty and produce benefits for individuals, communities and nations (UNFPA, 2012).

Protecting adolescents from STIs, including HIV and unwanted pregnancies calls for a concerted effort from parents, teachers, health workers, the community and the government. Creating a social environment that enables effective communication between children and key adults, particularly parents with whom children spend most

of their time, would be one way to improve information adolescents are receiving from key adults. Integration programmes does not only involve formal execution but also parent-adolescent communication skills, parents' behaviour and attitude towards sexual related issues. For example, from the results in the study done by Mudhozi et al., (2012), the participant said the following;

"I think she should know so that even if she becomes sexually active she would have heard about the consequences.' 'We should be very open to our children about these issues because if we do not tell them they will blame us in the future for having not told them.' 'I think that children should know about sexuality before they become involved in something they do not know about."

The example provides an important insight of how parents' information and education can be used by adolescents as point of reference and decision making insight. In support of this Ikramullar et al., (2009) concluded that, adolescents that communicate with their parents are more likely to have better understanding of their parents' values and expectations regarding sexual behaviour and prevent them from initiating in sexual behaviour.

2.3 THEORETICAL FRAMEWORK

The Life-Course Theory

The Life Course Theory was developed across several disciplines from sociologists, anthropologists, psychologists and social historians. Glen Elder Jr, Thomas and Znaniecki were early authors to write about the Life Course Theory in 1960s. This theory holds the view that life experiences are formed through life transition, relationship and social change. The theory purports that life transition is shaped by "cohort" or generations; who are born during the same time period and who experienced particular social changes within a given culture in the same sequence (Crosnoe, 2000).

The theory attempts to understand the continuous paths of individuals' lives as they unfold and recognise the influence of historical changes on human lives (Hutchison, 2001). It argues that, humans are interdependent; and give special attention to family as the primary source for experiencing and interpreting the wider social world. The theory also recognises the linkage, transition, life events and turning point of early life experiences and later experiences in adulthood. Transition brings about changes in roles and status that represent a distinct departure from prior roles and status. The turning point is a time when major changes occur, where there is transformation in how people view themself in relation to the world and how a person responds to risk and opportunity. It views lives as the representation of series of intergenerational roles that are embedded in socio-historical context.

The theory is composed of major concepts that explain dimensions in ones' life; they are as follows:

Cohort

Cohort can be defined as "group of persons who were born during the same time period and who experience particular social changes within a given culture in the same sequence and at the same age" (Hunt, 2005; Dick, Latendresse, Lansford, Budde, Goate, Dodge, Pettit, & Bate, 2009). Generation is another term used to convey a similar meaning. Generation is usually used to refer to a period of about 20 years, but a cohort may be shorter than that, and life course scholars often make a distinction between the two terms, suggesting that a birth cohort becomes a

generation only when it develops some shared sense of its social history and a shared identity. Cohorts differ in size, and these differences affect opportunities for education, work, and family life.

Transitions

Change in roles and statuses that represent a distinct departure from prior roles and statuses. The life course theory is stage like because it proposes that each person experiences a number of transitions, or changes in roles and statuses that represent a distinct departure from prior roles and statuses (Elder, Johnson & Crosnoe, 2003). Life is full of such transitions: starting school, entering puberty, leaving school, getting a first job, leaving home, retiring, and so on. Transitions in collectives other than the family, such as small groups, communities, and formal organizations, also involve exits and entrances of members as well as changes in statuses and roles. In college, for example, students pass through in a steady stream. Some of them make the transition from undergraduate to graduate student, and in that new status they may take on the new role of teaching or research assistant.

Trajectories

Long-term pattern of stability and change, which usually involves multiple transitions; because individuals and families live their lives in multiple spheres, their lives are made up of multiple, intersecting trajectories-such as educational trajectories, family life trajectories, health trajectories, and work trajectories (Hutchison, 2005). The changes involved in transitions are discrete and bounded; when they happen, an old phase of life ends and a new phase begin. In contrast, trajectories involve a longer view of long-term patterns of stability and change in a person's life, involving multiple transitions (Elder et, al., 2003; Hunt 2005). For example, getting married is a transition, but it is a transition that leads to a longer marital pathway that will have some stability but will probably involve other transitions along the way. Transitions are always embedded in trajectories. Trajectories are not expected to be a straight line, but to have some continuity of direction.

Life events

The term refers to the happening itself and not to the transitions that will occur because of the happening. Significant occurrence involving a relatively abrupt

change that may produce serious and long lasting effects life event is a significant occurrence involving a relatively abrupt change that may produce serious and long-lasting effects. For example, participating in one's own wedding is a common life event in all societies. The wedding is the life event, but it precipitates a transition that involves changes in roles and statuses in relation to the family of origin as well as the marriage family. Specific life events have different meanings to various individuals and to various collectives. Those distinctive meanings have not been measured in most research on life events.

Turning points

Life event or transition that produces a lasting shift in the life course trajectory turning point is a time when major change occurs in the life course trajectory. It may involve a transformation in how the person views the self in relation to the world and/or a transformation in how the person responds to risk and opportunity (Crosnoe, 2000 & Hutchison, 2005). It serves as a lasting change and not just a temporary detour. As significant as they are to individuals' lives, turning points usually become obvious only as time passes.

Relevance of the theory

This theory is relevant to this study as it shows how one generation has influence over another generation. It is important for adolescents to have the knowledge from those who are aware, have life experiences and hold historical context for them to be able to transit from adolescents to adulthood and deal positively with sexual issues. The theory suggests that transition is a series of intergenerational roles; that is to state that parents have a role to play in the lives of adolescents as they transit the stage of major changes of physical, emotional and social (Elder et al., 2003).

The theory also acknowledges life's transformation, that is, adolescents are at a stage where they create and view themselves through the eyes of those around them. Parents have life experience and better understanding of sexual issues; hence their involvement is essential in addressing adolescents' risky sexual behaviour in order for adolescents to be able to make informed decisions. The Life Course Theory illustrates important notions of representation of series of intergenerational roles that are embedded in socio-historical context; which gives the

basis of this research in understanding the importance of parents' involvement as they hold the role and responsibility of transmitting information and protecting adolescents. This theory however did not take into account the responsiveness and adaptation to generational change amongst generations. It is important as noted above for intergeneration support, in this instance the scenario of parents' role is to assert sexual information for adolescents' sexual and reproductive health, where parents' knowledge and experience is essential.

The Life Course Theory brings about essential and notable aspects to how one relate to another can translate information and transform at the same time. This findings are supported by scholars who have stated how parents; engagement with adolescents can have impact on how they view and relate to sexuality. For example, Burgess et al., (2005) state that, parents and other family members bear the responsibility to help socialise adolescents into healthy sexual behaviours, both by providing accurate information about sex and by fostering responsible sexual decision- making skills. In more emphasis, it is essential to repeat also that, parents are the change agents who can become valuable sources of information and advice, and who can also shape the sexual beliefs and behaviour of their children (Eaton, Fllisher, & Aaro, 2003). Parents are socialization agents, where children learn appropriate behaviour and societal expectations at home. Hence other key socialisation agents in the development of sexual behaviour include school, Peers and mass media, (Chapin, 2000). Hence, this configures adolescents' emotional, mental and physical development. One' life is surrounded by many factors that tend to mould and socialise one's behaviour. Globalisation is a phenomenon considered to play a major role in today's modern societies having to contribute to what is termed modern societies of "global village"; a system of functionality that have an impact on traditional parental practices, hence adolescents' behaviour. The life course theory adopted in this study indicate that, how one behave can be traced and related to the surrounding, those around, institutions, peers and other agencies or rather social forces (education, economy, occupation, social status).

2.4 CONCLUSION

In understanding the dynamics of parents' involvement in the lives of adolescents, important aspect of addressing and dealing with the problems related to early sexual involvement of adolescents should be addressed. The quality of parent-adolescents relationship is vital, socialisation, understanding the implications of sexual behaviour, the importance of parent involvement in addressing adolescents' sexual behaviour and the parent-adolescents perceptions of each other awareness appear to be strong determinants of adolescent sexual behaviour. Therefore, interventions and practices aimed at improving and breaking barriers to involvement can help in identifying strategies that parents and adolescents can adopt in preventing early onset sexual behaviour. Many studies do give clear indication of implications of early sexual initiation and also the importance of parents' involvement thereof.

Adolescents' sexual behaviour is one aspect that can be not avoided nor be put aside for considerations as evidence points out to the severity and need for proactive and preventive measure from primary level (family and parents) and the society at large. Adolescents of parents who are involved and have quality relationship and communicate about sex related issues are shown not to initiate in early sexual behaviour rather adolescents of parents who are not involved. Parenting practices such as monitoring, supervision, social activities, communication, frequent contact and emotional support are demonstrated as elements that can help improve adolescents' outcomes by delaying initiation of sex, thereby reduce unwanted pregnancies and STI's and other implications.

PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL FINDINGS

3.1 INTRODUCTION

This chapter presents findings and interpretation of findings on **Parents'
involvement in adolescents' sexual behaviour of Mankweng Township in
Limpopo Province**. The problem that led to this research is lack of parental
involvement in their adolescent children's sexual behaviour. The findings were
generated through systematic and methodological collection of data. Data were
collected over a period of three (3) days from ten (10) parents, five (5) were females
and five (5) were males. The findings are the responses to the interview questions.
Therefore, this chapter is divided into two (2) sections; research results (findings)
and discussion of the findings. In presenting the findings, the researcher used the
term participants and parents interchangeably. These terms enabled the researcher
to emphasise on themes and discussion.

3.2 FINDINGS

3.2.1 Description of the sample

GENDER	TOTAL NUMBER
Male	5
Female	5
AGE	
30-35	3
36-40	3
41-45	4
MARRIAGE STATUS	
Single	2
Married	5
Divorced	0
Cohabiting	0

Widow	2
Widower	1
EDUCATION	
Primary	1
Secondary	5
Tertiary	4
EMPLOYMENT	
Employed	6
Self-employed	2
Unemployed	2

This study comprised of ten participants who were equated in terms of gender in order to have both mothers and father's perspective with regard to parental involvement in addressing adolescents' sexual behaviour. Parents aged 30-35 were three, 36-40 were also three and those aged 36-40 were four. In terms of marital status, five were married, two were single, two were widows, one was a widower and none was cohabiting or divorced. Furthermore, with regard to education level, one attended up to primary, five completed secondary but did not progress to tertiary level, whereas four completed tertiary. In terms of employment six of parents are employed, two being self-employed and two unemployed.

The sample characteristics highlight important differences which play a role on how parents experience involvement. While age, gender, education and marital status characterise the participant, it does not necessarily signify whether or not it influence parental involvement. As far as this study is concerned, the participants' demographic information only justifies the inclusion criterion chosen by the researcher. However, aspects of gender, age, marital status, education level are shown to play a role in how parents engage and address adolescents' sexual behaviour (Kumi-Kyereme, Awusabo-Asare, Biddlecom, & Tanle, 2007; Mbunga, 2007; Olakunbi, & Akinjide, 2010; Mudhozi, Ramarumo & Sodi, 2012).

3.3 THEMES THAT EMERGED

Interesting similarities and differences were noted from the findings. The thematic analysis done revealed the following major themes: parents' perceptions of teenage pregnancy as result of adolescents' risky sexual behaviour; where participants revealed what they think and how they view their adolescents' sexual behaviour; the importance of parental involvement, challenges to parental involvement in addressing adolescents' sexual behaviour, parents' views about their involvement in addressing adolescents' sexual behaviour and need for parental integration.

Adopting healthy and positive behaviours with avoidance of risky ones are key developmental tasks for adolescence. Parents can play an important role in helping their adolescent children acquire or strengthen the positive behaviours, skills, attitudes, and motivation that promote physical and mental health and overall wellbeing (Terzian & Mbwana, 2009). Recognising this, a variety of interventions seek to engage adolescents in efforts to achieve one or more outcomes for their development: let it be academic achievement; a reduction in internalising behaviours such as depression and anxiety, or in disruptive or delinquent behaviours; a reduction or avoidance of substance use; avoidance of sexual risk-taking; and achieving/maintaining health. With that, parental involvement become a necessity bearing in mind several challenges that were apparent in this study such as peer pressure, media, fear and respect.

In the context of a high level of sexual activity and high prevalence of teenage pregnancy, sexual related diseases and related reproductive health; it becomes important to explore the factors that may influence parental involvement in relation to adolescents' sexual behaviour and parents in terms of the role they are expected to play as 'sexuality' socialising agents. The key assumption of a cultural framework is that parent are supposed to be the socialising agents of appropriate behaviours to the children as children learn appropriate behaviour and societal expectation at home (Mudhovozi et al., 2012). One thus expects that parents should assume the role of imparting sexual knowledge to their adolescents so that they will be able to make informed decisions about when to start sexual activities and to take precautions to protect themselves. However, it does not only assume parents' responsibility but also how parents get to go about it, understanding the position of

parents and adolescents. That is, noting the considerable changes in values that has occurred between generations where adolescent were previously not exposed to sexual material and knowledge as it is presently. Adolescents these days are exposed to sexual material through books, school, media and other external factors. Such awareness of generational differences made parents acknowledge the difference with a duty-bound attitude to instruct their adolescent and to teach them about sexual behaviour representing a shift and transition in perception and attitude. All these aspect will be discussed in this below.

3.3.1 Parents' perceptions of teenage pregnancy as result of adolescents' risky sexual behaviour

Mudhovozi et al., (2012), argue that parents' perception towards adolescents' sexuality is significant to adolescents' attitude towards sex, initiation and contraceptives. Advocate for Youth (2011) indicates that parents' perceptions of sexual debut determine how parents choose to be involved which also determine adolescents' attitude to sex, initiation and contraceptive thereafter. These necessitate understanding of the impact of perception and approach to involvement. This is evident from the findings indicating how parents view adolescents' sexual behaviour; as destructive and stressful behaviour that has long-term consequences but also bearing in mind the place that parents tend to find themselves due to adolescents' sexual behaviour.

Parent #3 stated that, "*Adolescent sexual behaviour is a very big problem; a problem that affect the child and me as a parent. Given the state of the economy and the job I do, teenage pregnancy is a problem; myself I get small money by sewing shoes and now I have to feed an extra mouth. Adolescent's sexual behaviour is very troubling.*"

Parent #7 indicated that, "*It is very bad to see our children's future being destroyed by the things they choose to do.*"

Parents in this study appeared to be aware and overwhelmed by the reality of adolescents' sexual behaviour as well as the harsh consequences thereof. Parents' understanding of adolescents' sexual behaviour is viewed in this study as an underlying aspect of how parents perceive involvement and application thereafter. Parents were aware of their responsibility and the need for their involvement in

addressing adolescents' sexual behaviour; parents were asked the following question: "what is your view of adolescents' sexual behaviour?" Their response precipitated emotions that broke boundaries of communication.

It appears that parents acknowledge that adolescents engage in sexual behaviour and repercussions thereafter. Demonstrating emotions of concern about adolescents' sexual behaviour, parents indicated that sexual behaviour affects not only adolescents but also parents. McHale, Updegraff and Whiteman (2012) argue that, a parent's position forms part of parents' identity and status, which is a preliminary responsible role that is defined as the building block of children's development. According to the Life Course Theory parents see themselves as possessing responsibility over children by that having power and dominance of control; if children seem not to comply with the order of identification it activates different affect.

The act of parental power and dominance can be related to the 1950-1970's western supremacy that vowed for what they called 'totalitarianism', which is a system that regulates the subordinate to collective goals set by the elite. In this sense parents seem to need to maintain their position over adolescents; which however elicit concern if not comprehended. The question of whether adolescents agree with parental practices is only dependent on how adolescents perceive parental responsibilities and their acts of involvement; meaning that parents can be in a position to demonstrate care, quality relationship, communication but not have control over how adolescents respond.

It is noted that some parents are likely to change their parenting typologies such as: authoritative parenting style, uninvolved parenting style, permissive parenting style and authoritarian style which elicit different behaviour from children especially adolescents (Hoskins, 2014). These typologies are not apparent, rather approached by parents as frames of action and basis of stability. It can be referred to Parsons and Merton's theory of structural functionalism which argues that, structural functionalism is based upon dependency of structures and that when there is no stability (functionality), there is dysfunction in the society.

Similarly, parent #1 said that, "*How I see adolescents now is that they do not have respect, they are different from the adolescents of our time. And this disrespect is also increased by the rights given to them by the government.*"

It is disturbing to know the state that parents are finding themselves due to adolescents' behaviour. Such a response package a concern as to dissolving of values with respect to "respect" and the idea as to where adolescents' sexual behaviour thought to stem from. The parent recognise the shift in terms of respect, which in most African societies respect is a valuable entity to the development of society. According to Mudhovozi, Ramarumo and Sodi (2012), as much as sexuality contribute to social cohesion, it comes with responsibility and adhering to set rules concerning the expression of sexuality as well as the mechanisms for controlling sexual behaviour. This is done in societies to maintain integrity and moral behaviour without degrading the set standards; because "sexual behaviour has the potential to both cause harm…as well as good. Therefore, communities developed codes of conduct relating to when, where and with whom sexual relationships should be with.

The rationale is also indicative in parents' tendencies to change typologies for adolescents' conformity to parenting styles and mutual dependency between parents and adolescents; to build set of standard and normative behaviour (Fulcher & Scott, 2007). It was also noted in the problem statement of this study, where it highlights some of the severe outcomes of adolescents' sexual behaviour; which led to exploration of parental involvement. Aspects of unplanned pregnancy, infections, unsafe abortion are other salient outcomes that were indicated. It has been proved that adolescence is one of life's fascinating and perhaps most complex stages; a time when adolescents take on new responsibilities and experiment with independence and sexual behaviour (Oladeji, 2015). This developmental transition at times for example results in some girls in South Africa becoming pregnant before the age of sixteen and whilst still in school. A study by Miriri, Ramathuba and Mangena-Netshikweta (2014) has found that one in three girls in South Africa before they reach the age of sixteen. The study further found that this break, in turn, limits the affected adolescent girls' chances of achieving their goals.

Without ignoring the fact that the form of reaction that parents have tends to determine how adolescents react and perceive sex, initiation and contraception.

Parents showed great concern towards adolescents' behaviour; they also indicated how it negatively affects both parents and adolescents. Therefore, one can argue that from how parents responded in terms of adolescents' sexual behaviour do show their place in terms of how their children develop; clearly suggesting that parents care about adolescents and their responsibility over their children. The concerns from parents as to the result of adolescents' sexual behaviour are supported by the Life Course Theory. Parental involvement may involve a transformation in how an adolescent views the self in relation to the world and/or a transformation in how the person responds to risk and opportunity (Crosnoe, 2000 & Hutchison, 2005). It serves as a lasting change and not just a temporary detour. As significant as they are to individuals' lives, turning points usually become obvious only as time passes. That is to expatiate and to show the controversies involved in parental involvement, its significance, anticipated outcomes and functionality.

3.3.2 The importance of parental involvement

While adolescents' sexual behaviour cannot be avoided and the consequences subsequently, all parents gave a positive feedback acknowledging that it is important for parents to be involved in the lives of their adolescents; as this will enable adolescents to make informed decisions and understand sexuality. Below are their responses that suppose the significance of parental involvement.

Parent #2, "Yes, it is important; parents are the ones that know and understand about sex. They should talk to adolescents and guide them to the right direction when it comes to sexual behaviour."

Similarly, Parent #7, "it is very much important for me as parent to be involved in addressing my children's sexual behaviour."

It is very much proposed that, involvement of parents minimises adolescents' emotional and mental instability. The argument is built upon the idea that parents play an important role in how adolescents view the world and how they develop physically, emotionally and mentally. In support of this, Flouri and Buchana, 2002a; King and Sobolewski, 2006; Mosley and Thompson, 1995, highlight that parents' involvement is associated with lower frequency of externalising and internalising things by adolescents such as acting out, disruptive behaviour, anti-social behaviour,

depression, sadness and lying. The above statement is supported by the Life Course Theory by Thomas and Znaniecki of 1960; the theory suggested that people view themselves in relation to the external world and how a person responds to risk and opportunity is dependent on their perception; meaning that parents in the community can find a common ground and work together in helping adolescents protect themselves and take informed decisions regardless of whether one is the biological parent.

With that being said, parent #9 clearly gave a precise statement as to what will happen if it happens that parents are not involved in addressing adolescents' sexual behaviour.

"When parents are not involved in the lives of adolescents, there are severe outcomes, because if a child is not told and afterwards comes back pregnant parents will have to deal with the problem and support the child after birth."

The implication is that within the enormous changes, societies are facing new challenges and having to adapt to new ways. New challenges include greater family mobility, fewer extended-families, and lack of neighbouring and other trends (Brown, Larson & Saraswathi, 2002). These changes alter the capacity of families and parents to provide attention to adolescents and social resources. It also suggest the shift in parents' role and responsibility; meaning that parents should be in a position to adapt to the occurrence of changes. For example, a parenting style of the 1980s parent may be subject to change and differ from that of 1990s. That also suggests that the emphasis of the importance of parental involvement is inclined to change as times have changed.

An adolescent that grew up in times of extended families, neighbouring, moral conduct, values and cultural constitution may differ from an adolescent that is growing up in nuclear family, media, technological advancement, and constitutional rights. By this one should be in a position to see and take note of how much parents have to play the role of protecting their adolescents and them also being in a position to shift from what they have been exposed to and come to know, understand and still have the ability to come to understanding the societal advancement. It is clear how a parent who grew in time of cultural embedded society have different perception when

it comes to sexual behaviour in relation to adolescents growing in time of constitutional rights. To emphasise more on this as noted above, it will be ignorance to expect parental involvement to be easy and to take it at face value. It will need family, community, government, religion, education and economic institutions.

Furthermore, if parents are not involved in the lives of adolescents, it deprives them daily access to useful models and source of advice; henceforth economic burden, maternal death, school drop-out, unemployment and poverty is not an exception. By that, adolescents are prone to incline to what was suggested to be the cause of adolescents' sexual behaviour and the challenges to parental involvement which are explored below; that are peer pressure, media, fear, respect and age and time.

3.3.3 Challenges to parental involvement

It appears that parents perceive adolescents' sexual behaviour as a problem and them as parents having responsibility to protect them. However, parents specified that, even with understanding of their role and involvement there are challenges that hinder parental involvement. It is also visible from the noted causes of adolescents' sexual behaviour that as one looks at the responses one comes to understand the complex circumstance that parents are surrounded with. In this instance five aspects were revealed as challenges to parental involvement and they are discussed below. Some challenges are expressed in such a manner that they intertwine with what parents expressed as the causes as they highlight the relationship between the role of peers, media and transpired challenges of respect, fear and age and time. It is however important not to confuse the relationship but to also take note of their relatedness as far as the responses from the parents in this study are concerned.

Parental involvement represent what can be called phases and stages in conduct; mechanisms and application (Bekker, 2007). It will not be wrong to engage the phenomena with an open mind and understanding of differences in parents' perception, understanding, upbringing, social context, generation differences, racial and ethnic differences; cultural and religious beliefs. The theory adopted in this study (Life Course Theory), shows that individual go through significant stages which one can adopt certain behaviour for a period of time or a lasting time through-out life

span. Those behaviours are precipitated mostly by individuals in the surroundings, generation and those close to a person. As far as this study is concerned, the Life Course Theory was able to show, demonstrate and justify transitions and turning points involved in relation to parental involvement. Below are challenges that parents in this study indicated which reflect what the Life Course Theory tries to show as to parent-adolescent encounters, internal and external effects; dependent and independents responses; uniqueness of parental influence, intended and unintended behaviours.

3.3.3.1 Peer pressure

Parent #2 indicated that, "*I can talk to my child, show him the way, but only to find that he has a friend from a family that does not address sex the way I do. It is a problem to me because he does not listen to me but his peer. We as parents we talk to them and make them aware of the outcomes of sexual behaviour. The problem is that there are families who do not discipline their children and when they meet in schools they adopt such undisciplined behaviours.*"

Parent #3 said that, "*Children these days are difficult and that peer pressure has taken control over parents, because they listen to peers than parents-children are also exposed to many things.*"

Interesting similarities from the parents showed that adolescents' sexual engagement is more precipitated by peer pressure. Parents strongly emphasised how peers play a role in adolescent's life. The concern was that, because of peers children no longer listen to parents. Adolescents were said to value more of what their peers say and do than that of parents; hence children are raised differently within families. These relate to Erik Erikson's developmental crisis of autonomy versus guilt stage; where children learn to deal with feelings of shame and guilt, and begin to take responsibility for their action. In this stage children are more interactive with people outside their own families and acquire a sense of belonging and competence skills (Fulcher & Scott, 2007).

Erik Erikson focuses on adolescence as a time for the development of identity through a process he calls psychosocial development. He divided the stages into which separately informs different development processes. As for an adolescent, the

stage of autonomy and guilt is more prone as an adolescent may then personally invest in a commitment to their choice on a particular value, morality, or life choice which is likely to be assessed through peer opinion of a presented matter; which Erikson notes as a phase of identity crisis.

Furthermore, any particular crisis may never be presented in the life of an adolescent, yet adolescdnts must make a wide variety of choices about the values they hold and the people they want to become. As much as Erikson shows the distinct crisis, he does not clearly show how adolescents get to be groomed have an influence on hoe they perceive life and make decisions thereafter; which brings about a concern as to how parents get to also have and maintain control over such uncontrollable variables. Erikson suggest that, when a crisis is presented, and a choice is made, the individual is said to have "achieved identity" on this issue. As adolescents seem to be despairing from parents' guidance, values and rules, the theory suggests that confidence in parental support, a sense of industry, and ability for self-reflection are important in processing crises (Steinberg, Bornstein, Rook, & Vandell, 2011). The literature support what parents noted below, indicating conflicting ideals from parents and adolescents.

Parent #8 said that, "*Children influence one another; they listen much of their peers than us parents. I can talk to my child but when she meets with her peers she does what peers do. Sometimes they end up doing the wrong things because their friends are doing it.*"

Parents' views show the dynamic transitions in terms of how adolescents get to have control over information from parents and peers. This signals the kind crisis that parents find themselves in; parents can be involved however cannot control some external influences over their children as noted by parent #2 and #8. Information transmission according to Ramathuba, Netshikwezi and Khoza (2012) is dependable on adolescents' comprehension and perceptions on the matter being discussed. It appears that there is a bridge of interest were parents note an aspect of distinctions in families and the uniqueness of adolescents upbringing yet it is one amongst others external factors that parents seem to encounter.

Parents' awareness indicates how parents are confronted with adjustable attention and valuableness. Typically, from pre-adolescence to mid-adolescence there is a

shift of understanding between parents and adolescents (Steinberg & Morris, 2001), reflecting the re-negotiation of diverging expectations of parent-adolescent roles. Parents and adolescents organise their perceptions of interaction differently and view interactions according to distinct generational. In support, Sillars et al., (2005) indicate that, agreement in perceptions of moral life by parents and adolescents is generally in the low-to-moderate range. This notion gives an indication that parents and adolescents may hold unique understanding and interpretation on sexual behaviour.

The uniqueness and different elements in parent-adolescent communication brings about barriers to effective communication between parents and developing adolescents (Advocates for Youth, 2011). Parents and adolescents might hold different perspectives but still understand one another. In order to understand the complexity of parents' perception on involvement, Sillars et al., (2005) state that, children along with parents recognise that their perspectives are different and may describe these differences with considerable sophistication. However, such accounts may also reflect generalised conceptions that one generation holds about another, rather than understanding of specific individuals.

It is clear from the statements that peer pressure is not just a challenge, but strife between parents, their children and their children's peers. In this accord, it lengthens involvement beyond parents talking to their children but also being familiar with their children's friend. According to Mbunga (2007); Ojua, Lukpata and Atam (2014); Nundwe (2012), the reasons as to why adolescents tend to choose peers' advice and information over parents' are not far-fetched; as age difference can be a factor, older generation are seen by the adolescents as being out of touch with current lifestyles and pressures, and the adolescents therefore deem themselves as their own experts on sexual issues and seek advice from their peers. Most of the parents are therefore regarded as belonging to the 'old school' by the adolescents. Mudhozi, Ramarumo and Sodi (2012), shows that many parents are aware of generational differences and how that has an influence on adolescents' sexual behaviour, parental practices and parents' involvement.

3.3.3.2 Media

Crosnoe and Cavanagh (2010) indicate that, media representation place parents in a critical position, where their position as parents compete with how adolescents relate to media and parents' ways of involvement in terms of communication, supervision and monitoring style; guidance and relationship. From varied perceptions and understanding of challenges of adolescents' sexual behaviour, other participants noted media as a fragment of adolescents' sexual engagement; suggesting that the reflected standards in media play a role on how adolescents view life, how they behave and varied understanding of parental practices.

Parent #4, *"I think the cause of this behaviour is because of the TVs and the cell-phones. These children have too much access to things that we the parents don't even understand…on TVs they see this things and end up doing it and sometimes we don't even know they are doing it, you just get surprised by pregnancy."*

Similarly, Parent #8 said that, "*our children do not listen to us because they get information from media. They see these things on TV, the radio and books, when I as a parent come to talk to my child about sex they give that attitude that they already know about sex…"*

The distinctive account of division of parents in terms of how adolescents seem to find information relate to peers than parents and being influenced without their decisiveness imply a form of alienation. To elaborate more, alienation retains the general form of what Marx considered an aspect of social phenomena in which people are dominated by impersonal entities of their own making (Ro, 2012). Marx's work describes alienation as consisting in an individual's lack of fulfilment or self-realization in capitalist society; where the worker is separated from the product. The most obvious phenomenal expression of alienation is parents' inability to supervise, monitor, communicate, direct and support their children; in this point parents have no sense of association to adolescents either because of media, peers, religion and schools.

Rapid social change, technological advances, changing economic conditions and the explosion of multiple overlapping sub-cultures are consequently perceived to be threatening the functioning of intergenerational relations (Casey, Jones & Hare,

2008). Media is one of socialisation agent that plays a role symbolically and an interaction mainstream that affect individual's psychological, behavioural, political and social (Giddens, 2013). Furthermore adolescents are not an exception to the media exposure as media configures adolescents' emotional, mental and physical development.

One can argue that with media attention and its connectedness to adolescents, high levels of family connectedness can help mitigate family disconnectedness and protect against a variety of adolescent risk behaviours, including early sexual activity, pregnancy, tobacco and alcohol use associated to media influence (Carter & Annie Kao, 2013). Higher levels of perceived parental supervision and insight from parents about sexuality are required in order for adolescents to discern issues on media and make thorough decision with regard to their lives.

3.3.3.4 Fear

Parent #1*"The challenge that I think many parents face is the fear is that when they talk to children about sex they will want to engage in sexual behaviour; so parents tend not to be involved. Sometimes parents do not know where to begin which makes them to fear in terms of approaching the issue."*

Most parents indicated that fear is one of the challenge that parents encounter when it comes to adolescents getting information because they stated that talking to children about sex, equals to promoting sexual activity leading parents to choose not to. To support this Nundwe, (2012) found out that, parents thought that sexual communication encourages sex; in this regard sexual communication was not supported. The belief that discussing sexuality will encourage adolescents also raises a concern of parental fear as reported by parent #1.

As much as it cannot be denied that adolescents engage in sexual activity, it cannot also be denied that parents also hold specific beliefs about the kind of information their children receive. It is believed that it comes with the territory for parents to have some sort of resistance with regard to what they see fit for their children; and this is said bearing in mind the revealed responses from most parents. For example, most parents indicated that it is parents' responsibility to protect their children and talk to them about sex, however, as much as that is stated parents also provided

contradicting responses which shows how parents can understand what needs to be done but not be able to do; and this can be caused by different reasons one being fear in this instance.

According to Kibombo, Neema, Moore and Ahmed (2008) show that, many parents experience because of lack of trust in their children and comparativeness; because as parents see some adolescents behave in a certain way they conclusively tend to think and fear that their children might engage in such behaviour hence not talk to them. Most parents in this study reported that they talk to their adolescents and suggest for parents to do so. Despite support for increased parental communication with their adolescents about sex, many parents remain uncomfortable approaching this subject.

3.3.3.5 Respect

Respect plays a role in how people respond to each other and seals the advancement of relationships. In terms of parent-adolescent relationship, this suggest that when there is common understanding between parents and adolescents it increases their common understanding therefore prevent or reduce issues of disrespect (Ramathuba, Netshikwezi and Khoza, 2012). Consequently, adolescents can fluctuate widely in their ability to comprehend parental perspectives and parents may have difficulty anticipating and comprehending momentary changes in adolescent perspectives. Adolescents may also intentionally limit parents' understanding of some issues through topic avoidance (Sillars, Koerner & Fitzpatrick, 2005). The following responses attest to that:

Parent #2*"There are challenges that parents face indeed, and the challenge is when parents get involved and children do not listen to what parents are telling them continuing with wrong behaviour given the fact of severe outcomes."*

Moreover, parent #3 *specified that "parents encounter the challenge of children not respecting them as much as they deserve, because of children not listening to them and what they are telling them."*

It has been noted over the cause of the findings in this study that respect towards parents comes with the territory of being a parent; therefore children are obliged to respect especially in African societies. Respect being a moral conduct, children are

much expected to indicate acts of respect in their behaviour, response, dress codes, societal values and family values and norms. That is, parents generally reported facing similar challenges working with adolescents. The most prevalent challenge parent reported was adolescents 'non- compliance with advice given and adolescents not expressing or showing that they listen to parents. As such most parents, for example, expressed frustration over the rate of unwanted pregnancies. Their response as said by parent #2 suggests that parents expect a certain response from adolescents which indicate that they listen to what they have been told; that is change in behaviour (reciprocal response).

3.3.3.6 Age and time

The Life Course Theory indicates that many transitions relate to family life: human development, marriages, births, divorces, remarriages, and deaths. Each transition changes family statuses and roles and generally is accompanied by family members' exits and entrances. One can see the dramatic effects of change in age and time especially with relation to adolescence transition. Transitions in collectives other than the family, such as peer groups, school, small groups, communities, and formal organizations, also involve exits and entrances of members as well as changes in statuses and roles (Hunt, 2005). In relation to the noted responses below, it brings about the visibility of transitions that parents along with adolescents get to go through.

Parent #3 shared insight by noting how young "these" children are for them to be even thinking or knowing about sex. The controversial perception lies in the comparative understanding of how earlier generation are different from this time and age generation.

In support of this, Olakunbi and Akinjide (2010) argue that, there are different concerns that parents normally express about engaging in sexual conversations. Examples are, not having (a) requisite knowledge and skills to explain things, (b) concern that adolescents will not take them serious, (c) concern with whether the involvement will make a difference, (d) difficulties in finding right time and place and (e) fear of encouraging sexual activity. Hence, Burgard and Lee-Rife (2009) connote that; high level of parents' involvement may increase the amount of monitoring and

scrutiny of adolescents, limiting their perceived opportunities to engage in risky behaviours such as early sexual engagement.

Parent #10 stated that, "*Looking at this children and how they are sexual active surprise me; in our time you can never behave the way they do. It is also difficult for us as parents to control these children because now they are living in different time from ours, they choose whatever they want to do.*"

This for example is supported by several studies conducted in parts of Africa. In a study by Poulsen, Miller, Lin, Fasula, Vandenhoudt, Wyckoff, Ochura and Obong'o (2010); Advocate for Youth, (2011); Nundwe, (2012), they found out that parents believe that their children are too young to engage in sexual activity even though they are aware of the surrounding adolescents and visible results of pregnancies and that they were too young to learn about sex. These findings highlight a range of challenges to parents and a question of what parents consider as the right time to start communicating. Respect is a moral code especially in African families, and when the state of respect seems to have shifted it brings about concern to parents. As much as parents are aware that times have changed, parents should also take it upon themselves to acquaint themselves with what their children get up to in order to know how to relevantly intervene and have positive response both from parents and adolescents.

3.3.4 Parents' views about their involvement in addressing adolescents' sexual behaviour

Pearson et al., (2006) assert that, the uniqueness of parental involvement is a practice on its own that is determined by various factors such as family structure, gender, relationship, culture, household composition and education. The assertion demonstrates a notable variation of parental involvement in terms of emotional and social support; sexual communication, supervision and monitoring, engagement and quality time between parent and adolescents. Parents' views brought about noticeable gap as to how they are involved in the lives of adolescents'; parents having to admit and agree to how important parental involvement is they strongly maintained talking to adolescents as a visible tool of addressing adolescent' sexual behaviour. They put it this way:

Parent #2, "*Some parents do not talk or be involved because they still have the mind-set/belief that children are children and they do know things of sex; whilst they forget that children see these things on television. Because of that we end up having lot of problems afterwards.*"

Parent #4 moreover said that, "*I believe that me being a parent means I should protect my child, especially the thing of sex we should certainly get involved and tell them about sex and the consequences.*"

This study gauged the dynamics of parental involvement; it sought understanding of parents' perceptions of parental involvement. All participants demonstrated understanding of adolescents' sexual behaviour; from their understanding they showed essential perceptions of their involvement. Participants stated that it is parents' responsibility to take care of their children. However in their response some parents indicated that some parents are not involved as some may believe that children will be taught in school. This is supported by the response from parent #5 who noted that, "*parents do get involved but not fully or I can say not in fullness believing that they will learn at school; we do not take preventative measures to deal with the issue straight.*" It is this kind of behaviour and belief which can limit parents' involvement as they believe that their children will learn somewhere but also showing a concern as to how other external factors such as media and peers are a challenge for them influencing their children and leading them not to respect parents. From the findings, there is controversy to what parents seem to know, want and behave to the issues of adolescents' sexual behaviour.

3.3.4.1 Parents' approach to involvement

This theme of approach to involvement evolved as a controversial interpretation of how all parents supposedly stated that they are involved by communicating and advising adolescents about sexual activities. From probing question when the researcher asked about other means of involvement, "*besides communication and advice*"; parents understandably noted communication per se as their mechanism to addressing the issue of adolescents' sexual behaviour. Considering the sensitivity and challenges that parents outlined it is taken to be necessary that other parental

mechanism/practises be discussed in this study. This does not undermine the effort that parents have noted in this study; however a matter of the extremeness of adolescents' sexual behaviour and challenges evidenced by parents and supported by literature in this study. Below are some of responses from the parents:

Parent #9, "I also check where they are if they are not home, but they lie and say I am at a friend's place whereas they are not there. I spend my time at work and I normally don't have time, the only thing I can try to do is talking to them."

The term involvement is a complex phenomenon; an essential mechanism that has distinct definition (Hoskins, 2014; Diana, Rueter, Keyes, McGue & Lacono, 2015; Bekker, 2007). It is evident from the participants how an approach to involvement is vital for parenting. Regarding involvement, all participants reported that how one is involved plays a role on how adolescents respond. The parents were asked to state how they are involved in the lives of their adolescents' sexual life; and they indicated uncertainty and hesitation to the question. However, their response also suggest some of the challenges that parents tend to encounter; looking at parent #9, the response suggest another state that parents find themselves in.

It is clear that involvement is complex as parents will have to consider such factors as lying about their where about and be able to merge their involvement as parents. The response provides a sense of despair that parents seem to have; hence the mentioned use of lies instigate a sense of separation between parents and adolescents. The parent indicated a notable action of checking, but at the same time showing lack of confidence in children which makes one to assume that parents may presumably neglect certain actions in addressing adolescents' behaviour.

Parent #6 stated that, "*I talk to my child about sex and give him advice about condoms; I also tell him about diseases and what will happen to him if he impregnate a girl. We have to talk to children about these things, because they see on TV and learn at school.*"

Parent #10, "*I talk with my children; if I do not talk to them I will have me to blame when something goes wrong, so it is important that we tell our children about this things.*"

All parents limited involvement to communication; they stated that they are involved by talking to their adolescents, and giving advice. However, parents continuously indicated the causes with a sense of blame; which raise a question of whether parents have a relationship with their children. From peers and media as the cause of adolescents' sexual engagement, it reversely shows the limitedness of parents' involvement especially with the broadened scope of its practicality (such as quality relationship, supervision, monitoring, communication, socialisation and emotional and social support) (Diana, Rueter, Keyes, McGue & Lacono, 2015).

Involvement of parents minimises adolescents' emotional and mental instability. Involvement includes frequent contact, communication, supervision, emotional support and relationship quality. When parents are frequently involved and have a relationship with adolescents; both parents and adolescents are likely to possess positive attitude. However, the term involvement is not yet fully explored in research as it is controversial itself and limited in its interpretation (Hurd, Zimmerman & Xue, 2009). This study however does not ignore concerns that might occur; hence involvement should be defined bearing in mind social, economic, political, geographical, cultural and religious factors.

Results suggest that parental practices beyond communication are lacking, therefore necessary involvement practices such as supervision and monitoring; spending quality time (attending events and activities) and quality relationship are considered as important ways in which parents influence adolescent sexual behaviour (United Nations Population Fund, 2012). Considering the versatility of parental involvement, other aspects of involvement will be discussed below with the notion of showing how parental involvement plays a role in addressing adolescents' sexual behaviour.

This type of parenting approaches however are predicted to enhance family connectedness and parent-adolescent relatedness; which occurs when the adolescents perceives and internalises the warmth, love, and caring expressed by parents (Diana, Rueter, Keyes, McGue & Lacono, 2015). Even though adolescents were not interviewed in this study to confirm parental involvement and its effectiveness, parental involvement has been proved to be an important aspect in adolescents' development Ramathuba, Netshikwezi & Khoza, 2012; Burgard & Lee-Rife, 2009; Ojua, Lukpata & Atam, 2014); below are parental involvement practices

discussed bearing an elaborative extension of mentioned views on parental involvement by parents. The parental practises are being explored in this study as a proposition that parents should consider other ways noted below which are also supported by other scholars.

- **Supervision and monitoring**

Bravender (2015) in the article titled "Adolescents and the Importance of Parental Supervision" written the introduction by asking this question, "It's 10 PM, do you know where your children are?" This surely sounds like a crucial and important question that any parent can be concerned about. Supervision and monitoring of children are ancient techniques that do not cease to exist (Beck, Boyle & Boekeloo, 2004). It is clear that supervision and monitoring of children is a valued system that should remain an important factor for parental involvement. Beck et al., (2004) further state that, adolescents' whose parents monitor and are aware of their activities participate in less risky behaviours.

Parent #9, "I also check where they are if they are not home, but they lie and say I am at a friend's place whereas they are not there. I spend my time at work and I normally don't have time, the only thing I can try to do to protect her is to talk to her."

This is supported by DeVore, Ginsburg (2005) who indicated that supervision and monitoring can be effective when combined with an authoritative parenting style. A parenting style that involves high levels of parent-adolescent relationship, social and emotional support, open communication which promote sexual and reproductive health combined with firm limit setting. In this study communication and giving advice came out as a familiar practice that parents use to addressing adolescents' sexual behaviour. However, with parents noting the challenges they encounter in parental involvement, one can argue that parents needs to apply other parental involvement practices such as supervision and monitoring; and others discussed in this study.

- **Emotional and social support**

Parent #9, "… I spend my time at work and I normally don't have time, the only thing I can try to do to protect her is to talk to her."

Research indicates that parental involvement plays a role in adolescents' perception of sex, sexual debut and sexual decision making- this is supported by scholars noted in this discussion. Beier et al., (2000) indicates that, the way in which adolescents connect to their parents influences their ability to understand the importance of good health and development. Parental availability and sense of support influence holistic pro-social behaviours, such as academic achievement and decreased participation in risk-taking activities (Crosnoe, Erickson, & Dornbusch, 2002).

Furthermore, many parents who extend their availability to adolescents' activities such as events (sports, movies, or concerts), religious services, or shopping with their sons and daughters create a platform for parent-adolescent relationship. This form of involvement is found to likely provide an opportunity to interaction amongst families, an occasion for parents to gauge adolescents' interests, or solely a time to share common experiences. Davis and Friel (2001) state that, though this form of involvement may depend on available parental and community resources; it may still be an important avenue for successful parenting. Based on the findings in this study, specifically the outlined challenges, it becomes significant for parents to provide emotional and social support looking at the outcomes of peer pressure, media and other challenges mentioned in this study. That is, parents should be able to strike a balance in order to protect their adolescents from external factors that hinder parental involvement by understanding practices that create a platform for involvement. This study did not measure how effective parent-adolescent communication is and how parents communicate, hence it become ideal that parents go beyond talking as illustrated above.

3.3.5 Need for parental integration

The term integration can be traced back to the work of Parson (1951) "the social system", who defined integration as a system that ensures cohesion and solidarity, also designate the structures concerned with a particular function. Family is one of internal aspects that Parson noted a system of function in kinship and familial development. The need for parental integration was apparent in this study and appeared as an important aspect for parental involvement. The propositions came without isolation but with parents associating themselves and championing parental

support for parent-child relationship. It is clear to parents that children are the responsibility to all and by that they were open to welcome help from the larger society in order to help adolescents have a positive development and make informed choices. To show that parents were determined about their involvement in addressing adolescents' sexual behaviour they unwaveringly noted that:

Parent #4, *"parents should be transparent; they should not hide things and learn to be comfortable. Social workers should assist the parents to be involved and Pastors because some of us we do not believe in children being involved in sexual activities…Pastors in churches should address these issues."*

Parent #5, "N*ot all parents know how to protect their children; so all communities should have home based care professionals that visit parents, adolescents and educate them about sexual behaviour."*

Parent #2, *"Parents should always be there for their children and make time for them."*

The Life Course theory attempts to understand the continuous paths of individuals' lives as they unfold and recognise the influence of historical changes on human lives (Hutchison, 2001). The theory illustrates that, humans are interdependent; and give special attention to family as the primary source for experiencing and interpreting the wider social world. Moreover, it also recognises the linkage, transition, life events and turning point of early life experiences and later experiences in adulthood. This is visible when adolescents seem to be externally involved or interactive rather only from the primary compound (family).

Transition brings about changes in roles and status that represent a distinct departure from prior roles and status. The turning point in this study is noted as parents indicated their challenges and transition of parental influence; extending the dilemma of adolescents' sexual behaviour and parental involvement in addressing the issue. The turning point is a time when major changes occur, where there is transformation in how people view themselves in relation to the world and how a person responds to risks and opportunities. It views lives as the representation of series of intergenerational roles that are embedded in socio-historical context. With the perceptions to parental involvement, challenges and the importance of parental

involvement; there is a clear indication is to how important parental involvement is necessary, hence holistic approach is necessary to integrate parental involvement in the community and address adolescents' sexual behaviour.

3.4 DISCUSSION

The findings indicate parents are aware of their responsibility and the importance of parental involvement; both males and females are in involved in addressing adolescents' sexual behaviour and familiar with a particular parental involvement practice; these findings are further discussed below. The Life Course Theory indicates that the family is the primary source for experiencing and interpreting the wider social world. The theory also recognises the linkage, transition, life events and turning point of early life experiences and later experiences in adulthood.

Transition brings about changes in roles and status that represent a distinct departure from prior roles and status which places parents in a certain position in terms of addressing adolescents' sexual behaviour (Thomas and Znaniecki, 1960). This is also supported by multiple literatures that indicate that parents' involvement plays a role in how adolescents perceive sexuality. Parents stand in a position in administrating adolescents' mental, social and emotional development (Advocate for Youth, 2011; Diana, Rueter, Keyes, McGue & Lacono, 2015; Olakunbi & Akinjide, 2010; Steinberg, Bornstein, Vandell & Rook, 2011). The themes were lifted from the transcripts using Braun and Clarke (2006) thematic analysis steps elaborated below.

Involvement has been revealed as one factor that is vital to addressing adolescents' sexual behaviour. This study explored parents' involvement, whereby the convolutions were revealed. The questions of approach to involvement was undeniably esteemed in the sense that generational variant is a determinant to parents involvement. Parents' point of view gave more information with regard to communication indicating that parents communicate with adolescents' about sexual issues; however it does not reveal the effectiveness and quality of communication that parents seem to have as participants indicate fear of the sexual communication outcome and likewise behaviour from adolescents. This does not undermine their effort however as adolescents' health is concerned; an intrusive analysis is necessary.

Parents recognised variation in terms of how adolescents are different from their time, which in turn can assume difficulty in terms what is viewed wrong or right. They appeared to believe that by talking to their adolescent children about sexual matters they might be giving them ideas. The other issue that seemed to be of vital concern was that some parents think that by talking to their adolescent children across gender could make them lose face or respect from their children; however it is evident how involvement is a system with distinct mechanisms that need to be mastered and understood.

As it may be more beneficial for adolescents to be able to ask parents for advice about sex-related matters, it is important to note that the parent-adolescent position is highly esteemed in a sense that parents value respect and their status as parents. Given the complex influences on parent involvement, understanding and communication; understanding is typically moderate but varies a great deal based on the specificity, ambiguity, and amount of understanding associated with the object of perception. Information transmission is also dependable on parents' comprehension and perceptions on the matter of involvement.

Recognising this, a variety of programmes and interventions to engage parents in efforts to achieve one or more outcomes for their adolescents' well-being are significant. This study provides more information about how different aspects of parental involvement are related to protecting adolescents as far as sexual behaviour is concerned. Results suggest that parental practices beyond communication are lacking, therefore necessary involvement practices such as supervision and monitoring; spending quality time (attending events and activities), emotional and social support; and quality relationship are considered as important ways in which parents influence adolescent sexual behaviour (United Nations Population Fund, 2012).

This study warns against generalisation of the findings on parental involvement to all parents. The primary purpose of this study reflected a perceptual aim which was to explore parents' involvement in addressing adolescents' sexual behaviour; there are few exceptions. Parental involvement is highly advocated for; which appears to be a significant aspect of parental role and responsibility (Pearson et al, 2006; Ikramullah et al., 2009). The findings in this study complement other studies in the sense of

advocating for parental involvement; however by illustrating lack of parental involvement as far as the parents in Mankweng are concerned. Parents indicated the need for parental involvement, but with fear and no confident in their involvement and communication they have as their involvement in addressing adolescents' sexual behaviour.

Optimising Karl Marx's concept of alienation, parents do not "confirm" themselves in their involvement; they experience involvement with limitedness as the workers expressed in the alienation who experience their work with misery and their work belonging to another. These draws attention to the content of the involvement in terms of adolescents' sexual behaviour, parents' level of understanding of the importance of their involvement , and the nature of the involvement. Although parents are involved in some sort (through communication and advices given), it is worth noting here that there is slight sense of accountability and parents are less involved in which alienation from adolescents' activity is likely to occur where adolescents begin to seek attention elsewhere (Ro, 2012).

One of the objectives of this study was to determine challenges to parental involvement in addressing adolescents' sexual behaviour. The results show that parents are challenged with fear that as they communicate with their adolescents, they might start engaging in such behaviour. Another thing is conflicts that may arise in the process of parents being involved, adolescents not valuing the insights of parents. Furthermore, parents not coming to terms with the fact that their adolescents have grown and started engaging in sex which place parents at a crucial position when it comes to knowing when to address the issues of sex.

The participants seemed to have understood that even if they respected their belief standards, some things forfeited the standards. For example social networks, media and external factors that adolescents might be exposed to. At least schools should be allowed to deal with this subject of prevention of early pregnancy, STIs and HIV infection by teaching about scientifically proved methods. The findings from this study can form the baseline of interventional effort targeted at parents in improving their involvement with their children on sexual issues.

Parents continuously indicated the cause of adolescents' sexual behaviour with a sense of blame; which raise a question of whether parents have a relationship with

their children, take full responsibility or better shift the blame to someone/something else. Scapegoating was disposed and it appeared ambiguous as parents frequently isolated themselves from their stand in the matter-from peers, media, fear, respect, age and time as the challenge to parental involvement, it reversely shows the limitedness of parents' involvement especially with the broadened scope of its practicality (such as quality relationship, supervision, monitoring, communication, socialisation and emotional and social support). However, this does not mean that what parents are doing is underrated or that suggested mechanism may work; but is to state that parent should consider all aspect given their awareness of causes of adolescents' sexual behaviour and challenges that parents encounter with regard to addressing adolescents' sexual behaviour.

Recognising the versatilities of parental involvement, its importance, challenges faced by parents in application, parents' perception and their approach thereof; there is considerable deal of things to be explored. Such things involve mainstreaming generational differences, demographic aspects, rapid social change, technological advances, changing economic conditions and the explosion of multiple overlapping sub-cultures are consequently perceived to be threatening the functioning of intergenerational relations. As much as it cannot be denied that adolescents engage in sexual activity, it cannot also be denied that parents also hold specific beliefs about the kind of information their children receive. As adolescents have to deal with their own issues of transition, trajectories and turning points in their lives, parents also have to their place of adapting to changes occurring in their children which include a shift in understanding their children's sudden personalities, relationships, associations, reflections and turn over in imparted norms, values and rules.

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter is the last chapter of this report that summarises the study, conclude and outline recommendations. The conclusion summarises all the chapters in the study; the introduction of the study, literature reviewed in support of the study, research approaches and the findings of the study and the recommendations.

4.2 SUMMARY

The aim of the study was to explore parents' involvement in addressing adolescents' risky sexual behaviours in Mankweng Township. The researcher used different scientific methods to explore the subject matter. Although the sample size of the study was small, parents were able to give insight to the research problem. Parents were able to respond to the interview positively and showed great concern about adolescents' sexual behaviour and the importance of parental involvement in addressing adolescents' behaviour. Therefore, it is important for parents to take into account the development of their children and make conscious decisions on parental involvement.

Parents acknowledged that there are challenges that hinder sexual communication, suggesting that parents should create open and comfortable environment for persistent communication. The study results were made possible through application of different research methods. The research design used by the researcher enabled open exploration to the problem. The sampling technique and procedure; data collection tools and the methods of analysis proved the scientific standard of the study. As the study revealed

4.2.1 Aim of study

The aim of the study was to explore parents' involvement in addressing adolescents' risky sexual behaviours in Mankweng Township.

4.2.2 Study objectives

The objectives were as follows:

- To evaluate parents' perceptions on their involvement in addressing adolescents risky sexual behaviour. This objective was achieved because the findings indicate that parents are aware of adolescents' sexual behaviour as well as harsh consequences thereof and perceive parental involvement as a mechanism to addressing adolescents' sexual behaviour.
- To examine the importance of parents' involvement in addressing adolescents' risky sexual behaviours. This objective was attained because parents were able to spot related problems to point out related outcomes of parental involvement; outcomes such as guidance, advice, and communication.
- To determine challenges to parents' involvement in addressing adolescents' risky sexual behaviour. Challenges that parents encounter in terms of involvement in addressing adolescents' risky sexual behaviour were outlined. The findings indicate that parents have challenges such as peer pressure, media, age and time; fear and respect which inhibit /or limit their involvement in the sense of dynamics involved were parents find entangled with.

4.3 CONCLUSION

Parenting involvement is not only vital but a critical factor associated with adolescents' perception of sexual activity, initiation and sexual decision. This study complements other studies, which has found that strong parent relatedness and involvement is necessary for the development of adolescents (McNeely & Blanchard, 2009). Given the importance of parents in their children's lives and the debate about whether parental involvement is beneficial to adolescents' sexual and reproductive health, one overarching conclusion is that some aspects of parental involvement, but probably not all, likely play key roles in helping adolescents establish and maintain healthy sexual and reproductive lives. Programmes would do well to take parental involvement elements into consideration in the efforts to help adolescents protect themselves against HIV and AIDS, unintended pregnancy, unsafe abortions and other sexual risks infections and for parents to understand parental involvement.

Parents play an important role in how adolescents view the world and how they develop physically, emotionally and mentally. Parents' involvement is associated with lower frequency of externalising and internalising things by adolescents such as acting out, disruptive behaviour, anti-social behaviour, depression, sadness and lying; therefore parents' involvement in addressing adolescents' sexual behaviour is important. Involvement of parents minimises adolescents' emotional and mental instability. Involvement includes frequent contact, communication, supervision, emotional support and relationship quality. When parents are frequently involved and have a relationship with adolescents; both parents and adolescents are likely to possess positive attitude.

4.4 RECOMMENDATIONS

Based on the findings from the study, the following recommendations have been generated:

- Exploration of parental styles with regard to involvement on sexual and reproductive health issues.
- Training and education about adolescents' sexuality need to be provided to parents on how to approach the issue, how to be involved and communicate with their children.
- Based on the findings of this study, it is recommended that government as well as school counsellors, with the assistance of different agencies, should organize parents training programmes on sex education. Mass media should also be encouraged to be actively involved in sensitising parents on the need to be involved in sex education of their children and sensitisation of adolescents for better understanding of themselves and precautions.

Recommendations for future research
- Research to explore themes of alienation, victim blaming and shifting responsibility need to be undertaken
- Research that covers a large population of diverse background is needed in order to establish the perceptions of parents in their involvement on addressing adolescents' sexual behaviour.

- Based on the results of the exploratory analyses of this study, there are many directions for future research. First, as mentioned above, the information from the parent's point of view would give more information about the conversations that parents are having with their adolescents about sex. In addition, more information could be gathered about parents' characteristics and how they affect involvement practices in addressing adolescents' sexual behaviour. The findings elicit a great concern, relating to the ordinance of the location and how parents seem to be limited to one scope of involvement in terms of adolescents' sexual behaviour.

- In addition, looking at what was revealed in terms of fear of actual leading of adolescents' to sexual activity by parents conversations, future research might gather information about adolescents' actual sexual behaviour as a result of these conversations about sex with their parents. It would be beneficial to learn how these conversations actually affect the adolescents' behaviours.

- Given the relatively high levels of sexual communication found in this study, other strategies such as using trusted adults in the community to provide information and services to adolescents; supervision and monitoring; emotional and social support and quality relationship should be explored further in order to assess the effectiveness of all this mechanisms.

- Need to develop culturally-appropriate parenting methods for ethnic and racial minority adolescents. Culturally-appropriate programs which include activities that incorporate the traditions and values of a particular culture; modification of curricula to address issues of common concern to individuals and families of a certain cultural background or heritage.

- Finally, a deeper analysis of parents' background and sexual knowledge and how this affects involvement between the parent and adolescents about sex would be beneficial.

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ANNEXURE A: CONSENT FORM

I …………………………………. voluntarily participate in this project about: *Exploring parents' involvement in addressing adolescents sexual behaviour: A case study of Mankweng Township, Limpopo Province.*

Please read the information below and sign if you would like to participate.

Participation in the study is completely voluntary. If you decide to withdraw there will be no negative consequences. Should you wish to participate, please answer all questions as honest as possible.

PARTICIPANT

By signing this form I agree that I have read and understood the information above and I freely give my consent to participate in this project**.**

Signatures

Participant………………………………….   Date………………………

Witness…………………………………..   Date………………………

Researcher…………………………………   Date………………………

ANNEXURE B: SEMI-STRUCTURED INTERVIEW

1. As a parent, what is your view on adolescents' sexual behaviour and its causes?

2. What is your perception of you being involved in addressing adolescents' sexual behaviour?

3. How are you involved in the lives of adolescents' sexual life?

4. In your perception, do you think is important for you to be involved in addressing your adolescent sexual behaviour?

5. Excluding you, do you think parents are involved in addressing their adolescent children's sexual behaviour?

6. How do you think parents' involvement would address adolescents' sexual behaviour?

7. What would be the results/consequences of parental involvement in their adolescent children's sexual behaviour?

8. What are the challenges that parents encounter in terms of involvement in addressing their adolescents' sexual behaviour?

9. What do you think can be done in order to address parental involvement in adolescents' sexual life?

10. How can parents be involved in addressing adolescents' sexual behaviour?

THANK YOU

SEKGOMARETŠWA SA A: FOROMO YA BOITLAMO

Nna ……………………………………………………………ke tšea karalo ka go ithaopa mo projekeng ye: *Exploring parents' involvement in addressing adolescence sexual behaviour: a case study of Mankweng Township, Limpopo Province.*

Ka kgopelo bala taba tše di latelago gomme o saene ge e le gore o ikemišeditše go tšea karolo.

Go tšea karolo mo thutong ye ke go ithaopa. Ge o ka nagana go ikgogela morago, go ka se be le ditlamorago tše mpe. Ge o ikemišeditše go tšea karolo, ka kgopelo, araba dipotšišo ka moka ka botshepegi ge go kgonega.

MOTŠEAKAROLO

Go saena Foromo ye, ke kwana le gore ke badile e bile ke kwešišitše ditaba ka moka tša ka godimo, e bile ke itlama go tšea karolo mo go projeke ye.

Basaeni

Motšeakarolo…………………………………………Letšatšikgwedi....…………………

Hlatse…………………………………………….Letšatšikgwedi……………………..

Monyaki………………………………………… Letšatšikgwedi………………………

SEKGOMARETŠWA SA B: DIPOTŠIŠO TŠEO DI SA LOKOLOGAGO

1. Bjalo ka motswadi, a pono goba tebelelo ya gago ke efe go maitshwaro a baswa go tša thobalano; gona go hlolwa ke eng?

2. Bjalo ka motswadi, temogo ya gago ke efe mo go ameneng ga maitshwaro a baswa go tša thobalano?

3. A o amega goba o akaretšwa bjang mo maphelong a baswa go tsa thobalano?

4. Go ya ka temogo ya gago, a o nagana gore go bohlokwa gore o amege mo go boleleng ga maitshwaro a baswa go tša thobalano?

5. Ntle le wena, o nagana gore batswadi ba ba ngwe ba amega go boleleng ka maitshwaro a baswa go tša thobalano?

6. A o nagana gore kakaretšo ya batswadi e ka rarolla maitshwaro a baswa go tša thobalano?

7. Dipoelo/ditla morao tsa kakaretso ya batswadi go bophilo ba thobalano ya baswa e kaba eng?

8. A go na le ditlhohlo tšeo o di hwetšago ge o akaretšwa go rarolleng ga maitshwaro a baswa go tša thobalano?

9. A o nagana gore batswadi ba ba le ditlhohlo ge ba rarolla maitshwaro a baswa go tša thobalano?

10. A o nagana gore go ka dirwa eng go rarolla maitshwaro a baswa go tša thobalano?

KE A LEBOGA